



PARENTING ON THE MOVE

Program for empowerment and promoting the development of competencies of parents of children up to 12 years of age, in situations of migrations and refugeehood

Program implementation quality assurance
Handbook for trainers and mentor



Save the Children believes every child deserves a future. In North West Balkans and around the world, we work every day to give children a healthy start in life, the opportunity to learn and protection from harm. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share.

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The Balkans Migration and Displacement Hub, working within Save the Children North West Balkans, researches trends in migrations across the Balkans to raise visibility of children on the move and advocate for their needs. The Hub promotes regional exchanges, knowledge management and documentation and dissemination of good practices in programming for girls and boys, refugees and migrants, and their families, to ensure children are better protected and have access to learning.

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Parenting on the Move (PoM) programme package:

PoM Workshop moderator's handbook (English, Serbian)

PoM Program implementation quality assurance - Handbook for trainers and mentor (English, Serbian)

PoM Games and Activities to Go - 31 cards with ideas for exploring, learning, creativity and play for families (in English, Farsi, Arabic, Serbian)

PoM Notes to Go – notebook with key learnings for parents (in English, Farsi, Arabic, Serbian)

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This handbook is intended for trainers who will implement moderator trainings for the implementation of the Program “Parenting on the Move” and mentors who will provide support during Program implementation.

Trainings for “Parenting on the Move” Program implementation

The program of trainings for moderators for “Parenting on the Move” Program implementation encompasses two trainings (one three-day + one two-day (follow-up training)), as well as mentor support (in the field and online, by phone, Skype etc.)

This Guide presents scenarios for the first training, scenarios for *follow-up*¹ training created during piloting of the “Parenting on the Move” Program, together with suggestions to mentors for ensuring Program implementation quality to achieve the goals and desired effects. In addition to recommendations for managing the process of providing support to workshop moderators, also attached are report forms for field visits and online consultations.

Training scenarios encompass objectives, expected outcomes, activities and necessary resources, i.e. materials for the participants.

The trainings were created by CIP - Centre for Interactive Pedagogy team. Mentor support in the field and online consultations were provided by the team and associates of CIP, with many years of experience in creating and monitoring implementation of programs for children and families and providing support to moderators. Objective of the training and mentor support is to empower moderators for quality implementation of the program.

Specific tasks of trainings and supervision:

- Acquainting the parents with the “Parenting on the Move” Program (objective, structure, principles, modules...)
- Improving moderator’s knowledge on Program themes
- Improving the skills of facilitation and working with parents, and with parents and children
- Improving knowledge and skills for burnout prevention and self-protection in working with vulnerable groups

Trainings are interactive and build on the experiences and knowledge of training participants.

Forms of work: Work in groups, individual work.

Activities: Explaining theoretical concepts, exchange of experience, role-play, discussion.

¹ Training is organized after two months of Program implementation. It is created based on the reports of facilitator and mentor, i.e. on the recognized needs of facilitators for new knowledge and additional skills development.

Program „Parenting on the Move“²

Program objective is to support parents in situations of migration/refugeehood to provide the conditions for well-being, resilience and education of children of kindergarten and school age.

The Program provides psychosocial support, education and entertainment; it encourages family cohesion and intercultural exchange.

The Program responds to the needs of the families on the move by:

- Supporting parents in personal empowerment and learning how to manage their stress, recognize and strengthen their own personal and family strengths.
- Encouraging the development of parental competencies to allow them to best respond to their children's needs.
- Supporting parents and children (and other family members) in maintaining and reinforcing their mutual connection and find constructive ways to spend their free time.
- Encouraging children and adults to better understand the similarities and differences of cultural patterns of their own and other families, and the environment they are staying in, to respect diversity and value intercultural exchange.

The principles that the Program is founded on are:

- Respect of the rights of the child and human rights
- Acting in the best interest of the children and adults
- Participation of children and parents
- Inclusiveness
- Non-discriminatory approach
- Foundations for work are previous experience, personal and family strengths
- Respect of individual, familial, cultural, religious and other differences
- Respect for the participants' personal boundaries
- Voluntary participation

“Parenting on the Move” Program was piloted³ with a total of 27 families which were accommodated in the Reception Centre in Vranje and Asylum Centre in Bogovađa in the period March - June 2019. After piloting, the Program underwent external evaluation - focus groups with parents and facilitators, who contributed to its improvement with their experience and proposals, for which we are especially grateful.

² More detailed information about the Program can be found in the Program implementation guide

³ The Program was piloted as part of the Project “Empowering parents at the time of migrations” through implementation of a comprehensive program toolkit “Parenting on the Move”, which was implemented by CIP - Centre for Interactive Pedagogy and Save the Children International for North-West Balkans, Office in Serbia, as partners. The Program was implemented by facilitators and cultural mediators from the organisations Centre for Youth Integration (CIM) and Group 484.

First training of facilitators for “Parenting on the Move” Program implementation

Training objective is to empower moderators for quality implementation of the Program “Parenting on the Move”, through theoretical introductions, delivery of workshops/parts of workshops and exchange of experiences.

The three-day training encompasses 14 workshops. **The first day** is dedicated to getting acquainted with the Program “Parenting on the Move” (the principles it is founded on, its structure, modules, resources for parents and children, Guide for Program Implementation) as well as with self-protection in working with vulnerable groups and burnout prevention.

The second day of training is dedicated to getting acquainted with the theoretical framework and content of the parent workshops, through the Program’s 4 modules (*Daily routines, health care and safety of children, Psychosocial support for parents and children, Application of positive discipline in everyday parenting* and *Support to education and lifelong learning*) and family workshops. Getting acquainted with the Program encompasses reading the Guide, preparing the presentation of parts of the Program (poster, PowerPoint presentation etc.), theoretical inputs from the trainer and implementation of the selected activities with participants. The last workshop of the second day looks into facilitation process and skills, specificities of working with parents and working with parents and children together.

On the **third day** of training, after implementing one workshop from the Program with all the facilitators, discussion and exchange of impressions, two sessions ensue on Program implementation organisational matters (on interpreting into different languages spoken by the participants in the Program, role of the interpreter, documentation that accompanies Program implementation), on reporting, communication with the Program/Project team, dynamics of implementation, *follow-up* training and mentor support.

The training was designed so that workshop moderators are empowered for quality implementation of the Program in different ways: Through the moderator’s theoretical introduction, reading the Program, short films, exchange of experience, delivery of workshops/parts of workshops, observing other facilitators while they deliver workshops/parts of workshops, discussion.

During the training, you may encourage participants to propose and/or lead short warm-up or relaxation activities.

Training evaluation - after the first and second days of training, different evaluation techniques may be used (e.g. 3-2-1 technique⁴, emoticons, highlight of the day⁵). At the last workshop, the participants fill in the evaluation questionnaire (a proposed template is attached hereto). At the end of training, the participants get a certificate of attendance.

TRAINING AGENDA

DAY ONE

60 min	Workshop I: Welcome, introduction and training presentation
15 min	Coffee break
90 min	Workshop II: "Parenting on the Move" Toolkit
60 min	Lunch break
45 min	Workshop III: Program principles
15 min	Coffee break
60 min	Workshop IV: Self-protection in the work with vulnerable groups and burnout prevention
30 min	V Day one wrap-up and preparation for the next day of training

DAY TWO

60 min	Workshop VI: Daily routines, health care and safety of children
60 min	Workshop VII: Psychosocial support for parents and children
30 min	Coffee break
60 min	Workshop VIII: Application of positive discipline in everyday parenting
60 min	Lunch break
60 min	Workshop IX: Support to schooling and competencies for lifelong learning
60 min	Workshop X: Family workshops
30 min	Coffee break
45 min	Workshop XI: Facilitating the Program „Parenting on the Move“
30 min	Workshop XII: Preparation for inclusion of participants into the „Parenting on the Move“ Program

DAY THREE

90 min	Workshop XIII: Delivery of a model workshop
30 min	Coffee break
60 min	Workshop XIV: Organisational issues of Program implementation
30 min	Workshop XV: Agreements on Program implementation, reporting, next training and mentor support (visits and online)
60 min	Lunch and departure of the participants

4 3 new pieces of information, 2 ideas I will share with others, 1 activity I will implement right away;

5 Participants name one thing that made the greatest impression on them. You may use a ball, balloon, rope to pass on to the participants that are to share their impressions with others.

Training scenario

Day I, workshop I: Welcome, introduction and training presentation (60 min)

OBJECTIVES	OUTCOMES
Introduction of participants and moderators. Presentation of partner organisations of the Project, within which the Program "Parenting on the Move" is being implemented. Familiarizing the participants with training objectives and agenda. Joint adoption of rules during training.	Participants are given basic information on partner organisations and the Project within which the Program "Parenting on the Move" is being implemented. Participants are acquainted with objectives, planned activities and the method of work during training.
ACTIVITIES	Individual work, work in groups: Introduction of participants and moderators (15 min) Presentation (optional): Presentation of partners and Project (15 min) Presentation: Training program (objectives, agenda, method of work) (10 min) Individual work, discussion: Participants' expectations from the training (10 min) Work in large group: Rules of work during training (5 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	A4 paper flip chart paper, marker pens PPT: Presentation of partner organisations and the project Laptop and projector Balloons (or other materials for warm-up activities of moderators' choosing)

1. Introduction of participants and moderators (team poster: organisation, professions, experience in working with parents and children, migrants, education in program fields...) (15 min)

Moderators and participants briefly introduce themselves (e.g. name and current employment). Moderator hands out A4 papers. All participants write down their "ID" (name, organisation where they currently work, profession, experience in work with children and parents, education in the program fields...). Once everyone is finished, they introduce themselves and stick their papers to the flip chart, which will represent the "ID" of the team. The poster may stay in the training space until the end of training.

2. Presentation of partner organisations and the project (15 min)

Brief presentation of partner organisations that implement the Project within which the Program is being implemented; the moderator presents the project and the planned activities.

3. Training Program presentation (objectives, agenda, method of work) (10 min)

Moderator shows slides, explains training objectives and presents training agenda.

4. Participants' expectations from the training (10 min)

Participants write down their expectations from the training on stickers and stick them on the poster (flip chart paper). The moderator groups similar expectations together, reads them and comments on what can be achieved. The poster may stay in the training space and at the end, the moderator and participants may discuss which expectations have come true.

5. Rules of work during training (5 min)

Moderator and participants agree on the working rules for the training. Moderator writes down the rules on the poster (flip chart paper). It is emphasized that rules may be added during training.

6. Warm-up activity (5 min)

Moderator asks the participants if they would like to demonstrate a warm-up activity they like and use in their work (warm-up games, icebreakers etc.) If none of the participants wants to share, the moderator demonstrates a few games (e.g. High winds, a game with balloons during which the participants try to keep the balloons in the air for as much time as possible).

Day I, workshop II: “Parenting on the Move” Toolkit” (90 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Presentation of the Program „Parenting on the Move“: – Presentation of the Program Implementation Guide. – Presentation of the materials for parents. 	<ul style="list-style-type: none"> – Participants are acquainted with the structure of the Program and the Guide. – Participants are acquainted with the thematic units and workshop content.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Program „Parenting on the Move“ (20 min) – Presentation: Program Implementation Guide (30 min) – Presentation: Material for the families (20 min) – Questions and answers (20 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – PPT Program “Parenting on the Move” – printed material: Program Implementation Guide, “POM NOTEBOOK TO GO” and “POM CARDS TO GO” - laptop and projector

1. Presentation of the Program „Parenting on the Move” (20 min)

PPT Program “Parenting on the Move” and Guide (objectives, structure...) - the presentation covers both topics, the presentation of the Program and of the Program Implementation Guide (structures, units etc).

2. Presentation of the Program Implementation Guide

(30 min) PPT Program “Parenting on the Move” and Guide.

The moderator hands out Guides to the participants, participants review them. Moderator encourages participants to ask questions, share their dilemmas and comments.

4. Presentation of the materials for parents (20 min)

The moderator presents material for the families - the notebook “POM NOTES TO GO” and the set of cards “POM GAMES AND ACTIVITIES TO GO”. They explain to the participants the purpose of these materials and the way they are used.

If there is such a possibility, they hand out the printed materials to the participants or show them on slides. Moderator encourages participants to ask questions, share their dilemmas and comments.

5. Questions and answers (20 min)

The moderator encourages participants to ask questions, share their observations and comments related to the material.

Day I, workshop III: Program principles (45 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting the participants acquainted with the principles the Program is based on. – Use of principles during the work on seminars, when thematic units are presented and example workshops implemented. 	<ul style="list-style-type: none"> – Participants use the principles while they prepare to work with the parents and with the parents and children together. – During Program implementation, participants apply the principles and ensure the participation of parents and children, creating a culture of antidiscrimination and respect for human rights and rights of the child.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Program principles (10 min) – Presentation: Rights of the child (10 min) – Work in groups: How we accomplish the principles that the Program is based on in working with children and parents (15 min) – Presentation in large group (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – PPT Program Principles, Rights of the Child – Laptop and projector

1. Presentation: *Program principles* (10 min)

The moderator presents a short film on the theory of change⁶ which describes how empowerment of adults creates a stimulating environment in which the children have the conditions for healthy and harmonious development, access to quality education and take active part in the life of their community. They present the slide on the principles the Program is based on and explain them.

2. Rights of the child (10 min)

The moderator shows the slides on the Convention on the Rights of the Child and explains the principles. They show the slide with statements and invite the participants to assess whether each statement is true or false. Once they go through all statements, they present the remaining slides, discuss rights, and acting in the best interest of the child.

3. How do we accomplish the principles that the Program is based on in working with children and parents? (15 min)

Participants are split into groups. They choose one or more principles that the Program is based on and discuss, within their groups, in which ways they support the application of these principles in working with children and adults. They write it on a flip chart.

4. Presentation in large group. Questions and answers (15 min)

Groups present. The moderator summarizes in brief. They encourage participants to ask questions and comment.

⁶ The film shows the theory of change of the Frontiers of Innovation (FOI) team, available at the online library Centre for Developing Child, Harvard University, at: <https://developingchild.harvard.edu/translation/building-adult-capabilities-to-improve-child-outcomes-a-theory-of-change-serbian-subtitles/?clid=IwAR303EHDVX2d0nLW1CQycT-KN7C6YFvBusfYBtrrbufxiBOylcgDeww771>

Day I, workshop IV: Self-protection in the work with vulnerable groups and burnout prevention (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Recognition of the symptoms of stress. – Developing strategies for self-protection in the work with vulnerable groups and burnout prevention. 	<ul style="list-style-type: none"> – Participants recognize the symptoms, methods for stress mitigation and burnout prevention
ACTIVITIES	<ul style="list-style-type: none"> – Individual work: What motivates us to work with vulnerable groups/what are we proud of in our work so far? (5 min) – Individual work: Recognition of the symptoms of stress (15 min) – Relaxation exercises (10 min) – Work in groups: Methods for stress mitigation and burnout prevention (30 min) – Presentation: Self-protection in the work with vulnerable groups and burnout prevention (15 min) – Brief review of the poster: motivation for work with vulnerable groups/what are we proud of in our work so far? (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – PPT: Self-protection in the work with vulnerable groups and burnout prevention – Laptop and video-beam

1. What motivates us to work with vulnerable groups/what are we proud of in our work so far? (5 min)

Participants write down on stickers what motivates them to work with children and parents, their positive experiences, personal success stories or successes of children and parents that are especially important to them. Stickers are then put up on the poster/wall.

2. Recognition of the symptoms of stress (15 min)

Participants draw a picture of themselves. They write in what causes them stress, draw or write how they react to stress, where they feel it on their bodies, what emotions it sparks. If they have any typical reactions or if it depends on what caused the stress.

Participants (volunteers) present in the large group. If the participants don't want to share with others, the moderator explains an example on a drawing prepared in advance.

3. Relaxation exercises (10 min)

Moderator asks the participants if they can remember any relaxation exercises. If any of the participants volunteer, they demonstrate the exercise to others. Moderator may show a couple of relaxation exercises (e.g. breathing exercise, "5 senses" exercise⁷, Fun questions game⁸...)

⁷ 5 senses exercise: Ask the participants to find a comfortable position and take a few deep breaths; they should observe the space they're in, then focus on five items in that space (something they had not paid attention to, e.g. shadows, lock, chair...). After that, the participants should focus on four things they can feel (e.g. texture of their clothes, table, sun rays on their face...), then on three sounds (e.g. projector, car, conversation outside the room...) then on two scents. Finally, the focus is on one flavour.

⁸ Everyone gets one question on a sticker. They get a minute or two to come up with the answer, then they share in the large group. Possible questions: If you could choose, what vegetable, fruit, city, plant, colour, season would you be and why? Describe your life with a book/song title? List 5 favourite dishes. If you had an imaginary friend, what would they look like?

4. Methods for stress mitigation and burnout prevention (30 min)

Participants are split into three groups (according to their workplace). Tasks:

a) Poster "Stress mitigation methods" Within their teams, they agree and write down different ideas, e.g. individual and group stress mitigation methods. They present in large group. Posters may stay in the training space until the end of training, as a reminder.

b) Poster "Help from a friend" Within their teams, they exchange on what they need their colleagues to do, and what not to do, when they are under stress and write it down for each participant in their group. The moderator encourages participants to keep the phrasing concrete (e.g. *When I am under stress, I need my colleagues to step in for me so I can go out into the yard for 5 minutes. When I am under stress, I don't like it when my colleagues tell me to calm down*). Teams can present in large group if they wish.

The moderator proposes that the participants take the posters with them to their centres, to add items to them and use them as reminders when they are under stress.

5. Presentation - Stress, burnout, protection measures (15 min)

Moderator shows the presentation on stress, burnout and protection measures. They ask the participants if they have any questions, comments or dilemmas.

They show the short film *Toxic Stress Derails Healthy Development*⁹ on the importance of the care of adults for children.

6. Brief review of the poster: motivation for work with vulnerable groups/what are we proud of in our work so far? (15 min)

Moderator reads out the stickers from the beginning of the workshop. They ask the participants if they would like to share a story. They commend their work with children and parents so far. They emphasize that, although working with vulnerable groups brings challenges, everything they wrote should motivate them to continue their work - and that they should not forget to take care of themselves.

⁹ Available in the online library Centre for Developing Child, Harvard University, at: <https://developingchild.harvard.edu/translation/toxic-stress-derails-healthy-development-serbian-subtitles/>

Day I, workshop V: Wrap-up day one, agreements for tomorrow (30 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Moderator and participants wrap up the day. – Getting the participants acquainted with the task and preparation for work during the second day of training. 	<ul style="list-style-type: none"> – Moderator and participants point out important information, ideas, impressions and experiences after the first day of training. – Participants have read a part of the Program and written down their questions, comments, suggestions (if any) and understood the task for the second day of training - presenting a certain unit and implementation of a workshop activity of choice from this unit; a group that will prepare and deliver an entire workshop on the second day of training is selected.
ACTIVITIES	<ul style="list-style-type: none"> – Evaluation / Day one wrap-up (10 min) – Splitting the participants into groups, reading parts of the Program and preparation for the work during day two (20 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Flip chart paper, marker pens – Stickers – Forms for the preparation of the presentation of one unit from the “Parenting on the Move” Program

1. Evaluation / Day one wrap-up (10 min)

Moderator sums up the day, reminding the participants of the topics that were discussed and emphasizing important information. They invite the participants to share their impressions after day one - e.g. new information, ideas, questions etc. The moderator may agree with the participants whether they will write down the impressions on the flip chart, or if every participant will write them on a sticker.

2. Preparation for day two of training (20 min)

Split the participants in 5 groups. Groups read their parts of the program, write down their questions, comments and suggestions (if any) on the provided template. They prepare to present units and implement one activity from the workshop of their choice (from the unit they are covering). They write their preparation on the template; they choose the activity for implementation that they think will be challenging. They agree with the moderators on the necessary material for implementation of the selected activities. The groups choose how they will present their unit (PPT, poster etc.) They agree on the delivery of model workshops (number of groups, whether they will deliver an entire workshop or just a part thereof, agreement on the necessary material).

Unit proposal:

1. Daily routines, health care and safety of children;
2. Psychosocial support for parents and children;
3. Application of positive discipline in everyday parenting;
4. Support to schooling and competencies for lifelong learning, joint activities;
5. Family workshops.

Day II, workshop VI: Daily routines, health care and safety of children (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting acquainted with the concept, content and significance of the unit Daily routines, health care and safety of children in the Program, through the presentation by the participants and the moderator (ppt, poster) and implementation of a chosen activity (one group of participants). 	<ul style="list-style-type: none"> – Participants understand and accept the concept and significance of daily routines, health care and protection of children within the Program. – Participants have improved their facilitation skills by implementing one chosen activity.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Daily routines, health care and safety of children (one group of participants) (15 min) – PPT: <i>Daily routines, health care and safety of children</i> (moderator) (10 min) – Implementation of the chosen activity from one workshop (20 min) – Questions, comments and suggestions (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Material for the implementation of the chosen activity from a workshop (agreed with the participants the previous day) – PPT: <i>Daily routines, health care and safety of children</i> – Laptop and projector – Appendix for participants: Daily routines, health care and safety of children

1. Presentation - Daily routines, health care and safety of children (one group of participants) (15 min)

The group that prepared the presentation now shares it with the other participants through PPT, poster or in some other way.

2. Theoretical input – Daily routines, health care and safety of children (moderator) (10 min)

The moderator complements the presentation of the group of participants, emphasizes objectives and reach of the Program in this field.

3. Implementation of the chosen activity from one workshop (20 min)

The group that has chosen this unit, implements an activity from one of the workshops, chosen the previous day, with other participants.

4. Questions, comments, suggestions (15 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop VII: Psychosocial support for parents and children (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting the participants acquainted with the concept of psychosocial support for parents and children – Taking the participants through the key points in the process of empowering parents and increasing their competencies to improve the conditions for the development and well-being of children – Sensitising participants to recognize first signs of stress in parents and children and be empowered to provide support. 	<ul style="list-style-type: none"> – Participants are empowered by knowledge and skills that will help them have the parents they are working with better adapt to change, persist in difficult circumstances, change and develop resistance to stress. – They understand the significance of well-being and resilience and how to develop them in parents and children. – Participants have improved their experience through their work at the training, by critical and deliberate independent work in this field.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Psychosocial support for parents and children (one group of participants) (15 min) – PPT: <i>Psychosocial support for parents and children</i> (moderator) (10 min) – Implementation of the chosen activity from one workshop (20 min) – Questions, comments and suggestions (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Material for the implementation of the chosen activity from a workshop (agreed with the participants the previous day) – PPT: <i>Psychosocial support for parents and children</i> – Laptop and projector – Appendix for participants: Psychosocial support for parents and children

1. Presentation – Psychosocial support for parents and children (one group of participants) (15 min)

The group that prepared the presentation shares it with the other participants through a PPT, poster or in some other way.

2. Theoretical input – Psychosocial support for parents and children (moderator) (10 min)

The moderator complements the presentation of the group of participants, emphasizes objectives and reach of the Program in this field.

3. Implementation of the chosen activity from one workshop (20 min)

The group that has chosen this unit, implements an activity from one of the workshops, chosen the previous day, with other participants.

4. Questions, comments, suggestions (15 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop VIII: Application of positive discipline in everyday parenting (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Present to the participants the concept of positive discipline so that they will promote it and teach the parents strategies based on warmth and structure, supporting the development of the children’s self-discipline, self-control and compassion, improving learning of the child, whose behaviour should be increasingly steered by personal understanding and decreasingly by external control. – Ensure understanding and application of an adequate and effective replacement for physical and emotional punishment to help parents resolve their conflicts with children constructively, with an understanding of the impact of the context (culture, religion) on parent behaviour. 	<ul style="list-style-type: none"> – Participants understand and accept the concept of positive discipline (parenting). – Improved knowledge among participants and understanding the rights of the child in the context of positive discipline which, together with the knowledge of child development and respect of personal capacities of each child, form the foundation for understanding the child’s perspective in communication and work with parents.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Application of positive discipline in everyday parenting (one group of participants) (15 min) – PPT: <i>Application of positive discipline in everyday parenting</i> (moderator) (10 min) – Implementation of the chosen activity from one workshop (20 min) – Questions, comments and suggestions (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Material for the implementation of the chosen activity from a workshop (agreed with the participants the previous day) – PPT: <i>Application of positive discipline in everyday parenting</i> – Laptop and projector – Appendix for participants: Application of positive discipline in everyday parenting

1. Presentation – Application of positive discipline in everyday parenting (one group of participants) (15 min)

The group that prepared the presentation shares it with the other participants through a PPT, poster or in some other way.

2. Theoretical input – *Application of positive discipline in everyday parenting* (moderator) (10 min)

The moderator complements the presentation of the group of participants, emphasizes objectives and reach of the Program in this field.

3. Implementation of the chosen activity from one workshop (20 min)

The group that has chosen this unit, implements an activity from one of the workshops, chosen the previous day, with other participants.

4. Questions, comments, suggestions (15 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop IX: Support to schooling and competencies for lifelong learning (30 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting the participants acquainted with the competencies for lifelong learning. – Empowering facilitators to get acquainted with the parents and see their role in providing support to the children in their education. 	<ul style="list-style-type: none"> – Participants are empowered and understand the significance of competencies for lifelong learning in the process of education of children from migrant families and training them for future employment. They help the parents get acquainted with competencies and find the ways to educate their children and support them in learning. – Participants empower the parents and provide them support in understanding their role and making decisions on the levels and process of education.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Support to children for education and lifelong learning (one group of participants) (15 min) – PPT: <i>Support to children for education and lifelong learning</i> (moderator) (10 min) – Implementation of the chosen activity from one workshop (20 min) – Questions, comments and suggestions (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Material for the implementation of the chosen activity from a workshop (agreed with the participants the previous day) – PPT: <i>Support to children for education and lifelong learning</i> – Laptop and projector – Appendix for participants: <i>Support to children for education and lifelong learning</i>

1. Presentation – Support to children for education and lifelong learning (one group of participants) (15 min)

The group that prepared the presentation shares it with the other participants through a PPT, poster or in some other way.

2. Theoretical input – Support to children for education and lifelong learning (moderator) (10 min)

The moderator complements the presentation of the group of participants, emphasizes objectives and reach of the Program in this field.

3. Implementation of the chosen activity from one workshop (20 min)

The group that has chosen this unit, implements an activity from one of the workshops, chosen the previous day, with other participants.

4. Questions, comments, suggestions (15 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop X: Family workshops (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting acquainted with the concept, content and significance of family workshops in the Program, through the presentation by the participants and the moderator (PPT, poster) and implementation of a chosen activity (one group of participants). 	<ul style="list-style-type: none"> – Participants understand the concept and significance of family workshops within the Program, they are acquainted with the content. – Participants have improved their facilitation skills by implementing one chosen activity.
ACTIVITIES	<ul style="list-style-type: none"> – Presentation: Family workshops (one group of participants) (15 min) – PPT: <i>Family workshops</i> (moderator) (10 min) – Implementation of the chosen activity from one workshop (20 min) – Questions, comments and suggestions (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Material for the implementation of the chosen activity from a workshop (agreed with the participants the previous day) – PPT: <i>Family workshops</i> – Laptop and projector – Appendix for participants: Family workshops

1. Presentation – Family workshops (one group of participants) (15 min)

The group that prepared the presentation shares it with the other participants through a PPT, poster or in some other way.

2. Theoretical input - Family workshops (moderator) (10 min)

The moderator complements the presentation of the group of participants, emphasizes objectives and reach of the Program in this field.

3. Implementation of the chosen activity from one workshop (20 min)

The group that has chosen this unit, implements an activity from one of the workshops, chosen the previous day, with other participants.

4. Questions, comments, suggestions (15 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop XI: Facilitation of the Program „Parenting on the Move“ (45 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Getting acquainted with the process of facilitation, general skills and recommendations for Program implementation. – Getting acquainted with the specificities of working with parents, and working with parents and children together. 	<ul style="list-style-type: none"> – Participants know and use different skills in working with parents, both in line with their needs and in line with the methods of work. – Participants participate in the discussion of the questions that are important for the topics/ content that is being processed, and for having the questions discussed thoroughly and having the parents face different opinions that need to be respected, to reach a constructive proposal and solution in different situations.
ACTIVITIES	<ul style="list-style-type: none"> – Work in groups: Facilitation and specificities of working with parents, and parents and children together (15 min) – Presentation in large group (20 min) – Discussion (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Flip chart paper – Marker pens – PPT: <i>Roles of facilitator and general facilitation skills</i> – PPT: <i>Specificities of working with a group of parents, and working with children and parents together</i> – Laptop and projector – Appendix for participants: Roles and responsibilities of the facilitator

1. Facilitation and specificities of working with parents and parents and children together (20 min)

Ask the participants to consider the role of the facilitator and general facilitation skills that may be applied in Program implementation, and specificities of working with a group of parents and working with children and parents together. The participants work in two groups, the groups write down on posters their proposals, in the form of instructions for others, what they recommend others to use, they write down their concerns, the challenges of facilitation (e.g. participants being late, leaving during the workshop, talking while others are talking, bursting into tears etc.) and whether they need additional knowledge.

Group: Roles of facilitator and general facilitation skills

Group: Specificities of working with a group of parents, and working with children and parents together

2. Presentation in large group (20 min)

Posters are put up in the training space next to each other:

Group I presents, then the moderator shows the part of the PPT related to that topic, participants add ideas

Group II presents, then the moderator shows the part of the PPT related to that topic, participants add ideas

3. Discussion (10 min)

Moderator invites the participants to ask questions, give comments and suggestions and share any dilemmas they may have.

Day II, workshop XII: Preparation for inclusion of families into the Program „Parenting on the Move“ (30 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Empowering participants to organize preparation activities and motivate families to get involved with the Program. 	<ul style="list-style-type: none"> – Participants are acquainted with the organisation of a preparatory meeting for the inclusion of families in the Program. – Participants are acquainted with the potential challenges of the preparatory meeting and empowered to resolve them.
ACTIVITIES	<ul style="list-style-type: none"> – Work in groups: Preparation for inclusion of participants into the Program (15 min) – Presentation in large group (15 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Flip chart paper – Marker pens

1. Preparation for inclusion of participants into the Program (15 min)

Participants are split into groups. Each group writes down, on a poster, the necessary information they would present to the parents, potential participants in the Program (goal, structure of the Program, benefits from participation, material for the families...)

2. Presentation in large group (15 min)

Moderator invites one group (if the participants agree) to present (role-play). Other participants may ask questions on the Program, from the role of a parent. When they are done, the moderator asks the participants if they have something to add, comment, ask. If the participants don't want to take part in the role play, each group can briefly present their poster. Moderator encourages discussion on the possible challenges and methods of overcoming them.

Day II, workshop XIII: Delivery of a model workshop (90 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Empowering participants for the implementation of the Program through role-play/participation in a workshop in a safe and supportive environment. 	<ul style="list-style-type: none"> – Through the roles of moderators and participants at the model workshop, they are empowered to implement the program. – Participants are acquainted with the concept of preparing and implementing a workshop. – Participants are encouraged to improve their work, based on self-evaluation.
ACTIVITIES	<ul style="list-style-type: none"> – Implementation of a chosen workshop (one group of participants) (60 min) – Discussion (30 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Materials for workshop delivery (previously agreed with the participants) – flip chart paper, marker pens – Evaluation sheets

1. Implementation of a chosen workshop - role-play (60 min)

Group(s) deliver the chosen workshop, the others take part.

2. Discussion: Comments, questions, suggestions, dilemmas (30 min)

Once the workshop has been implemented, facilitators who implemented it exchange their impressions among themselves and the other participants write down their impressions on paper (e.g. how they felt, what they liked, suggestions for improvement). Once they finish, the moderator starts the discussion on the implemented activity. They ask the participants for comments, suggestions, commendations, challenges. They write down the challenges on the flip chart and come up with possible solutions together. They encourage the participants to organize meetings within their teams, after the implementation of workshops, to exchange experiences and plan improvements accordingly.

Day III, workshop XIV: Organisational issues of Program implementation (60 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Ascertaining strengths and challenges in Program implementation with participants who speak different challenges, and coming up with possible solutions together. – Getting the participants acquainted with the documentation that accompanies the implementation of the “Parenting on the Move” Program. 	<ul style="list-style-type: none"> – Participants have come up with possible solutions to overcome challenges during the implementation of the Program in several languages. – Participants understand the importance of program documentation for Program implementation quality assurance.
<p>ACTIVITIES</p> <ul style="list-style-type: none"> – Presentation - Interpretation - strengths and challenges in Program implementation with participants speaking different languages (20 min) – Presentation - Role of the interpreter in Program implementation (10 min) – Presentation - Program implementation documentation (15 min) – Discussion: Comments, suggestions, proposals for change/addition to the proposed documentation (15 min) 	
<p>MATERIALS / APPENDICES FOR PARTICIPANTS</p> <ul style="list-style-type: none"> – Laptop and projector – PPT: <i>Role of the interpreter in Program implementation</i> – PPT: <i>Program implementation documentation</i> – flip chart paper, marker pens – A4 paper 	

1. Interpretation - strengths and challenges in Program implementation with participants speaking different languages (20 min)

Participants are split into three groups. Every group writes down challenges that can arise during implementation of the Program with participants who speak different languages (interpretation) on an A4 paper. When they finish, a representative of each group reads them out and the moderator writes them on the flip chart paper. Every group then picks one of the listed challenges, writes down all they recognize as strengths in the implementation of the Program with participants who speak different languages and come up with possible solutions. The groups share their possible solutions, the moderator writes them down on the flip chart, the remaining participants add ideas if they wish.

2. Presentation - Role of the interpreter in Program implementation (10 min)

Moderator presents slides - Role of the interpreter in Program implementation

3. Presentation of the Program implementation documentation (moderator) (15 min)

Moderator presents and briefly describes documentation on the slides - templates for workshop reports, monthly reports, attendance lists, entry and exit questionnaire for the parents and online table.

4. Comments, suggestions, proposals for changes of Program documentation (15 min)

Moderator asks the participants if they have any proposals for changes of any of the report templates (and if so, writes them down).

Day III, workshop XV: Agreements on Program implementation, reporting, next training and mentor's support (30 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Joint planning of Program implementation and reporting procedures. – Agreement on the next training for facilitators and mentor support (objectives, dynamics, roles). 	<ul style="list-style-type: none"> – Participants and moderators/program team have come up with a Program implementation and reporting plan (methods, assignments, dynamics) – Participants understand the objective and importance of mentor support and the second training during Program implementation for the improvement of the quality of work
ACTIVITIES	<ul style="list-style-type: none"> – PPT: Planned activities within the “Parenting on the Move” Program (15 min) – Questions and answers (5 min) – Training evaluation (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – PPT: <i>Planned activities within the “Parenting on the Move” Program</i> – Evaluation form for every participant – Attendance certificate for every participant

1. Agreement on Program implementation and reporting (15 min)

Moderator shows slides on the planned project activities. They explain the planned dynamics (Program implementation, external evaluation, reporting, mentor support, second training). They jointly agree on the steps for the beginning of the Program implementation (informing the families, agreement with the families on the workshop schedule...), reporting method (by e-mail, uploading to Dropbox, Gdocs...), dynamics. Moderator writes down the agreed terms on the poster and submits the plan to the participants after training. They jointly agree on the methods of communication with the program team (e-mail, phone, Skype, Viber group...).

Moderator emphasizes the importance of mentor support for Program implementation.

2. Questions and answers (5 min)

3. Training evaluation (10 min)

Participants fill in the evaluation questionnaire.

Moderators thank everyone for participating, hand out the certificates and close the training.

Second training for facilitators for “Parenting on the Move” Program implementation (follow-up)

Objective of the training is to additionally empower moderators for quality implementation of the “Parenting on the Move” program, as well as exchange of experiences.

The training is organized after two months of Program implementation. It is created based on the reports of moderators and mentors, i.e. on the recognized needs of moderators for new knowledge and additional skills development.

The scenario in this Guide has been created based on the report of workshop moderators and mentors during the piloting of the “Parenting on the Move” Program. Objective of the training, apart from additional empowerment, was to collect data to better understand the Program implementation process, to improve it based on the experiences and suggestions from moderators.

The training encompassed eight workshops (five workshops on the first day and three on the second).

Day one of training was dedicated to the presentation of the implemented activities, workshop moderators’ analysis of the benefits for parents from participating in the Program and changes in parenting practices, analysis of the challenges they encountered in the field and searching for possible solutions. One workshop was dedicated to the significance of giving parents feedback during Program implementation, after which the moderators prepared to deliver workshops that were planned for the following day (role-playing).

On day two of training, after workshop delivery and discussion, the moderators came up with ways to encourage parents to apply knowledge and ideas from the workshops in their everyday parenting. The last part of training was dedicated to organisational issues and agreements for upcoming activities (mentor visits, external evaluation, closing activities, etc.).

During the training, you may encourage participants to propose and/or lead short warm-up or relaxation activities.

Training evaluation - after the first and second days of training, different evaluation techniques may be used (e.g. 3-2-1 technique¹⁰, emoticons, highlight of the day¹¹). At the last workshop, the participants fill in the evaluation questionnaire (a proposed template is attached hereto). At the end of training, the participants get a certificate of attendance.

¹⁰ 3 new pieces of information, 2 ideas I will share with others, 1 activity I will implement right away;

¹¹ Participants name one thing that made the greatest impression on them. You may use a ball, balloon, rope to pass on to the participants that are to share their impressions with others

FOLLOW-UP TRAINING AGENDA

DAY ONE

30 min	Workshop I: Welcome and introduction
45 min	Workshop II: Implemented content and topics - benefits for parents
15 min	Coffee break
90 min	Workshop III: Challenges in Program implementation and possible solutions
45 min	Lunch break
90 min	Workshop IV: Importance of providing constructive feedback
15 min	Coffee break
75 min	Workshop V: Preparation for model workshop delivery

DAY TWO

120 min	Workshop VI: Model workshop delivery
15 min	Coffee break
45 min	Workshop VII: Stimulating parents to apply the knowledge from workshops in everyday situations
30 min	Workshop VIII: Agreements on future activities (reporting, external evaluation, mentor's visits).
60 min	Lunch and departure of the participants

Training scenario

Day I, workshop I: Welcome and introduction (30 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Familiarizing the participants with training objectives and agenda. – Joint adoption of rules during training. – Getting the participants acquainted with activities implemented in both centres (workshops delivered, mentor visits). 	<ul style="list-style-type: none"> – Participants have gained insight into activities implemented within the Program.
ACTIVITIES	<ul style="list-style-type: none"> – PPT: <i>Training program</i> (5 min) – Expectations from the training - participants (10 min) – Work in large group: Adopting the working rules for training (5 min) – PPT presentation: <i>Brief review of the activities implemented within the “Parenting on the Move” Program</i> (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – PPT: <i>Training program</i> – PPT: <i>Activities implemented within the “Parenting on the Move” Program</i> – flip chart paper, marker pens – stickers

1. Presentation of the training program (objectives, modules, agenda...) (5 min)

The moderator shows slides, explains training objectives and presents the training agenda.

2. Expectations from the training - participants (10 min)

Participants write down their expectations from the training on stickers and stick them on the poster (flip chart paper). The moderator groups similar expectations together, reads them and comments on what can be achieved. The poster may stay in the training space and at the end, the moderator and participants may discuss which expectations have come true.

3. Rules of work during training (5 min)

Moderator and participants agree on the working rules for the training. Moderator writes down the rules on the poster (flip chart paper). It is emphasized that rules may be added during training.

4. Brief review of the activities implemented within the “Parenting on the Move” Program (10 min)

Moderator shows slides and gives a brief review of the activities implemented within both centres.

Day I, workshop II: Implemented content and topics - benefits for parents (45 min)

	OBJECTIVES	OUTCOMES
	– Empowering participants to recognize effects and applicability of the Program for parents and children.	– Participants understand the importance of monitoring effects of the Program for parents and children.
ACTIVITIES	<ul style="list-style-type: none"> – Work in groups: Workshops that contributed to change in parenting practices and are applicable in everyday life (15 min) – Presentation in large group (20 min) – Questions and answers (5 min) 	
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – “Parenting on the Move” Program Implementation Guide (for participants) – flip chart paper, marker pens 	

1. Workshops that contributed to change in parenting practices and are applicable in everyday life (15 min)

Participants are split into groups, they look through the Program Implementation Guide and analyse which of the workshops they delivered were significant to parents, children and other family members, which were the most effective, i.e. which contributed to a change in parental practices and are applicable in everyday life.

2. Presentation in large group (20 min) Groups present.

3. Questions and answers (10 min)

The moderator summarizes, encourages facilitators to keep track of the Program effects during its implementation and to stimulate parents to apply knowledge and ideas in everyday lives.

Day I, workshop III: Challenges in Program implementation and possible solutions (90 min)

	OBJECTIVES	OUTCOMES
	– Encouraging participants to identify challenges they face in their work and come up with possible solutions.	– Participants understand the importance of jointly considering challenges and coming up with possible solutions.
ACTIVITIES	<ul style="list-style-type: none"> – Work in groups: Challenges in Program implementation and possible solutions (30 min) – Presentation in large group (30 min) – Discussion (30 min) 	
MATERIALS / APPENDICES FOR PARTICIPANTS	– flip chart paper, marker pens	

1. Challenges in Program implementation and possible solutions (30 min)

Participants are split into groups. They write down challenges they faced during Program implementation on flip chart paper. They design possible solutions for each of the challenges.

2. Presentation in large group (30 min)

Groups present the challenges and proposed solutions.

3. Discussion (30 min)

Moderator encourages discussion - participants discuss challenges and solutions, share their impressions, whether they have encountered similar challenges, if they have tried some of the solutions.

Day I, workshop IV: Importance of providing constructive feedback (90 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Understanding the importance of providing constructive feedback when providing support during the development of competencies and personal development. – Developing the skills of creating and providing constructive feedback. 	<ul style="list-style-type: none"> – Participants are motivated to be actively involved in the work. – Feedback provides an opportunity for a more efficient and better workshop/Program delivery. – Constructive feedback ensures the application of knowledge and experience exchanged during the work on the Program.
ACTIVITIES	<ul style="list-style-type: none"> – PPT: Constructive feedback (15 min) – Individual work: Feedback characteristics (20 min) – Presentation in large group (30 min) – Discussion (25 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – A4 paper – felt-tip pens – working supplies for participants: Feedback characteristics

1. PPT: Constructive feedback (15 min)

Moderator shows slides on the importance of giving constructive feedback to the parents participating in the Program.

2. Individual work: Feedback characteristics and how to improve communication, learning and further development (20 min)

Moderator hands out the material Feedback characteristics to the participants. Participants pick one or more characteristics that are most challenging in working with parents/Program participants, come up with possible solutions for overcoming them as well as examples of improving communication, learning and further progress.

3. Presentation in large group (30 min)

Moderator invites the participants to share their thoughts - to explain the challenges they have recognized, present the possible solutions that could constructively improve communication and further development

4. Discussion (25 min)

Moderator encourages discussion - the participants share their impressions, if they have encountered similar challenges, if they have already tried out some of the solutions and which solutions they can apply in their future work.

Day I, workshop V: Preparation for the delivery of model workshops (75 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Moderator and participants wrap up the day. – Getting the participants acquainted with the task and preparation for work during the second day of training. 	<ul style="list-style-type: none"> – Moderator and participants point out important information, ideas, impressions and experiences after the first day of training. – Participants have read a part of the Program and written down their questions, comments, suggestions (if any) and understood the task for the second day of training - presenting a certain unit and delivery of a workshop activity of choice from that unit.
ACTIVITIES	<ul style="list-style-type: none"> – Day one wrap-up (5 min) – Work in groups: Preparation for the delivery of model workshops (60 min) – Evaluation (3-2-1 technique) (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – “Parenting on the Move” Program implementation Guide – for participants – A4 paper – stickers – flip chart paper, marker pens

1. Day one wrap-up (5 min)

Moderator sums up the day, reminding the participants of the topics that were discussed and emphasizing important information. They invite the participants to share their impressions after day one - e.g. new information, ideas, questions etc.

2. Preparation for the delivery of exemplary workshops (60 min)

Participants are split into groups. They choose a workshop or an activity to deliver the next day (depending on the number of groups and time available for workshop delivery). They choose workshop they have not implemented so far with parents and children. They write their delivery preparation notes together and agree on the delivery. They agree with the moderators on the necessary material for the following day.

3. Evaluation (3-2-1 technique) (10 min)

Moderator hands out stickers to the participants. Every participant writes down three new pieces of information they have heard at the training, two ideas they will share with others and one activity they will implement right away after training.

Day II, workshop VI: Model workshop delivery (120 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Additional empowerment of participants for the implementation of the Program through role-play/participation in a workshop in a safe and supportive environment. 	<ul style="list-style-type: none"> – Through the roles of moderators and participants at the model workshop, they are additionally empowered to implement the program. – Participants are encouraged to improve their work, based on self-evaluation.
ACTIVITIES MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – Exemplary workshop delivery (90 min) – Discussion (30 min)
	<ul style="list-style-type: none"> – “Parenting on the Move” Program implementation Guide – for participants – Materials for workshop delivery (previously agreed with the participants)

1. Delivery of the chosen workshop (90 min)

Groups deliver the selected workshop, with the participation of all facilitators.

2. Discussion: Comments, questions, suggestions, dilemmas (30 min)

After the workshops have been delivered, participants exchange impressions (how they felt, what they liked, their suggestions for improvement). Once they finish, the moderator starts the discussion on the implemented activities. They ask the participants for comments, suggestions, commendations, challenges that may arise in their work. They write down the challenges on the flip chart and come up with possible solutions together.

Day I, workshop VII: Stimulating parents to apply the knowledge from workshops in everyday situations (45 min)

OBJECTIVES	OUTCOMES
<ul style="list-style-type: none"> – Designing tasks for parents that the participants can use to encourage the application of knowledge from the workshops in everyday parenting.. 	<ul style="list-style-type: none"> – Participants understand the importance of encouraging parents to apply the knowledge from workshops in everyday parenting. – Parents apply the knowledge from workshops in everyday parenting and report to workshop moderators regularly.
ACTIVITIES	<ul style="list-style-type: none"> – Work in groups: Proposals of activities that parents can implement with members of their families between workshops (20 min) – Presentation in large group (15 min) – Discussion (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	<ul style="list-style-type: none"> – “Parenting on the Move” Program Implementation Guide – for participants – flip chart paper, marker pens

1. Proposals of activities that parents can implement with members of their families between workshops (20 min)

Participants are split into groups. Each group chooses two workshops (it is recommended that they choose the workshops they have not delivered to parents and children) and come up with tasks for parents to encourage the application of knowledge from the Program in everyday life.

2. Presentation in large group (15 min)

Participants present in large group.

3. Discussion (10 min)

Moderator encourages a discussion on the presented tasks, impressions, potential challenges, possible parent reactions, how facilitators may monitor the realization of tasks with the parents etc.

Day II, workshop VIII: Agreements on future activities (reporting, external evaluation, mentor visits) (30 min)

OBJECTIVES	OUTCOMES
– Joint planning of the continued implementation of the Program	– Participants and moderators/program team have made a plan for continued implementation of the Program.

ACTIVITIES	– PPT: Planned activities within the “Parenting on the Move” Program (15 min) – Questions and answers (5 min) – Training evaluation (10 min)
MATERIALS / APPENDICES FOR PARTICIPANTS	– PPT on planned activities – Evaluation form for every participant – Attendance certificate for every participant

1. Agreement on continued implementation of the Program (15 min)

Moderator shows slides on the planned project activities. They explain the planned dynamics (Program implementation, external evaluation, mentor visits, reporting).

2. Questions and answers (5 min)

3. Training evaluation (10 min)

Participants fill in the evaluation questionnaire.

They thank everyone for participating, hand out the certificates and close the training.

Quality assurance for “Parenting on the Move” Program implementation

Recommendations for managing the process of supporting moderators during Program implementation

Role of the workshop moderators and cultural mediators (hereinafter: the team/team members) is of key importance for successful Program implementation, and their continual learning and professional development are necessary to ensure the quality of work. We believe that we need to share the responsibility for the support to parents to provide the conditions for well-being, resilience and education of children in situations of migration/refugeehood, and this is why mentor support, as well as the assumption of moderators’ continual learning and professional development, form a part of the Program.

CIP - Centre for Interactive Pedagogy team has many years of experience in providing mentor¹² support to kindergarten teachers, expert associates, pedagogic assistants and other employees with a view to improve the quality of educational work and care, development of inclusive policies, expansion of programs offered (organisation and implementation of various programs) and support to children and families upon enrolment into primary schools. In addition, the CIP team provided mentor support to moderators who implemented programs for children and families. Mentor support contributed to the improvement of the quality of work with families and to professional development of employees in kindergartens and non-government organisations that implemented programs for children and families. CIP also created trainings and built a network of associates - mentors, and has improved its program resources based on the collected experiences and feedback from implementors and participants (children and parents).

Mentors are there to motivate, inspire and challenge, to provide support, advice and role models, but first of all, to “...constantly motivate and encourage teachers and reconsider their beliefs and practices, and to provide support when situations become difficult and challenges, at first sight, insurmountable. Their main task is to consider them and discover what can be done about them.” And this is a continual process.¹³

¹² For more detail, see www.cipcentar.org

¹³ Peeters, J. (2011) ref. from: Vandekerckhove, A., Trikić, Z. et al. (2013)

Who can be a mentor in the “Parenting on the Move” Program?

Experts in different fields of healthcare, education and social protection, who have created programs, monitored their implementation and assessed the quality of work and achieved results in their professional experience may provide mentor support.

Mentor:

- Gives constructive feedback and suggestions for further improvement of practices
- Encourages facilitators to self-evaluate and ask questions
- Recognizes facilitator’s strengths and stimulates their further development
- Recognizes challenges in Program implementation
- Open, communicative, patient, listens, supports

Mentor support encompasses field visits, observation of Program implementation and conversations with the team - review of the observed activity, giving feedback and suggestions for improvement of practices, joint analysis and planning of future activities.

In addition to a good knowledge of the Program and the relevant themes, it is important that the mentor has developed communication skills (active listening) and constructive feedback skills. They should build a positive and supportive atmosphere, as well as a relationship of trust with the team. In addition to providing suggestions for the improvement of practices, the mentor should recognize, respect and commend the team’s progress and success.

Joint identification of areas where the team members need support is an important segment of the process of improving the work process. In addition to providing advice, the mentor may recommend different literature or refer to a relevant person or institution, in line with the team’s needs.

Aside from field visits, mentor support includes phone and video calls (Skype, Blue Jeans) and communication via e-mail.

An important part of mentor support is documentation of the process - through reports (report templates are attached hereto). Reports are sent to the program team, as well as to the team members who were directly involved.

Benefits from supervisory support:

For workshop moderators and cultural mediators	For families	For mentors	For the Program team
- professional development - stimulating the development of self-confidence and work motivation - stimulating self-reflection - support in Program implementation - mentor as a learning model (facilitation, providing feedback, communication skills)	- improved Program implementation quality - feeling respected by the program team and possibility of asking mentors questions ¹⁴ - implementation of acquired knowledge and skills in everyday parenting	- professional development -improving communication and feedback skills - improving the quality of work, results achieved and evaluation in the fields the Program was designed for	- monitoring and assessment of Program implementation effects - possibility of improvement (collecting suggestions and ideas from moderators, families...)

¹⁴ The parents who participated in the Program for children and families “STRONG FROM THE START - DAM LEN PHAKA” and piloting of the “Parenting on the Move” Program stated that they felt respected during the mentor visits and were grateful for the opportunity to ask questions relating to child health care (mentors who are healthcare workers - paediatricians, nurses).

Potential challenges of providing mentor support

Many years of experience in providing supervisory support to employees in pedagogical institutions and facilitators from Roma and other non-governmental organisations showed that the challenges are minimal if the supervisors, facilitators, cultural mediators and program participants are well prepared:

- supervisors are acquainted with the Program/programs and relevant theoretical fields; they have experience and the necessary professional knowledge; they have the necessary documentation for monitoring the support process
- Moderators and cultural mediators are informed of the visit (date, purpose, dynamic, what is expected of them)
- Program participants are informed of the visit (date, purpose, dynamic)

At the beginning, team members may appear concerned, scared, they may not be open or they may resist. Such reactions can be the consequence of seeing mentor support as performance control, which is why clear emphasis of roles and responsibilities of all parties and mentor support purpose (improvement of the quality of work and the team's professional development) are very important. In addition, some of the reasons of such reactions may lie in the concern for possible consequences, e.g. loss of employment, stage fright, etc. Encouraging team members to ask, or write down and send questions and dilemmas to the mentor can be another strategy for resolving this potential obstacle.

Some of the participants may come later than agreed, or the workshop may have fewer participants than planned, which can upset the team members. In such situations, next steps should be agreed with them, e.g. to check whether the participants who are present know if the others will be joining, and therefore wait a certain time, or to start with the workshop right away; one team member may visit the families and remind them to come to the workshop, while the other team member(s) stay with the remaining participants, talking to them, or offering a short activity while they wait (a game, colouring book, paper and pencils for drawing...).

The workshop may be interrupted - children whose parents are at the workshop may come in, or other residents of the camp where the workshops are being delivered (to ask team members a question...). The mentor can check with the team prior to the workshop whether there are organized activities for the children during the parent workshops, and who is taking care of them.

During the visit/mentor's presence at the workshop, participants may be less open and not as prepared to participate. It is important for the supervisor to emphasize the purpose of their visit when they are introducing themselves to the participants, as well as to note that they will treat all information they hear at the workshop with respect and will not abuse them. To encourage the participants, emphasize that the participation to the workshop is voluntary and that they may quit at any time with no consequences; all experience, knowledge and skills they share at the workshops are important and valuable, they are not judged as "better or worse".

If the topic is sensitive, the parents may react emotionally. Be prepared to support the facilitators and cultural mediators, check with them how you can help.

It is very important to encourage and maintain the process of giving support to team members for situations that are potentially stressful for parents, but also for those who deliver

the process, so that the challenges in work can be shared through constant consultations and conversations, and so that the best way can be found to decrease stress and help the persons at risk through certain changes. For example, active listening means giving full attention to the person we are talking to, with encouragement and understanding, as well as answering questions if we know the answer or referring to competent persons. For this process, it is important to use one's own knowledge, skills and experience to empower and motivate the facilitators to provide support and not ready-to-use solutions.

Organisational issues

Introduction - it is recommended that (if possible) the mentor(s) and team members meet at the first training, prior to the beginning of Program implementation, which is a good chance to clearly emphasize the goal

of mentor support, roles and responsibilities of all parties, to agree on the schedule and dynamic, method of communication etc.

Organisation of the visit/online meeting - The mentor will agree the time of the visit or online meeting with the team members. The mentor informs the team members on the structure of the visit/meeting (planned activities, e.g. for the visit - observation of workshop delivery and conversation with team members; general time frame, as well as team members' expectations). With regards to the visit, they will check with the team members whether someone needs to be informed and who (e.g. persons charged with entry to camp and acquisition of permits). The mentor will remind the team members on the visit, the purpose of the visit etc. Members of the program team will also be notified on the time of the visit.

While observing the workshop and talking to the team members, the mentor may write down key information, observations, ideas.

Team members should have the participants' consent for taking photos. The mentor should check with the participants if they can take photos, and must emphasize how (and where) these photos will be used.

Participants may decline, or propose to have their faces not showing in photographs.

After the visit/online meeting, the mentor writes a report that they submit to the program team, workshop moderators and cultural mediators they support.

References

Manchester Metropolitan University: Mentoring Guidelines

Vandekerckhove A, Trikić Z, Miškeljin L, Peeters J, Lakićević O, Koruga D (2013): Priručnik za diversifikaciju programa predškolskog vaspitanja i obrazovanja, Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije (*Manual for diversification of the kindergarten education and care program, Ministry of Education, Science and Technological Development of the Republic of Serbia*)

APPENDICES

Evaluation questionnaire for the participants of the training of facilitators for the implementation of the Program “Parenting on the Move”

Date and venue of training: _____

Please express your opinion about the implemented training:

1. You would assess the training in general as:

- 5 excellent
- 4 very good
- 3 good
- 2 satisfactory
- 1 non-satisfactory

2. To what extent are the knowledge and experience gained at the training sufficient for your work as a facilitator of the “Parenting on the Move” Program:

- 5 completely useful
- 4 fairly useful
- 3 moderately useful
- 2 barely useful
- 1 useless

3. Which part of the training was the most valuable for your future work?

Why? _____

4. What type of support do you need to implement “Parenting on the Move” Program?

5. Is there anything we haven’t asked that you would like to tell us?

THANK YOU!

MENTOR VISIT REPORT - PARENT WORKSHOP

LOCATION	
DATE	
VISIT NO.	
MENTOR	
<p>NUMBER OF ATTENDING PARTICIPANTS INVOLVED WITH THE PROGRAM</p> <p>Fathers:</p> <p>Mothers:</p> <p>Other family members: _____ M: _____ F: _____</p> <p>NUMBER OF ATTENDING PARTICIPANTS NOT INVOLVED WITH THE PROGRAM</p> <p>Fathers:</p> <p>Mothers:</p> <p>Other family members: _____ M: _____ F: _____</p>	

I hereby confirm that the number of participants attending the workshop is correct.

(Facilitator's signature)

(Mentor's signature)

OBJECTIVE OF THE VISIT
OBSERVED WORKSHOP
Title: Facilitator:
MEETING WITH FACILITATORS
<p>Meeting participants</p> <ol style="list-style-type: none"> 1. 2. 3.

ORGANISATION OF WORK
SAFETY OF THE PARTICIPANTS
METHODS AND FORMS OF WORK
USE OF DIDACTIC MATERIALS AND MEANS
SUGGESTIONS FOR IMPROVEMENT PROVIDED
AGREEMENTS
OBSERVATIONS

MENTOR VISIT REPORT - FAMILY WORKSHOP

LOCATION	
DATE	
VISIT NO.	
MENTOR	
<p>NUMBER OF ATTENDING PARTICIPANTS INVOLVED WITH THE PROGRAM</p> <p>Fathers: _____ Mothers: _____</p> <p>Boys: _____ Girls: _____</p> <p>Other family members: _____ M: _____ F: _____</p> <p>NUMBER OF ATTENDING PARTICIPANTS NOT INVOLVED WITH THE PROGRAM</p> <p>Fathers: _____ Mothers: _____</p> <p>Boys: _____ Girls: _____</p> <p>Other family members: _____ M: _____ F: _____</p>	

I hereby confirm that the number of participants attending the workshop is correct.

(Facilitator's signature)

(Mentor's signature)

OBJECTIVE OF THE VISIT
OBSERVED WORKSHOP
Title: Facilitator:
MEETING WITH FACILITATORS
<p>Meeting participants</p> <ol style="list-style-type: none"> 1. 2. 3.

ORGANISATION OF WORK
SAFETY OF THE PARTICIPANTS
METHODS AND FORMS OF WORK
USE OF DIDACTIC MATERIALS AND MEANS
SUGGESTIONS FOR IMPROVEMENT PROVIDED
AGREEMENTS
OBSERVATIONS

ONLINE MENTOR SUPPORT FORMAT

The instrument for online monitoring is intended for consideration of the understanding and application of the “Parenting on the Move” Program - psychosocial support to families with school-aged children in situations of migrations and refugeehood.

The purpose of the “PARENTING ON THE MOVE” Program is to improve the conditions for development, well-being, resilience and education of children of a younger school-age on the move, by empowering parents and increasing their competencies.

Only empowered families can protect the rights of their children and ensure the conditions for their development and learning “on the journey”. At the same time, dedication to children and focus on their well-being is the strongest motivational driver for parents and other adult members of the family, to actively take on challenges and not give up.

“PARENTING ON THE MOVE” Program empowers families for a constructive approach to challenges and active participation in their real domain of impact. Program implementation needs to be integrated into a comprehensive support system for children and parents in situations of refugeehood and migration, which would include provision of living conditions (accommodation, food), healthcare and security, information on rights, inclusion of children into the educational system etc.

WORKING WITH PARENTS

In your opinion, has “Parenting on the Move” Program introduced change into the work of your organisation? If yes, what change?
What changes have you introduced into working with parents during the Program implementation?
<p>I have changed my approach to parents YES NO</p> <p>If you have selected YES, please explain and provide concrete examples.</p> <p>I have delivered new content and activities YES NO</p> <p>If you have selected YES, please list the new content:</p>

Changes among parents

How do you assess the effects of the activities implemented with parents?

Do you observe changes in attitudes and behaviour of parents YES NO

If you have answered YES, please list the changes

In which situations did you learn about these changes?

Personal professional competencies

What is it that you are most satisfied with regarding program implementation, in working with parents?

What else would you like to learn, what type of help do you need and from whom to improve your work with parents in this field? (e.g. organisation of work, planning, performance assessment, understanding psychosocial support to families with school-aged children in situations of migrations and refugeehood.)

WORKING WITH PARENTS AND CHILDREN

What changes did you introduce into working with parents through the delivery of family workshops

I have changed my approach when delivering joint activities of parents and children YES NO

If you have selected YES, please explain and provide concrete examples

I have delivered new content and activities YES NO

If you have selected YES, please list the new content:

Changes among parents and children

How do you assess the effects of the activities implemented?

Have you observed changes in behaviour of parents and children during the implementation of activities
YES NO

If you have answered YES, please list the changes:

In which situations did you learn about these changes?

Personal professional competencies

What is it that you are most satisfied with regarding implementation of family activities, in working with parents and children?

What else would you like to learn, what type of help do you need and from whom to improve your work with parents and children in the part of the program that relates to the implementation of family activities in this field? (e.g. organisation of work, planning, performance assessment, understanding the implementation of the program as a comprehensive system of support to parents and children in situations of migrations and refugeehood, health care and security, information on rights, inclusion of children into schools).

SAVE THE CHILDREN IN NORTH WEST BALKANS
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