

MAINSTREAMING CHILDREN'S RIGHTS: A TRAINER'S GUIDE



**Prepared for PLAN International Indonesia
By Development Focus International
www.developmentfocus.org.uk**

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FOREWARD

This Trainer's Guide is the culmination of a participatory learning process involving staff of PLAN International Indonesia, Development Focus International, NGO partners, and girls and boys, men and women from communities that PLAN works with.

The rationale for developing this guide was based on the realization within PLAN Indonesia that given its central role of working to promote the interests of children, it has a responsibility to ensure that its work focuses on promoting and ensuring that children's rights are realized in the communities that it works. In addition, there was recognition that PLAN Indonesia had a role to play in promoting children's rights through influencing other INGO, local NGOs as well as government agencies.

In order to meet such a responsibility, it was realized that within PLAN itself there needed to be clarity of understanding on concepts of rights, and in particular, children's rights, and an awareness of how such concepts could be integrated into planning and operational procedures that make up the day to day activities of PLAN staff within the households and communities it works, as well as in the management and planning systems.

A central theme in the discourse of children's rights is that of participation. Articles 12, 13 and 15 of the UN Convention of the Rights of the Child, explicitly state the right of children and young people to be free to express their views, and to have them taken into account when decisions are made that affect them.

Over the last few years, PLAN Indonesia, together with PLAN Bangladesh have developed a child-centred project cycle (known as the Child-Centred Community Development Approach CCCDA), designed to ensure that children (and adults) participate fully in stages from needs assessment through planning and implementation, to monitoring and evaluation.

A Children's Scan carried out in May 2000 to assess where PLAN Indonesia had reached in terms of children's rights and implementing CCCDA within its programs, highlighted the need for capacity-building and training of PLAN staff, to explore further the concepts of human and children's rights, and the implications of a rights-based approach for its work. The Scan also highlighted the need for training in participatory methods and tools to ensure that the CCCDA was adopted and implemented in PLAN Indonesia's programs.

Based on the recommendations arising from the Scan, a process of training programme development was started in October 2000. The process was one of experiential learning between all those involved in the development of the programme – PLAN management and field staff, staff from partner NGOs, community groups of children and adults, and facilitators from Development Focus International. The process of learning was driven from the 'ground', i.e. it is based on the experience and knowledge of those working with children and adults in communities, and the perspectives of children and adults within communities, themselves. In this sense it represents a 'bottom-up' approach. The Trainer's Guide, together with the Process Guide, Toolkit and video, represent the 'outputs' of this process.

PLAN Indonesia has already started to implement the training and capacity-building programme described in the Trainer's Guide in one of its Program Units, and intends to expand into other Program Units over the course of the next year. Already, lessons and

issues that are arising from the training programme at the community level, are posing challenging questions for PLAN Indonesia at the management and country level. Consequently, the learning from the 'grassroots' is informing and influencing policy at the country level.

For PLAN Indonesia it has been a process to enhance and strengthen commitment and understanding of the situation of girls, boys, men and women, who live in deprived and disadvantaged situations, where their rights as human beings are under constant threat through lack of services, care and attention to their core issues, needs and interests.

The Trainer's Guide, Process Guide and Toolkit, should be regarded as dynamic and evolving documents. As further training programmes are initiated in Indonesia, the guides and toolkit will be modified to reflect the further learning that takes place.

We hope that the training programme developed here will be of use and interest to other PLAN countries, and you will feel free to take what parts you feel are relevant to your own situations.

Happy Learning !

Alka Pathak
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TABLE OF CONTENTS

FOREWARD	2
ACKNOWLEDGEMENTS	4
TABLE OF CONTENTS	6
OVERVIEW OF TRAINING	9
CMT1: WORKSHOP-BASED TRAINING	14
DAY 1: AN INTRODUCTION TO MAINSTREAMING CHILDREN'S RIGHTS	15
Objectives of the day:	15
Activity 1.1: welcome	15
Activity 1.2: mime game	15
Activity 1.3: Name Game	15
Activity 1.4: Drawing yourself	16
Activity 1.5: Hopes and Fears	16
Activity 1.6: Establishing Ground Rules	17
Activity 1.7: Objectives and Outputs	17
Activity 1.8: Training Components and Timeline of Activities	17
Activity 1.9: Evaluation Session 1: Mood Meter	18
Activity 1.10: Find Your Pair	18
Activity 1.11: Fruit Salad	18
Activity 1.12: An Introduction to Human Rights	19
Activity 1.13: Presentation on Principles of Human Rights	19
Activity 1.14: Zip-Zap Game	20
Activity 1.15: Draw Children With and Without Rights	20
Activity 1.16: Evaluation Session 2: Verbal Feedback in the Plenary	21
Activity 1.17: Evaluation Session 3: Ranking of Sessions by Participants	21
Activity 1.18: Evaluation Session 4: Mood Meter	21
DAY 2: THE UNCRC, THE CFCDA AND PARTICIPATORY METHODS	22
Objectives of the day:	22
Activity 2.1: Feedback on Day 1	22
Activity 2.2: Happy Families Game	22
Activity 2.3: Presentation on UNCRC	23
Activity 2.4: Linking Articles with Protection, Provision, Growth & Development, Participation	24
Activity 2.5 Rights Race: card sorting	24
Activity 2.6: Introduction to the Project Cycle	24
Activity 2.7: Discussion of 'What is CFCDA'?	25
Activity 2.8: The CFCDA	25
Activity 2.9: Planning at National, Regional and International Levels	26
Activity 2.10: Levels of participation	26
Activity 2.11: Children's participation in projects	27
Activity 2.12: FLYING EAGLE Game	27
Activity 2.13: EVALUATION SESSION 1: Mood Meter	28
Activity 2.14: Role-Play by Street Children	28
Activity 2.15: Participatory Ways of Working with Children	28
Activity 2.16: Knotty Problem Game	29
Activity 2.17: Handout of participatory methods	29
Activity 2.18: Visual display of participatory methods with children	30
Activity 2.19: Evaluation Session 2: Body Map of things learnt, liked, useful and discarded	30
Activity 2.20: Evaluation Session 3: Ranking of Sessions by Participants	30

Activity 2.21: Evaluation Session 2: mood Meter	31
DAY 3: FIELDWORK PREPARATION	32
Objectives of the Day	32
Activity 3.1: Guess my identity game	32
Activity 3.2: Objectives for day 3 and feedback on day 2	32
Activity 3.3: Identification of methods	33
Activity 3.4: Fieldwork Preparation	33
Activity 3.5: Fieldwork.....	34
DAY 4: IMPLEMENTING THE CFCDA AT THE PU LEVEL, AND ETHICAL ISSUES WHEN WORKING WITH CHILDREN	35
Objectives of the Day	35
Activity 4.1 'jump in – jump out' GAME, and objectives of the day.....	35
Activity 4.2: Sharing of Fieldwork Experiences	35
Activity 4.3: Ladder of Participation Game	36
Activity 4.4: Evaluation Session 1: mood Meter	36
Activity 4.5: Current and future activities of CFCDA.....	36
Activity 4.6: Barriers to implementing CFCDA.....	37
Activity 4.7: Solutions to Barriers.....	37
Activity: 4.8 Ethical Issues	37
Activity 4.9 "Court of Ethics"	38
Activity 4.10: Evaluation Session 2: mood Meter	38
DAY 5: ISSUES OF FACILITATION AND FIELDWORK PREPARATION	39
Objective of the day:.....	39
Activity 5.1: FLYING EAGLE GAME	39
Activity 5.2: Feedback and Objectives	39
Activity 5.3: Saboteur Game.....	39
Activity 5.4: How to be a Good Facilitator	40
Activity 5.5: Dos and Don'ts Game.....	41
Activity 5.6: Statues Game	42
Activity 5.7: Evaluation Session 1:Mood Meter	42
Activity 5.8: Children's view of adults working with Children	42
Activity 5.9: fieldwork preparation.....	43
Activity 5.10: Selection of Methods to bE Used during Fieldwork	43
Activity 5.11: Practice Methods to be Used.....	43
Activity 5.12: Fieldwork Preparation	44
Activity 5.13: Evaluation Session 2: Body Map of things learnt, liked, useful and discarded	44
Activity 5.14: Evaluation Session 3: Mood Meter	44
Activity 5.15: Informal discussion at night	45
DAY 6 AND DAY 7: FIELDWORK PREPARATION AND FIELDWORK	46
Objective of the Days:	46
Activity 6.1: Fieldwork preparation	46
Activity 6.2: FIELDWORK.....	46
Activity 6.3: Reflecting on lessons learnt from fieldwork	47
DAY 8: DOCUMENTATION WRITE-UP	48
Objectives of the Day:	48
Activity 8.1: COMPLETION OF documentation.....	48
Activity 8.2: Forward Planning	48
Activity 8.3: CMT1 Evaluation	48
SUMMARY TIMetable FOR CMT1	50
CMT2: FIELD-BASED TRAINING	54
DAY 9: OBJECTIVES OF THE DAY	55
OBJECTIVES OF THE DAY:	55
ACTIVITY 9.1: WELCOMES and name game	55

ACTIVITY 9.2: RECALLING ONE ASPECT OF CMT1	55
ACTIVITY 9.3: PRESENTATION ON OBJECTIVES AND FORMAT OF CMT2	55
ACTIVITY 9.4: FEEDBACK ON FIELDWORK IN PROVINCES/ PROGRAM UNITS	56
ACTIVITY 9.5: EVALUATION SESSION 1: MOOD METER.....	56
ACTIVITY 9.6: ZIP-ZAP GAME	56
ACTIVITY 9.7: FIELDWORK PREPARATION	56
ACTIVITY 9.8: EVALUATION SESSION 2: MOOD METER.....	57
DAY 10: FIELDWORK PREPARATION AND DEPARTURE FOR THE FIELD.....	58
OBJECTIVES OF THE DAY:	58
Activity 10.1: CONTINUE Fieldwork preparation.....	58
Activity 10.2: Leave for the field	58
DAY 11 TO DAY 14: FIELDWORK.....	59
OBJECTIVES OF THE DAYS	59
DAY 15: FEEDBACK ON FIELDWORK	60
OBJECTIVES OF THE DAY	60
ACTIVITY 15.1: SAMSON AND DELIAH GAME	60
ACTIVITY 15.2: OBJECTIVES FOR THE DAY.....	60
ACTIVITY 15.3: FEEDBACK ON FIELDWORK	61
ACTIVITY 15.4: EVALUATION SESSION1: MOOD METER.....	61
ACTIVITY 15.5: LINE SORTING GAME	61
ACTIVITY 15.6: Methods to be Used for Province/ PU Fieldwork	61
ACTIVITY 15.7: EVALUATION OF CMT2.....	62
ACTIVITY 15.8: Closure & Farewells	62
Summary timetable for CMT2	63
CMT3: CLOSURE	64
DAY 16: FEEDBACK ON PROGRAM UNIT FIELDWORK	65
OBJECTIVES OF THE DAY	65
ACTIVITY 16.1: ZIP-ZAP GAME.....	65
ACTIVITY 16.2: OBJECTIVES OF CMT3	65
ACTIVITY 16.3: FEEDBACK BY PROVINCE/ PU	65
ACTIVITY 16.4: EVALUATION SESSION 1: MOOD METER.....	66
ACTIVITY 16.5: FRUIT SALAD	66
ACTIVITY 16.6: Developing Summary Table of Methods for Each Stage of CFCDA	66
ACTIVITY 16.7: COMPLETION OF DOCUMENTATION.....	66
ACTIVITY 16.8: EVALUATION SESSION 2: MOOD METER.....	66
DAY 17: REFLECTION ON TRAINING PROCESS AND FORWARD PLANNING	67
OBJECTIVES OF THE DAY	67
Activity 17.1: FLYING EAGLE	67
Activity 17.2: Strengths and Weaknesses of the Training and Steps to be Taken	67
Activity 17.3: Forward Planning: Plan of Action and Barriers Preventing Implementation	68
ACTIVITY 17.4: What I Have Learnt	68
Summary Timetable for CMT3	69

OVERVIEW OF TRAINING

How was the Trainer's Guide developed?

The production of this guide is the result of an experiential process that involved the efforts and inputs of all those cited in the 'Acknowledgements'. This guide was developed over the course of 6 months from October 2000 to March 2001, and entailed workshops and fieldwork, during which time the training programme was developed.

In all 28 participants took part in the development of the training programme. The participants comprised both staff of PLAN International Indonesia and staff of PLAN Indonesia partner organisations. Of the twenty-eight participants, 9 were identified as future trainers and were consequently trained as trainers over the course of the programme development. Three of the nine trainers were staff from partner organisations. The production of the Training Guide represents the culmination of a collaborative effort between Development Focus International, the nine trainers, and the participants.

The Trainer's Guide is accompanied by a Process Guide and a Toolkit of Participatory Methods. The Process Guide documents the experience and lessons learnt whilst developing the training programme over the period October 2000 – March 2001. The Toolkit of Participatory Methods describes the process of implementing the methods reviewed in the training.

What is the Trainer's Guide about?

This training guide provides a detailed structure and format of a training programme designed to enhance the capacity of fieldstaff to promote children's rights in communities.

In this training, the main focus for promoting children's rights at the community level is through ensuring that children and adults are involved and participate in all stages of the project planning and planning cycle. Consequently, a large part of the training programme comprises methods and tools for facilitating participation of communities – girls and boys, men and women – in the different stages of the project cycle.

The training programme combines both theoretical and practical components. However, the focus is on applying the theory in practice, and therefore there is an emphasis on field-based training.

What are the Details of the Training Programme?

There were three distinct phases to the programme development: CMT1 (Child Mainstreaming Training 1), CMT2 and CMT3. Development of CMT1 took place over three weeks in October 2000, development of CMT2 over two weeks in December 2000, and development of CMT3 over ten days in February 2001.

This Guide is structured according to the phases of training development – CMT1, CMT2 and CMT3. CMT1 comprises 8 days of training activities; CMT2, 7 days of activities; CMT3, 2 days of activities.

Each day of training comprises a number of activities. For each activity, the aims and objectives are presented, and a detailed description is provided as to how to run the activity.

In addition to the activities presented in the guide for each of the days, participants are assigned to take the learning forward in their respective program units between the three phases of the training. (The details of program unit-based work between the phases are outlined at the end of CMT1 and CMT2.)

Child Mainstreaming Training 1 (CMT1)

CMT1 is mainly workshop-based training and aimed to provide theoretical concepts of human rights and children's rights. Concepts of participation are also covered in CMT1, and the implications of different definitions of participation for programme development and design are explored.

Participants are introduced to the project and programming cycle and the steps needed to ensure that the cycle promotes Child-Centred Community Development (CCCD). The importance of addressing children's rights at the national, regional and international levels is also addressed.

Participants are introduced to a range of participatory tools for engaging with children and adults in communities, and participants are given the opportunity to share their experiences in working with communities to promote CCCD. Participants assess the barriers preventing them from implementing CCCD, and identified steps that should be taken to overcome these barriers.

Ethical issues when working with children and adults are addressed, and the specific ethical issues around 'participation' of girls and boys in research are explored. Facilitation skills and the 'Dos' and 'Don'ts' of working with girls and boys, men and women, are also covered during CMT1.

If possible, children and young people should be facilitated to participate in the training. They can perform role-play highlighting the issues facing children in their daily lives, and also present their perspectives on the adults who are responsible and have regular contact with them. However, it is essential that any involvement of children and young people in the training is not tokenistic. Much thought and planning is required to ensure that young people's participation is relevant and of benefit to them.

Participants are provided with some field-based training during CMT1, with the aim of familiarising participants with some of the participatory methods presented during the workshops, and developing their facilitation skills.

Participants continue the process of familiarisation with participatory methods in their program units between CMT1 and CMT2. They also share their learning with colleagues in the program units.

Child Mainstreaming Training 2 (CMT2)

The main focus of CMT2 is on field-based training. Training moves beyond the familiarisation stage of CMT1 and focuses on the implementation of different participatory tools to address the different stages of the project cycle designed to promote Child-Centred Community Development (CCCD). The emphasis of training during CMT2 is to work with different stakeholder groups within communities – girls and boys, men and women – to explore the multiple perspectives on community development within communities.

The process of involvement of communities continues with the analysis of information by both the stakeholders and facilitators, and the sharing of findings between the stakeholder groups.

Participants continue the process of engagement with children and adults, and sharing with colleagues in their program units between CMT2 and CMT3.

Child Mainstreaming Training 3 (CMT3)

Participants reflect on the methods and tools that they have learnt about and used, and draw up forward plans for taking learning from the training forward in future work.

CMT3 provides 'closure' for the training. Participants reflect on how the training has informed their work in their programs and projects. Participants evaluate the training.

Who is the Trainer's Guide for, and how to use this Guide?

It is intended that experienced trainers/ facilitators will deliver the training programme laid out in this guide. The co-trainers involved in the development and implementation of the Training Guide will run future training for PLAN Indonesia fieldstaff. It is also intended that trainers of PLAN Indonesia partner organisations will run training based on this guide for fieldstaff.

This Guide is sufficiently generic such that PLAN trainers from other countries in the Asian region can use it for training their own staff in children's rights and participatory methodologies. It is also expected that implementing agencies working with rural and urban communities on issues of children's rights and community development will also find this Guide of use in designing their training programme.

Although this Guide comprises 17 days of training activities, the programme has been designed in a sufficiently flexible manner such that trainers can select which days/ activities they wish to use, depending on their objectives and the time available for them to carry out the training.

In this Guide, a summary timetable for each day is provided at the end of each phase of the training CMT1 – CMT3. Trainers may refer to these summaries to assist them in selecting which components of the training that they wish to use.

What materials will you need to run the training?

Overheads, Handouts, Laminates and Video

For those activities that involve presentations by the trainer/s, there are a number of overheads to aid the trainer in the presentation. The overheads are numbered and coded. The set of overheads are provided as a supplement to the Trainer's Guide.

For all three phases of the training programme – CMT1 to CMT3 – there are a number of handouts that provide background information and further detail on the topics covered. These handouts comprise chapters from books, papers from academic journals, summaries of issues and concepts, and scenarios for role-play and practical activities. They are also provided as a supplement to this Guide.

There is also a set of laminated A4 pictures showing a range of examples of the application of participatory tools that took place during the development of this Guide. The laminates are provided as a visual aid to be used by the trainer when reviewing the different participatory methods that can be used to facilitate dialogue with children and adults.

A video has also been produced that can be used by trainers. The video documents the fieldwork carried out during the programme development, and shows how different participatory methods were facilitated in the field. The video is an effective resource for familiarising participants, who have no previous experience with participatory methods, before embarking on fieldwork.

Process Guide

A Process Guide has been developed as a supplement to the Trainer's Guide. The Trainer's Guide provides the format and structure for training. The Process Guide, on the other hand, provides the detail of the implementation of the Trainer's Guide during its development between October 2000 and March 2001.

The Process Guide provides a rich description of the experience of implementing the training. It highlights the key issues that emerged for each activity – both workshop and fieldwork-based – and provides the lessons learnt from the process.

This resource is an essential companion to the Trainer's Guide, and all trainers embarking on a training programme, based on the Trainer's Guide, should refer to the Process Guide to gain insight and guidance into how to run the training.

Toolkit

In addition to the Trainer's Guide and Process Guide, a Toolkit of Participatory Methods has been produced. The toolkit represents a practical guide for fieldstaff, and describes the array of participatory methods that can be used to facilitate dialogue and discussion with stakeholder groups in communities – girls and boys, men and women.

The structure of the toolkit is based on the project cycle used by PLAN International Indonesia to promote CCCD. Participatory methods for the various stages of the project cycle are described, including the needs assessment, identification, planning, implementation, monitoring and evaluation stages.

CMT1: WORKSHOP-BASED TRAINING

DAY 1: AN INTRODUCTION TO MAINSTREAMING CHILDREN'S RIGHTS

A brief opening address is made by the trainers, with the option of a senior management figure from PLAN International Indonesia (e.g. Country Director) also making an opening/ welcome speech.

OBJECTIVES OF THE DAY:

- Introduce participants to one another
- Define objectives and outputs of the training course
- Introduce concepts of human rights

ACTIVITY 1.1: WELCOME

Aim: For the trainer and representatives from PLAN International Indonesia to open the formally open the training programme.

The trainer(s) introduce themselves and explain the overall purpose of the training.

A representative from PLAN International Indonesia, e.g. the Country Director, may then say a few words on the background to the training programme.

ACTIVITY 1.2: MIME GAME

Aim: to make participants feel relaxed (ice-breaker) and to introduce themselves to each other, and to learn and remember each other's names.

Participants are asked to stand in a circle. In turn each participant steps forward, states his/ her name, and mimes an action that signifies what the type of interaction they have with children. The participant then steps back into the circle and the neighbouring participant then steps forward and repeats the activity. This continues until all participants have introduced themselves.

ACTIVITY 1.3: NAME GAME

Participants are split into groups, each comprising 10 to 15 people. Each group forms a circle and a ball or orange is handed to one participant. He/ she then throws the ball to any other participant in the group, stating his/ her name as she does so. The one catching the ball then throws it to another participant whilst stating her name. This activity continues for 3 or 4 minutes.

The activity is then changed. The participant with the ball throws it to another participant, and as she does so, she states the name of the one she is throwing the ball to. The participant who catches the ball, then throws it to another participant stating the name of the one that she is throwing it to. This activity continues for 2 or 3 minutes, whereupon another ball is introduced to the circle. In this way, there are now two balls being thrown from participant to participant, with participants stating the name of the one that she is throwing the ball to. If the facilitator wishes, additional balls can be

added to the circle. The game continues until all participants in the circle seem to remember each other's name.

ACTIVITY 1.4: DRAWING YOURSELF

Aim: To encourage participants to reflect about themselves in a non-written way, through the medium of drawing. In doing so, participants are introduced to the idea that non-written forms of communication are a powerful medium for expression, and for presenting ideas.

Each participant is provided with marker pens and paper, and asked to produce a drawing or sketch that reflects: who they are; what they are doing; where they are working.

When all participants have completed their sketch, participants are then asked to explain their picture with their neighbour. The pictures can then be placed on the walls and all participants can walk around the room looking and discussing each of the pictures.

ACTIVITY 1.5: HOPES AND FEARS

Aim: To get participants to express hopes, expectations and fears of the training. The purpose of this is to ensure that objectives and outputs of the training are compatible with participants' expectations of the training.

Participants are given post-its of two colours (e.g. green and red) and asked, individually, to write down their hopes (on green post-its) and fears (on red post-its). It is important that one post-it is used for one hope and one fear, i.e. if participants have four hopes and five fears, they should use four green post-its for their hopes and five red post-its for fears.

When participants have completed their post-its they are asked to place them on two pieces of flip-chart paper – one for hopes, the other for fears. The facilitator then asks for three or four participants to volunteer to look through all the post-its indicating hopes and cluster them into themes. Three or four participants are asked to volunteer to cluster the fears.

Note: clustering of hopes and fears may take up to 15 minutes, so it is important to have an activity for the other participants, whilst hopes and fears are clustered. Having a tea break is one option.

When the volunteers have clustered the hopes and fears, they report back to the plenary.

ACTIVITY 1.6: ESTABLISHING GROUND RULES

Aim: To reach a consensus with participants as to what rules all should adhere to during the training.

Participants are asked to write on post-its what they consider should be the ground rules for the training. As in the 'hopes and fears' activity, one post-it should be used for each ground rule. When participants have completed their post-its, they place them on a piece of flip-chart paper. Two or three participants are asked to volunteer to read through and cluster them. They then report back to the plenary.

Note: brainstorming of ground rules could take place whilst the hopes and fears are being clustered (Activity 1.4).

Once the ground rules have been established they are placed on the wall, and participants are encouraged to halt the proceedings of the training at any time if they consider that any of the ground rules are being breached.

ACTIVITY 1.7: OBJECTIVES AND OUTPUTS

Aim: To share the objectives of the training with participants, and the skills participants will gain through attending the training.

To refine objectives and outputs to reflect the expectations of participants as expressed through the 'hopes and fears' activity (Activity 1.4).

The trainer should present the objectives and outputs of the training programme. These will depend on the specific training taking place. O.H. 1.1 and O.H. 1.2 provide some possible objectives and outputs.

Note: It is important that the trainer makes reference to the expectations highlighted from the hopes and fears during the presentation of objectives and outputs. The trainer should also facilitate participants to comment on, and question the legitimacy and relevance of objectives and outputs, and be prepared to modify them accordingly.

ACTIVITY 1.8: TRAINING COMPONENTS AND TIMELINE OF ACTIVITIES

Aim: to present the timetable of the training course; outlining the days to be spent in workshops and the days in the field.

The trainer should present the training components and timetable. This will depend on the specific training taking place. O.H. 1.3 and O.H. 1.4 provide some examples.

The trainer should emphasise that the training programme will be:

- Mixture of theory and practice
- Participatory and interactive
- Objectives and approach will be tailored towards participants' expectations and needs

ACTIVITY 1.9: EVALUATION SESSION 1: MOOD METER

Aim: To assess the affect of the morning activities on the mood and attitudes of the participants.

The trainer prepares a mood meter by attaching two pieces of flip-chart paper together with tape and drawing three rows and five columns on the paper (see O.H. 1.5).

Participants are asked to write how their impressions of the morning session on post-its and place them on the mood meter, indicating whether they are feeling happy/ sad or indifferent. Participants place their post-its on the mood meter as they leave the room for lunch.

Note: During the break the trainer reviews the post-its placed on the mood meter and begins the next session by summarising and sharing participants' moods with all the participants.

ACTIVITY 1.10: FIND YOUR PAIR

Aim: To energise the group and to promote communication and team-building between participants.

The trainer has sets of prepared picture cards. The total number of cards should equal the number of participants. Each set comprises identical pictures, for examples, objects, a landscape, people. Each participant is assigned a card that is stuck to their backs without the participants seeing the picture that they have been assigned.

Participants then walk around the room asking questions to other participants to try to discover what picture is on their back, and to find the participant with the other picture that makes up the pair. The others shouldn't tell them directly what the picture is but can answer questions by giving a "yes" or "no" answer.

The game continues until all groups of participants have teamed up. The winners are the group that is first established.

Note: if there is an odd number of participants, one set of cards can comprise three identical pictures.

ACTIVITY 1.11: FRUIT SALAD

Aim: To wake everybody up after lunch and to split the participants into groups for the afternoon sessions

Participants are asked to sit on chairs in a circle. All unfilled chairs are removed from the circle.

The trainer stands in the middle of the circle and asks a participant to name a fruit. The trainer then asks the participant's neighbour to choose another fruit. Neighbouring participants are asked to name different fruits until the number of fruits identified is equal to the number of groups needed for the afternoon session.

The trainer then asks the next participant to repeat the name of the first fruit identified. The neighbouring participant then repeats the name of the second fruit identified, and so on. The naming of fruits continues until all participants (and trainer) have named a fruit.

The trainer then calls out one of the fruit names. All those participants assigned that fruit have to get up from their chairs and run to another chair being vacated by other participants with assigned the same fruit. The trainer also runs to a chair. When all chairs have been filled one participant will be left standing in the middle of the circle.

This participant then calls out the name of one of the fruits and all those participants assigned that fruit have to run to another chair. As before, one participant will be left standing in the middle of the circle.

The game continues for until the trainer feels that everybody is suitably exercised and woken up!

Note: For the game to work, there needs to be one less chair in the circle than the number of people in the game (participants plus trainer(s)).

The game can be played by asking participants to name other things apart from fruit, e.g. animals, plants, or key issues relating to children's rights.

The person in the middle of the circle can name two or three fruits if they wish. In this case all those participants assigned the fruits named have to change chairs. To get everybody moving at the same time, the person in the middle can call out 'fruit salad'. (If names of animals are used, call out 'Jungle'.)

ACTIVITY 1.12: AN INTRODUCTION TO HUMAN RIGHTS

Aim: To initiate discussion on the concept of human rights

Participants form four groups (based on the four fruits from the 'fruit salad' game (Activity 1.10)).

Each group discusses what is meant by human rights, based on one of the following: Survival; Growth and development; Protection; Participation.

After the groups have discussed the topics for 10 minutes, one or two members of each group report back to the plenary on the issues that arose.

ACTIVITY 1.13: PRESENTATION ON PRINCIPLES OF HUMAN RIGHTS

Aim: To present the principles that underpin human rights as defined through UN Conventions and Declarations

Trainer gives a presentation of the principles underlying Human Rights. This should be done in an interactive way with the participants. The trainer can ask the participants what they think are the themes that underlie human rights.

The trainer should summarise the discussion as follows.

Human Rights are:

Universal: all people are entitled to their rights

Indivisible: individuals are entitled to all rights laid out in the UN Conventions and Charters – governments cannot assign some rights to individuals and not others

Inalienable: people are born with their rights – rights are not given to people (and cannot be taken away)

Non-discrimination: individuals must not be discriminated against, because of race, colour, ethnicity, caste, political beliefs, gender or sexual orientation

Participants should be given Handout 1.1 that provides background and history in the development of a human rights framework.

ACTIVITY 1.14: ZIP-ZAP GAME

Aim: Energiser and ensure that participants know each other's names

Ask the participants to form a circle, with the trainer standing in the middle of the circle. Participants start to walk in a circle singing and clapping as they do so.

The trainer then stops the circle and points to one of the participants at random. If she says 'Zip' the participant chosen has to name the person on their left, and if she says 'Zap', the person on their right.

The trainer can say as many 'Zips' and 'Zaps' as they wish. For example, if the trainer says zip-zip-zap-zap, the participant has to name the two people standing to their left and the two people standing to their right. If the participant cannot name all those asked for, she has to leave the circle.

The participants then continue walking in the circle, singing and clapping, until the trainer stops the circle and chooses another participant at random.

The game continues until one participant remains in the circle, or until the trainer calls a halt to the game.

ACTIVITY 1.15: DRAW CHILDREN WITH AND WITHOUT RIGHTS

Aim: For participants to reflect on children's rights within the context of their work. To demonstrate the use of visual forms of communication to present information

Provide participants with paper and pens and ask them to draw a child with rights and one without rights in the context of their own work experience.

When the drawings are completed place them to the walls and get participants to walk around the room, and review the pictures.

ACTIVITY 1.16: EVALUATION SESSION 2: VERBAL FEEDBACK IN THE PLENARY

Aim: Provide participant feedback on their assessment of the day's activities

Participants stand in a circle and each, in turn, provide a brief statement of their assessment of the day's activities.

ACTIVITY 1.17: EVALUATION SESSION 3: RANKING OF SESSIONS BY PARTICIPANTS

Aim: To assess the different sessions and activities throughout the day

Provide participants with three green sticky dots and three red dots. On flip-chart paper list the sessions and activities held during the day.

Ask participants to use the three green dots to score those activities that they enjoyed the most, and the three red dots to score those activities that they enjoyed the least.

Participants can choose three activities that they enjoyed, and three that they didn't enjoy. Alternatively, they can assign more than one dot (green or red) to an activity. Alternatively, participants do not need to assign all their dots.

ACTIVITY 1.18: EVALUATION SESSION 4: MOOD METER

Aim: To assess the affect of the afternoon activities on the mood and attitudes of the participants.

Ask participants to place their thoughts on the mood meter as they leave the room.

DAY 2: THE UNCRC, THE CFCDA AND PARTICIPATORY METHODS

OBJECTIVES OF THE DAY:

- To explain the UNCRC
- To discuss children's rights based on the field programs
- To define and understand the types of participation and ladder of participation
- To share the different methods used in the field by participants in relation to children's participation
- Review participatory methods

ACTIVITY 2.1: FEEDBACK ON DAY 1

Aim: To review the key points from day 1

The trainer(s) or one or two participants feed back to the plenary on the previous day's activities.

Summarise the sessions and activities.

Report back on the information provided on the mood meter and the scoring of the sessions/ activities.

ACTIVITY 2.2: HAPPY FAMILIES GAME

Aim: To get participants into four groups, to create a friendly atmosphere of fun

Trainer selects four animals e.g. lion, monkey, dog and cat. Depending on the number of participants, the trainer makes a set of cards for each animal. For example, if there are 24 participants, the trainer produces 6 cards with a lion of each, 6 with a monkey, 6 with a dog, and 6 with a cat. If there are 28 participants, the trainer produces 7 cards of each animal.

If the total number of participants does not split equally into 4 groups, e.g. if there are 30 participants, more cards are produced for two animals. In the case of 30 participants, 7 cards could be produced for the lion and monkey, and 8 cards for the dog and cat, say.

Each participant is handed a card.

Participants are then asked to move around the room making the noise of the animal they have been assigned. In this way participants can identify who else is in their 'family'. The object of the game is for the different types of animals to form into groups.

ACTIVITY 2.3: PRESENTATION ON UNCRC

Aim: To outline the rationale behind the UNCRC and to review the articles which comprise the UNCRC

The trainer should give participants Handout 2.1 'Summary of UNCRC'.

The trainer should give an overview of the UNCRC covering the following points:

Whilst the principles of Human Rights relate to all people – children as well as adults, the UN has recognised that children are especially vulnerable to not having their human rights respected. Consequently, the UN Convention of the Rights of the Child (UNCRC) was drawn up to ensure that children's rights are realised.

The UNCRC comprises an introduction, preamble and 54 articles. The preamble highlights the special circumstances of children and the key role that parents (and carers) play in children's development.

Article 1 defines a child as any person (male or female) under the age of 18 years old.

Articles 2 to 42 define the specific rights that children have, which include the right to education, protection, survival and participate in decisions that affect their lives.

Articles 43 to 54 specify the obligations and monitoring procedures that governments have in ensuring that children's rights are respected.

The work of PLAN International Indonesia has focussed on addressing children's needs of growth and development, survival and protection. These needs are highlighted in the UNCRC in Articles 2 to 43. However, these needs are now articulated as rights, and as such are subject to the four principles outlined above: rights are for all children; children are entitled to all their rights as laid out in the articles; children are born with these rights; children cannot be discriminated against because of race, creed or colour.

A significant difference in the needs based approach traditionally pursued by development agencies such as PLAN International, and a rights-based approach is highlighted in Articles 12, 13 and 15 that give children the right to participate in decision-making and organise themselves.

These rights refer to meeting the strategic needs of children – empowerment and participation. The figure below illustrates the central difference between a needs and rights-based approach to working with children.

Show O.H. 2.1 that illustrates the difference between a 'needs-based' and a 'rights-based' approach to development.

ACTIVITY 2.4: LINKING ARTICLES WITH PROTECTION, PROVISION, GROWTH & DEVELOPMENT, PARTICIPATION

Aim: To show how participants' understanding of children's rights links with the UNCRC

The trainer asks the participants to form into groups, based on the animals in the 'Happy Families' game (Activity 2.2).

Each group should cluster the Articles of the UNCRC (Article 2 to 42), according to each of the four themes: protection, provision, growth & development, participation

After the groups have discussed the clustering they should report back their findings to the plenary.

ACTIVITY 2.5 RIGHTS RACE: CARD SORTING

Aim: To distinguish between needs and rights

The participants should split into four groups. Each group is given a set of cards (Resource 2.1) that illustrate issues around children's rights and children's needs.

Each group is given the task of sorting the cards into those that relate to a rights-based approach, and those that relate to a needs-based approach. For each issue, participants should also indicate which principle of human rights does the issue correspond to.

ACTIVITY 2.6: INTRODUCTION TO THE PROJECT CYCLE

Aim: To highlight the key stages and process of the project cycle

The trainer should present O.H. 2.2 'Project Cycle'.

The trainer should explain the process of setting aims and objectives, through planning activities, implementation and monitoring, to reflection and evaluation, and then revising aims and objectives. The important points to note are:

This process is iterative. That is, aims and objectives have to be open to change as a result of the evaluation and reflection.

Through each cycle, the aims and objectives are revised based on the previous experience.

The process is one of adaptation and change.

ACTIVITY 2.7: DISCUSSION OF 'WHAT IS CFCDA'?

Aim: to get participants to share their perception of the CFCDA

The trainer should ask the participants to turn to their neighbour and share their perceptions on what the CFCDA is.

There should be no report back to the plenary.

ACTIVITY 2.8: THE CFCDA

Aim: to present the stages of the CFCDA and its links with UNCRC

The trainer should provide participants with Handout 2.2 'CFCDA Flyer'.

The presentation on CFCDA should cover the following points:

The CFCDA is the tool for PLAN Indonesia to ensure that children's rights are addressed within its programming work with communities, families and children.

The CFCDA represents a conventional project cycle (show O.H. 2.3) with stages from pre-preparation, preparation, needs assessment, through to implementation, monitoring and evaluation.

In the past, PLAN Indonesia has followed such a project cycle with participation of adults only in pre-preparation, preparation and needs assessment stages; and no participation of boys and girls (show O.H. 2.4 overlaid on O.H. 2.3).

The CFCDA represents a radical departure from previous approaches to project planning, and seeks to ensure the active involvement of adults (men and women) and children (boys and girls) in all stages of the project cycle (overlay O.H. 2.5, on O.H. 2.3 and O.H. 2.4).

In central aspect of the CFCDA is the process of immersion and reflection that should take place through out all stages of the CFCDA.

If children and adults from communities are to become actively involved in the CFCDA, trust and communication needs to be established between community and PLAN field staff. This may take time and involve field staff residing in the community for sometime. Consequently, the pre-preparation and preparation phase can take several weeks.

Reflection is also a central feature of the CFCDA, taking place throughout all its stages. Staff, with community representatives – men, women, boys and girls – need to reflect on the process, discussing the opportunities and threats arising from the CFCDA process, attempting to resolve issues of conflict and tensions, and adapting the approach accordingly.

ACTIVITY 2.9: PLANNING AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS

Aim: to show that implementing CFCDA alone will not achieve the goal of realising children's rights

The trainer should present O.H. 2.6 'Levels of PLAN International', and cover the following points:

Currently, objectives and programs are defined at I.H. level and feed down to the regional and country levels. These programs define the activities at the country level. Programs at the PU level are thus defined at the Country Level.

If children's rights are to be realised, the structure described needs to be changes, with the generation of objectives and programs occurring at the community level and feeding up through the PLAN hierarchy to I.H.

Such an approach represents a radical departure from existing practice, and represents a major challenge to PLAN as an organisation.

Implementing CFCDA at the community level, without the corresponding change in the flow of information will not in itself lead to effective realisation of children's rights.

It is from the community level to the PU level, and then through the Country level that such a change in organisational structure may be realised. The forum for changes in approach at the country level to be transmitted to I.H. is through the regional forums.

ACTIVITY 2.10: LEVELS OF PARTICIPATION

Aim: To introduce the different interpretations of 'participation'.

The trainer gives a presentation on the different meanings of participation, using OH2.7.

The presentation should cover the following points:

- Participation has many meanings ranging from children being 'recipients of stimulation, opportunities for growth development & learning, to children 'being consulted' to children 'initiating and directing' programs.
- We should not assume that if the project in question relates to a low level of participation, as defined by the ladder, that this is necessarily inappropriate. The level at which participation occurs will be determined by the objectives and activities of PLAN and the capabilities of the children themselves.

ACTIVITY 2.11: CHILDREN'S PARTICIPATION IN PROJECTS

Aim: For participants to discuss the level of participation of children in their work

Participants should form groups by Program Unit or province.

Each group identifies one project that they consider has a high level of children's participation.

The group then discusses the project within the context of each phase of the CFCDA, and lists on flip-chart paper, the key aspects of the nature of children's participation during each phase.

When the discussion in each group has been completed, each group reports back to the plenary in the following way:

Two members of the group stand a few feet apart, each holding a piece of card/ paper. One piece has 'Low Participation' written on it, and the other 'High Participation'.

Another member of the group holds a piece of card/ paper with the project description written on it and the group positions her where it considers appropriate along the 'line of participation'.

The plenary then questions the group on the details of the project and the role of children within it. In this way, the plenary then decides what the level of participation really is for the project, and the one holding the card moves along the line accordingly.

This exercise is repeated for all the groups.

Note: this exercise will stimulate a great deal of discussion and debate. Invariably, the final positioning of the project along the 'line of participation' will be at a lower level than the group originally asserts!

ACTIVITY 2.12: FLYING EAGLE GAME

Aim: To create solidarity between the participants

Participants form two lines, adjacent to each other. The facilitator/ trainer stands at the front (on a chair) facing the two lines.

The trainer explains how eagles are sacred in South America and everyone stops to watch when an eagle flies by.

The trainer explains to the participants that if she raises her right arm (eagle's wing) the right line should start to clap. The intensity of clapping should vary according to how high the arm is raised. As the arm is raised the clapping should increase, and as the arm is lowered the clapping should decrease.

If the trainer raises her left arm participants in the left line should start to clap, Again as the arm is raised the clapping should increase, and as it is lowered the clapping decrease.

If the trainer raises both arms, participants in both lines should start to clap.

The trainer may also raise one arm whilst lowering the other. The two lines of participants should vary their degree of clapping accordingly.

ACTIVITY 2.13: EVALUATION SESSION 1:MOOD METER

Aim: To assess the affect of the morning activities on the mood and attitudes of the participants.

Participants should place their impressions of the morning session on the mood meter as they leave for lunch.

ACTIVITY 2.14: ROLE-PLAY BY STREET CHILDREN

Aim: To inform participants of the issues which affect children in their lives on the streets

The trainer should liase with the PLAN staff member who works with street children, and is known and trusted by them.

The remit for the children is to present in the form of a play/ role-play an issue that is pertinent to them and reflects the attitudes of adults who they come into contact with in their daily life, e.g. policeman, members of the public, parents or guardians.

The children should perform the role-play for the participants. This should be followed by an open discussion between the children and the participants, on the issues that arise from the role-play.

Note: In the training that took place in Surabaya, street children were available to perform this activity. However, in other training, street children may not be available. In this case, another group of children who are willing and able can be facilitated to perform the role-play.

ACTIVITY 2.15: PARTICIPATORY WAYS OF WORKING WITH CHILDREN

Aim: To generate ideas of ways of working with children

Participants get back into their groups from Activity 2.2, each group discusses and lists the types of participatory methods and approaches that they are currently using in their work with children.

When each group has completed the exercise, the groups report back to the plenary.

ACTIVITY 2.16: KNOTTY PROBLEM GAME

Aim: To encourage participants to work as a team

All participants stand in a circle. The trainer selects five or six participants to stand to one side. The remaining participants are asked to stand with their arms outstretched and their eyes closed.

On the signal from the trainer, the participants slowly walk towards the centre of the circle. As they do so they link hands with each other. Each participant should be holding another participant's hand in their left hand, and another participant's hand in their right hand.

When all participants are holding hands, they can then open their eyes. The task for the five or six participants outside the circle is to unravel the knot that has been created with the arms. The rule is that participants must not let go of each other's hands.

The knot has been successfully unravelled when all participants are standing in a circle again.

Note: It is often not possible to completely unravel the knot. This is not a problem. The aim of the game is for participants to have fun and to work as a team.

This game requires a certain degree of dexterity on the part of those in the circle. When the trainer selects those participants to remain outside the circle, she should select those who she considers may have difficulties with the movements required. For example, women who are pregnant, those who have an injury or disability.

ACTIVITY 2.17: HANDOUT OF PARTICIPATORY METHODS

Aim: to review the range of participatory methods that can be used with children

The trainer should distribute a copy of Handout 2.3 to all participants, which provides a description of a range of participatory methods.

The trainer should ask the participants to read through the handout during the evening and familiarise themselves with them.

It is important to emphasise that a real understanding and appreciation of these methods can only come through practising them and applying them in the field.

It should also be emphasised that the methods described in the handout should be thought of as a guide and starting point. During the course of working in participatory ways with children, and as confidence grows, participants will modify methods to suit their own contexts and needs.

Participants will also develop their own methods, based on previous experience and growing familiarisation with visual and participatory means of engagement with communities, as a result of this training.

ACTIVITY 2.18: VISUAL DISPLAY OF PARTICIPATORY METHODS WITH CHILDREN

Aim: To provide a visual display of participatory methods

During the break the trainer should place laminated pictures (Resource 2.2) that shows examples of participatory methods on the walls.

The examples can be clustered around different themes. A way of clustering that could be used is as follows:

Free expression e.g. role play, dancing and singing
Space e.g. mapping
Time e.g. time lines, seasonal calendars, confidence lines
Linkages e.g. flow diagrams, cause-impact diagrams, institutional mapping
Priorities/ ranking e.g. matrices
Feedback

Note: the examples to be displayed come from the outputs from the fieldwork of the training in Surabaya, Pacitan and Kupang. As further training is conducted the range of examples that can be used will increase.

ACTIVITY 2.19: EVALUATION SESSION 2: BODY MAP OF THINGS LEARNT, LIKED, USEFUL AND DISCARDED

Aim: To highlight participants' assessment of the day's sessions

Each participant is given a piece of paper with a human body drawn on it (see OH2.8). Participants are asked to fill in the boxes, noting:

- What I have learnt today
- What I liked today
- What I will use
- What I will throw away

ACTIVITY 2.20: EVALUATION SESSION 3: RANKING OF SESSIONS BY PARTICIPANTS

Aim: To assess the different sessions and activities throughout the day

Provide participants with three green sticky dots and three red dots. On flip-chart paper list the sessions and activities held during the day.

Ask participants to use the three green dots to score those activities that they enjoyed the most, and the three red dots to score those activities that they enjoyed the least.

Participants can choose three activities that they enjoyed, and three that they didn't enjoy. Alternatively, they can assign more than one dot (green or red) to an activity. Alternatively, participants do not need to assign all their dots.

ACTIVITY 2.21: EVALUATION SESSION 2: MOOD METER

Aim: To assess the affect of the afternoon activities on the mood and attitudes of the participants.

Participants should record their views on the mood meter as they leave the room.

DAY 3: FIELDWORK PREPARATION

OBJECTIVES OF THE DAY

- Field work preparation
- Field visit to street children and reporter children group

ACTIVITY 3.1: GUESS MY IDENTITY GAME

Aim: To make participants more relaxed before starting the training

The facilitator divides participants into 2 groups. This could be done by assigning to each participant a number – 'One' or 'Two' – or one of two fruits, or one of two animals, say.

A barrier, for example a board or cloth, is placed between the two groups. One group selects a member who stands up. The group describes that person to the other group. The other group must try to guess the identity of the person.

If the group guesses the identity of the person chosen it wins the round. If the group fails to guess his/ her identity the group loses the round. The game continues with the other group selecting a person and describing him/ her to the other group.

Several rounds of the game should be played, until participants appear relaxed and happy.

ACTIVITY 3.2: OBJECTIVES FOR DAY 3 AND FEEDBACK ON DAY 2

Aim: To highlight objectives for Day 3. To review the key points from Day 2

The trainer should present the objectives for the day:

- Fieldwork preparation
- Field visit to street children and reporter children group

The trainer(s) feeds back to the plenary on the previous day's activities.

Summarise the sessions/ activities.

Report back on the information provided on the mood meter and the Body Map of things learnt, liked, useful and discarded.

Note: Alternatively, one or two of the participants can be asked to volunteer to feedback to the plenary.

ACTIVITY 3.3: IDENTIFICATION OF METHODS

Aim: To identify the methods to be used during the fieldwork

The trainer should determine how many places are to be visited during the fieldwork. The number of places to be visited determines the number of groups of participants that will be formed for the fieldwork. Each group will try out two methods.

Each group proposes several methods to be used during the fieldwork that members of the group have experience with using. The number of methods proposed should be such that there are two methods for each fieldwork group to use.

The trainer then asks volunteers come forward, holding the name of a method on a card, that they have had direct experience with using (The number of volunteers should be such that there are two methods for each field work group.) These cards are placed on the floor in different parts of the room.

The trainer then asks all the participants to choose the method they wish to try and stand by the respective card.

The trainer then assesses the number of people standing by each card, and groups the cards into pairs, such that the number of participants for each pair of methods is roughly equal.

In this way, the fieldwork visit groups are defined, and the two methods that each group will use are identified.

ACTIVITY 3.4: FIELDWORK PREPARATION

Aim: For each fieldwork group to prepare for the fieldwork

Participants work in their groups discussing the methods they are to use, with guidance from the participant with experience with using the methods. The trainer should also assist the groups in their preparation work.

Whilst preparing for the fieldwork the groups should choose group members to fulfil the following roles:

- Facilitator: the one who will facilitate the method (this may be one, two or three people).
- Documenter: the one who will document the process. This is a key role and may be fulfilled by one or two people. (Give participants Handout 3.1 'Good Documentation'.)
- Observer: the one who will observe the process. He/ she should record the following information:
 - The community members (names if appropriate), the age, gender.
 - For each participant, the level of happiness, the degree of participation in the discussion, the level of domination

The trainer should give participants Handout 3.1 'Observation Sheet'.

The trainer should continue by presenting O.H. 3.1 that highlights the key points of protocol and appropriate behaviour when facilitating community groups.

- **Introductions:** all fieldworkers should introduce themselves and all community members should be given opportunity to introduce themselves. Rather than make this a formal session, the fieldworkers could use the techniques outlined in Activity 1.2, or Activity 1.3. Alternatively, participants may have their own ice-breakers for introductions.
- **Explaining purpose of the exercise – expectations:** the trainer should emphasise the importance of explaining the purpose of the visit. Whilst the purpose of the training is to provide participants with the skills to facilitate the community to participate in community planning, the purpose of the field training is not to facilitate community involvement in planning. Rather, it is to provide participants with the opportunity to practice methods and approaches that they have learnt in the training.
- **Leaving the information generated:** a key principle of participatory approaches to development is that the community groups who generate the information and analysis through the application of the methods are the 'owners' of the information. Consequently, all material produced belongs to the community group and as such should be left with them. They are then in a position to analyse the information further, and to share it with other members of the community if they wish.
- **Closure – saying goodbye and what follow-up may occur.** Farewells are important. Make sure that you thank the community group for their time and efforts. Again, explain how the information will be used, ensuring that expectations are not raised. Farewells may be time-consuming, especially if there are formalities to go through, with elders and chief/ headman of the community. Do not appear impatient to leave and allow all protocols to be followed. This may involve accepting gifts, which should be accepted with gratitude and thanks.

ACTIVITY 3.5: FIELDWORK

Aim: To gain experience with implementing participatory methods with children. To learn from the fieldwork process about the problems and opportunities that can arise when working with children

The groups leave for the field and, through the contacts with the children's groups, facilitate the process and implement the participatory methods prepared.

DAY 4: IMPLEMENTING THE CFCDA AT THE PU LEVEL, AND ETHICAL ISSUES WHEN WORKING WITH CHILDREN

OBJECTIVES OF THE DAY

- Share experience of fieldwork in Surabaya
- Highlight the barriers to implementing CFCDA at the PU level
- Explore solutions to the barriers
- Discuss ethical issues when working with children and adults

ACTIVITY 4.1 'JUMP IN – JUMP OUT' GAME, AND OBJECTIVES OF THE DAY

Aim: To warm up participants

To review objective of the Day

The facilitator asks the participants to stand in a circle. A ball of string/ wool is unwound by passing it from participant to participant. When the ball has been passed to all participants the string/ wool is placed on the ground so as to form a circle, with all participants standing outside the circle.

The facilitator then starts the game by shouting 'Jump in'. All participants jump into the circle. The facilitator then shouts 'Jump out' and all participants jump out of the circle. The facilitator continues to shout out instructions – 'Jump in', 'Jump out'. He/ she may then say 'Jump in', 'Jump in'. All those participants who begin to jump out on the instruction 'Jump in', must leave the circle.

The facilitator continues the game varying the sequence of instructions, e.g. he/ she may shout 'Jump out', 'Jump out'. All those who begin to jump in upon hearing the instruction 'Jump out', must leave the circle.

The game continues until only one is left in the circle, or until the facilitator thinks participants have been suitably energised.

The facilitator should then review the objectives of the day

ACTIVITY 4.2: SHARING OF FIELDWORK EXPERIENCES

Aim: To share outputs and process of field visits

Each fieldwork group should prepare the results of the fieldwork (Activity 3.5) to share with the plenary.

The feedback should cover the following points:

Process of the fieldwork

Issues arising

Lessons learnt

The observer, facilitator and documenter should feedback on his/ her experience of the fieldwork.

ACTIVITY 4.3: LADDER OF PARTICIPATION GAME

Aim: To stimulate debate and discussion on participation

- **Preparation :**
 1. Draw a ladder on the floor, using chalk, or masking tape (O.H. 4.1)
 2. Write down the definition of each stage on large pieces of card (Resource 4.1)
- **Playing**
 1. Choose two volunteers, one to be an adult and the other a child (players), and ask them to stand on opposite ends of the two ladders. The adult should stand at the highest level (six) and child should stand at the lowest level (one).
 2. The other participants should make a circle around the ladder.
 3. Show each card in turn to the group. Ask someone to read the card. The participants must decide what level the players should move to. The players do nothing until the participants tell them to move.
 4. When the participants have made their decision place the card on the ladder at the correct stage.
 5. After participants have made each decision, ask everybody to think and discuss whether the decision is correct and why.
 6. Continue until all six cards are placed on the ladder.
- **Closure**
 1. Show O.H. 4.2 and discuss. Then place O.H. 4.3 over the top to make sure everybody understands the stages
 2. It may be helpful to give each participants a copy of the ladder for their reference (Handout 4.1)

ACTIVITY 4.4: EVALUATION SESSION 1: MOOD METER

Aim: To assess the affect of the morning activities on the mood and attitudes of the participants.

Participants should place their comments on the mood meter as they leave for lunch.

ACTIVITY 4.5: CURRENT AND FUTURE ACTIVITIES OF CFCDA

Aim: To map current activities underway for each stage of the CFCDA in program Units/ provinces with the methods used. To map proposed future activities (for each stage of the CFCDA) with methods to be used

The trainer should split the participants into groups, based on province (or Program Unit). Each group should discuss the current activities that it is doing in regard to each stage of the CFCDA and the methods they are using to undertake these activities. The group should also discuss proposed future activities and methods in regard to each stage of the CFCDA.

The groups should complete the summary table shown in Handout 4.2. Each group should report back to the plenary, using its summary table as a reference. After each presentation, there should be an opportunity for other participants to ask questions and discuss the issues arising.

ACTIVITY 4.6: BARRIERS TO IMPLEMENTING CFCDA

Aim: To highlight the barriers to the effective implementation of CFCDA in PLAN Indonesia. To explore possible solutions to the barriers

The trainer should affix four pieces of flipchart paper into a square, and draw three concentric circles on the paper (as shown in Overhead 4.4). Finally the trainer should label the inner circle, personal, the middle PU Level, and the outer circle National Level.

The trainer asks the participants individually to write on post-it's the barriers they perceive to implementing CFCDA, at the personal, PU and national levels. Participants should use one post-it for one barrier.

When participants have completed writing their barriers on post-its they should place them on the relevant circle.

When this process has been completed, two volunteers should come forward to read through the 'personal' barriers, and cluster them into themes. Two volunteers should do the same for the PU level barriers, and two for the national level barriers.

When the process of clustering has been completed, the volunteers should report back to the plenary, and a discussion should ensue.

ACTIVITY 4.7: SOLUTIONS TO BARRIERS

Aim: to propose solutions to the barriers

After the discussion of the barriers has been completed, the trainer should ask participants to think about solutions to the barriers that have been presented.

Individually, the participants should write down on post-its their suggested solutions to the barriers, and place them outside the circles, and draw a line connecting the solution to the barrier/ cluster of barriers in question.

When identification of barriers has been completed, two or three participants should volunteer to come forward and review the solutions and report back to the plenary.

ACTIVITY: 4.8 ETHICAL ISSUES

Aim: To present an overview of the types of ethical issues to address when working with children

The trainer should give participants Handout 4.3 'SCF Chapter on Ethics'. The trainer should review the key issues and present O.H. 4.5.

ACTIVITY 4.9 "COURT OF ETHICS"

Aim: To generate discussion and debate over ethical issues when working with children

Court process

1. Four participants should be selected to act as a panel of judges on a case of child abuse.
2. The participants should form into groups, with about five or six participants in each group.
3. Each group should be provided with Handout 4.4 that gives a scenario on the case of child claiming to be abused by a member of PLAN's partner organisation. The objective for each group is to discuss the scenario and to propose an appropriate course of action for PLAN.
4. Each group has 20 minutes to discuss the case.
5. Each group should nominate one member who will present the findings of the group to the panel of judges.
6. Each nominated member then presents the group's findings to the panel.
7. The panel of judges must decide which strategy put forward is the most appropriate, given the circumstances.

Note: The trainer should leave it to the panel of judges to decide what criteria it will use when reaching its decision. A set of criteria that the trainer can share with the participants after the exercise is:

- Definition of the problem
- Consent of the child
- Anonymity of the child
- Discontinue working with partner organisation
- Stop the problem in the future
- Counselling for the child
- Help with bringing a court case
- Involve the police
- Internal PLAN investigation

ACTIVITY 4.10: EVALUATION SESSION 2: MOOD METER

Aim: To assess the affect of the afternoon activities on the mood and attitudes of the participants.

Participants should place their comments on the mood meter as they leave the room.

DAY 5: ISSUES OF FACILITATION AND FIELDWORK PREPARATION

OBJECTIVE OF THE DAY:

- To highlight good facilitation skills
- To be informed of children's perspectives of issues for adults when working with children
- To prepare for fieldwork

ACTIVITY 5.1: FLYING EAGLE GAME

Aim: To warm up participants

See Activity 2.12 for a description of the flying eagle game.

ACTIVITY 5.2: FEEDBACK AND OBJECTIVES

Aim: To reflect on Day 4, and present objective for Day 5

The trainer (or participants) should feedback on the key issues and activities of Day 4.

The trainer should then continue by presenting the overall objectives for the day:

- To highlight good facilitation skills
- To be informed of children's perspectives of issues for adults when working with children
- To prepare for fieldwork

ACTIVITY 5.3: SABOTEUR GAME

Aim: Through role-play, to highlight problem of disruptive community members when facilitating a group

The trainer should ask for 12 volunteers from among the participants. He/ she splits them into two groups – four to play the role of facilitator and six to play the role of street children.

The trainer briefs the group to play street children that a group of facilitators will come to visit them to ask them about issues affecting their lives on the streets. The trainer informs them that whilst some of the group should be co-operative, two or three of them should aim to disrupt the process.

Note: It is important that the group playing the role of facilitator are not made aware of the street children group's brief.

The trainer then turns to the group playing the role of facilitator, and briefs them that they are to visit the group of street children and through a participatory process inquire about issues and concerns that affect their lives on the streets. The trainer should ask them to prepare – identifying facilitator, observer and documenter. They should also prepare their introductions and explanations as to why they are there, and to prepare methods they might use.

The trainer then gives each group 10 to 15 minutes to prepare for the role-play.

The trainer informs the rest of the participants that a role-play between a group of street children and a group of facilitators is to take place. He/ she briefs them that they should observe the process and be ready provide an analysis of what takes place, highlighting the problems that arose and suggest strategies to prevent such problems in the future.

The trainer then calls the group of street children to take up their roles on the 'street', and asks the group of facilitators to approach them and initiate the interview process.

The trainer should allow the role-play to continue for 5 to 10 minutes, depending on the group dynamics.

After the role-play is completed, the trainer asks the group of facilitators about their feelings and strategies to the situation. What they did right, what they did wrong, and how they might deal with a similar situation in the future.

The trainer then turns to the participants observing the process and asks for their comments and inputs.

ACTIVITY 5.4: HOW TO BE A GOOD FACILITATOR

Aim: To summarise the issues arising from the fieldwork of Day 3 (Activity 3.5)

The trainer should present O.H. 5.1 'How to be a Good facilitator', highlighting the key points to remember when conducting fieldwork from preparation, implementation, through to closing and evaluation.

Note to the trainer: The points listed in Overhead 5.1 were developed from the experience of fieldwork during the piloting of this training. As a result of fieldwork conducted during the current training, you may wish to add to this list.

Tips for Preparation:

- understand the objectives
- allocate clear roles amongst the team members (documentation, observer), but remember to be flexible during the activity
- determine the techniques/methods you will use **before** reaching the village
- understand the characteristics of children
- prepare, have a backup plan should the first one fail
- look at your 'characteristics of good facilitator's' sheet

Tips for facilitation:

- remember the do's and don'ts
- create a friendly/conducive situation - do not rush, be patient.

- use easy language/and local language particularly for children
- give sufficient time for introductions – use local language for greetings and farewells
- make participants feel comfortable by describing the objective and goal
- describe the tools you will use
- ensure you have enough time commitment to work with children, and deal with sensitive issues
- think how to enable all participants to speak (prevent domination by some participants)
- be sensitive to the surroundings/environment
- be creative in ways of stimulating children's thinking
- be gender sensitive, avoid domination by men or boys.
- recheck to make sure that children are fully understanding
- Be aware of confidentiality of issues check about issues that may offend children

Tips to end the facilitation:

- remind yourself about the commitments that have been made, do not leave with an image of exploitation
- leave the diagram and documentation with the community
- involve participants in an evaluation
- make all children feel relaxed at the end of the meeting.

Tips for evaluation:

- check through your notes on the evaluation of everyone's participation (in terms of being active/passive)
- undertake a process evaluation (give the problems encountered at each stage and the solutions)
- make an action plan for the future.

ACTIVITY 5.5: DOS AND DON'TS GAME

Aim: To gain an understanding of good facilitation with children

Preparation:

1. Create two islands named DO and DON'T islands. Can be drawn by putting two mats with a bridge between the two islands
2. to start the game, ask everybody to stand in one island

Playing:

1. show O.H. 5.2 – O.H. 5.8 in turn and ask participants to decide which island they choose to move.
2. Ask participants in each island, why they have chosen the island to move to
3. Discuss the answer and those who went to wrong island should step out from the game
4. Continue until the overheads have been presented
5. Those who can stay on the island until all overheads presented are the winners

Closure:

1. Make sure you praise and give appreciation to those who win the game
2. Explain in detail if the participants are still confused with the conclusion of the diagram.

Overheads:

- Diagram one: *Take away their information* – the reason to select the Don't island, that the information belongs to the community, too.
- Diagram two: *Sit at the same level as children do* – the reason to select the Don't island, that the voice was not clearly heard.
- Diagram three: *Walk away* – the reasoning to select the Don't island – facilitator should always stay with the group until the end of the process.
- Diagram four: *Pass the stick* - chances have to be given equally to all participants.
- Diagram five: *Be afraid to be flexible* - Must be flexible with different method depending on the current situation with the children.
- Diagram six: *Assess the environment* - Facilitator has to encourage children to dig out the problem together/collectively.
- Diagram seven: *Be aware of age differences and gender* - Facilitator must be aware of age difference and gender.

ACTIVITY 5.6: STATUES GAME

Aim: To highlight appropriate & inappropriate body language during facilitation with children and adults

The trainer splits the participants into two groups.

Each group follows the same procedure:

The group splits into two. The trainer briefs one group to form a 'statue' that illustrates a group of facilitators intimidating a community member (adult or child) when trying to interview him/ her. The group is given 5 to 10 minutes to decide on their pose.

The group forms the statue, and the other half of the group are then brought in to look at the statue and infer what the statue is depicting. When they have correctly identified what the statue is portraying they then have to move the people in the statue to make the statue appear less intimidating and more conducive for successful interviewing.

ACTIVITY 5.7: EVALUATION SESSION 1: MOOD METER

Aim: To assess the affect of the morning activities on the mood and attitudes of the participants.

Participants should place their comments on the mood meter as they leave for lunch.

ACTIVITY 5.8: CHILDREN'S VIEW OF ADULTS WORKING WITH CHILDREN

Aim: To get children to share with the participant's issues of concern and importance to them

The children present should be given up to 20 minutes to prepare a visual presentation to the plenary on any issues that they feel are of importance to them.

Note to trainer: it is important that the children feel comfortable with the task and should only be encouraged to do so if they wish. The children will also need the assistance of an experienced facilitator who is known and trusted by them.

ACTIVITY 5.9: FIELDWORK PREPARATION

Aim: To split the participants into groups for the fieldwork

The trainer should determine how many groups are needed. This will depend on the number of villages to be visited. This will be decided in collaboration with the contacts from the local area, and depend on what arrangements have been made – how many villages/ sub-villages have been identified and are prepared to host the participants in their village overnight.

Once the number of groups has been determined, the trainer should split the participants according to their relative strengths and abilities. The personal relations established between the participants will also be a factor in allocating participants to different groups.

The trainer should be in a position to make an informed judgement as to the members of each group, based on his/ her knowledge of participants built up over the previous four days of training.

ACTIVITY 5.10: SELECTION OF METHODS TO BE USED DURING FIELDWORK

Aim: To identify the methods to be used for the fieldwork

The trainer should explain to the groups that all groups should facilitate a 'matrix' and a 'cause-effect tree'.

Both these methods are powerful tools to help in facilitating community groups (both children and adults) to analyse their situation and to prioritise the issues that are of concern to them.

In addition to these two methods, each group should be free to try out any other methods that they wish.

The trainer should present O.H. 5.9 'matching the question with the method'.

ACTIVITY 5.11: PRACTICE METHODS TO BE USED

Aim: To provide participants the opportunity to try out methods with children before going to the field

The groups should spent up to 30 minutes preparing to try out the methods with the children present at the workshop, taking note of the following:

What information is being sought?
What tools are used for the research?
Learn how to observe the process

The documenters should also ensure that the following information is written on each diagram:

- Explanation/ caption of the picture/ symbols using a key or legend.
- Name - if the child's consent has been obtained.
- Age
- Gender - boy or girl.
- Facilitators names
- Location – name of the village
- Time: date/day and the time of the activity
- Make two copies, one for the office documentation and one for the community

The trainer should also remind the participants of the information presented in Activity 3.4 'Fieldwork Preparation', and Activity 4.8 and 4.9 on 'Ethics'.

When the groups are sufficiently prepared, each group should work with two children to try out the process and methods.

After the process has been completed, each group should report back to the plenary on their experience in facilitating the techniques.

ACTIVITY 5.12: FIELDWORK PREPARATION

Aim: To prepare for fieldwork

Each group should spend the remainder of the afternoon in further preparation for the fieldwork for the following days.

ACTIVITY 5.13: EVALUATION SESSION 2: BODY MAP OF THINGS LEARNT, LIKED, USEFUL AND DISCARDED

Aim: To highlight participants' thoughts on the success of the day's activities

Each participant is given a piece of paper with a human body drawn on it (see OH2.8). Participants are asked to fill in the boxes, noting:

- What I have learnt today
- What I liked today
- What I will use
- What I will throw away

ACTIVITY 5.14: EVALUATION SESSION 3: MOOD METER

Aim: To assess the affect of the afternoon activities on the mood and attitudes of the participants.

Participants should put their comments on the mood meter as they leave the room.

ACTIVITY 5.15: INFORMAL DISCUSSION AT NIGHT

Aim: For participants to reflect on the training in an informal way after supper

Participants meet after supper to raise any issue that they wish, related to the training to be discussed in the open forum.

DAY 6 AND DAY 7: FIELDWORK PREPARATION AND FIELDWORK

OBJECTIVE OF THE DAYS:

- To continue preparation for fieldwork
- Carry out fieldwork

ACTIVITY 6.1: FIELDWORK PREPARATION

Aim: To continue preparation for fieldwork and to begin fieldwork process

The trainer or participant(s) should feedback on the activities, issues arising and lessons learnt from Day 5

The trainer should then present the objectives for Day 6:

- To continue preparation for fieldwork
- To reflect on lessons learnt from the preparation and rules for good practice
- To begin fieldwork process

The trainer should highlight the following issues:

1. The more information about the village and its people, including the geographic and social conditions the better the planning can be. Knowledge of people's everyday routines and their traditional ritual customs is essential. This is especially true in determining the time and location of meetings, the number and composition of any group of participants to be invited. Recognising the key decision-makers in the local context and their perception of current issues would be advantageous in making realistic and comprehensive plans.
2. The team members need to have the same understanding of the methods and techniques before planning the activities. This is crucial because there is no opportunity to debate the theory once the team are already in the community. This also enables the team to focus on the operational aspects and anticipate unexpected discrepancies.
3. The team members need to be sensitive to many issues, such as gender, power and domination, social systems and structures. This sensitivity is essential to enable accurate interpretation of the different interests in the community. Fair accommodation (especially the women, girls, and the poor) is important to improve participation in the process of discussion and decision making.
4. Experience in using local materials as a media for supporting the process of facilitation is vital to enable flexibility and anticipate limitations.

ACTIVITY 6.2: FIELDWORK

Aim: To complete fieldwork

Fieldwork groups should complete their fieldwork activities, and return from the field.

ACTIVITY 6.3: REFLECTING ON LESSONS LEARNT FROM FIELDWORK

Aim: To feedback on fieldwork and share learning with members of other groups.

Each group should report back to the plenary and address questions raised by the other participants.
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DAY 8: DOCUMENTATION WRITE-UP

OBJECTIVES OF THE DAY:

- Complete documentation of fieldwork
- Develop action plans for PU/ Province based fieldwork
- To evaluate Phase 1 of the training

ACTIVITY 8.1: COMPLETION OF DOCUMENTATION

Aim: To complete documentation of fieldwork process

The fieldwork groups should complete the documentation of the fieldwork, highlighting the process, issues arising and lessons learnt.

ACTIVITY 8.2: FORWARD PLANNING

Aim: For participants to develop forward plans for fieldwork in their provinces/ Program Units

The trainer should ask participants to form groups based on Province/ Program Unit.

Each group should discuss the plan the fieldwork they will carry out between Phase 1 and Phase 2 of the training. The information in the forward plan should cover the following points:

- The activities to be carried out
- The expected outputs
- Person(s) responsible
- Location

When the groups have completed the forward planning exercise, each group should report back to the plenary. The plenary should provide comments/ advice and guidance.

Note: The groups will share the results of their work in the provinces/ program units at the beginning of Phase 2 of the training.

ACTIVITY 8.3: CMT1 EVALUATION

Aim: For participants to evaluate CMT1 of the training

In the plenary, the trainer should ask participants what indicators they think should be used to evaluate the workshop.

When the indicators have been identified, the trainer may also add his/ her own indicators.

A matrix should be drawn up on flip-chart paper (it may be necessary to join 3 or 4 pieces together) with five columns and the sufficient rows, such that there is one row for each indicator. The indicators should be written in the first column.

The other four columns should be used to denote a high score to a low score. (See Overhead 8.1 that illustrates the format.)

Participants are then asked to reflect on each indicator, and decide, individually how they wish to score each indicator (from high to low). Participants should write a comment about why they score each indicator as they do on post-its, and affix a post-it for each indicator in the appropriate box on the matrix.

SUMMARY TIMETABLE FOR CMT1

DAY 1		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 1.1	Welcome	For the trainer and representatives from PLAN International Indonesia to open the formally open the training programme.
Activity 1.2	Mime Game	To make participants feel relaxed (ice-breaker) and to introduce themselves to each other.
Activity 1.3	Name Game	To learn and remember each other's names.
Activity 1.4	Drawing Yourself	To encourage participants to reflect about themselves in a non-written way, through the medium of drawing. In doing so, participants are introduced to the idea that non-written forms of communication are a powerful medium for expression, and for presenting ideas.
Activity 1.5	Hopes and Fears	To get participants to express hopes, expectations and fears of the training. The purpose of this is to ensure that objectives and outputs of the training are compatible with participants' expectations of the training.
Activity 1.6	Establishing Ground Rules	To reach a consensus with participants as to what rules all should adhere to during the training.
Activity 1.7	Objectives and Outputs	To share the objectives of the training with participants, and the skills participants will gain through attending the training. To refine objectives and outputs to reflect the expectations of participants as expressed through the 'hopes and fears' activity (Activity 1.4).
Activity 1.8	Training Components and Timeline of Activities	to present the timetable of the training course; outlining the days to be spent in workshops and the days in the field.
Activity 1.9	Evaluation Session 1: Mood Meter	To assess the affect of the morning activities on the mood and attitudes of the participants.
Lunch		
Activity 1.10	Find Your Pair	To energise the group and to promote communication and team-building between participants.
Activity 1.11	Fruit Salad	To wake everybody up after lunch and to split the participants into groups for the afternoon sessions.
Activity 1.12	An Introduction to Human Rights	To initiate discussion on the concept of human rights.
Activity 1.13	Presentation on Principles of Human Rights	To present the principles that underpin human rights as defined through UN Conventions and Declarations.
Activity 1.14	Zip-Zap Game	Energiser and ensure that participants know each other's names
Activity 1.15	Draw Children with and without Rights	For participants to reflect on children's rights within the context of their work. To demonstrate the use of visual forms of communication to present information.
Activity 1.16	Evaluation Session 2: Verbal feedback in the Plenary	Provide participant feedback on their assessment of the day's activities.
Activity 1.17	Evaluation Session 3: Ranking of Sessions by Participants	To assess the different sessions and activities throughout the day.

Activity 1.18	Evaluation Session 4: Mood Meter	To assess the affect of the afternoon activities on the mood and attitudes of the participants.
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DAY 2		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 2.1	Feedback on Day 1	To review the key points from day 1
Activity 2.2	Happy Families Game	To get participants into four groups, to create a friendly atmosphere of fun
Activity 2.3	Presentation on UNCRC	To outline the rationale behind the UNCRC and to review the articles which comprise the UNCRC
Activity 2.4	Linking Articles with Protection, Provision, Growth & Development, Participation	To show how participants' understanding of children's rights links with the UNCRC
Activity 2.5	Rights Race: Card Sorting	To distinguish between needs and rights
Activity 2.6	Introduction to the Project Cycle	To highlight the key stages and process of the project cycle
Activity 2.7	Discussion of 'What is CFCDA'?	To get participants to share their perception of the CFCDA
Activity 2.8	The CFCDA	To present the stages of the CFCDA and its links with UNCRC
Activity 2.9	Planning at National, Regional and International Levels	To show that implementing CFCDA alone will not achieve the goal of realising children's rights
Activity 2.10	Levels of Participation	To introduce the different interpretations of 'participation'.
Activity 2.11	Children's Participation in Projects	For participants to discuss the level of participation of children in their work
Activity 2.12	Flying Eagle Game	To create solidarity between the participants
Activity 2.13	Evaluation Session 1: Mood Meter	To assess the affect of the morning activities on the mood and attitudes of the participants.
Lunch		
Activity 2.14	Role-Play by Street Children	To inform participants of the issues which affect children in their lives on the streets
Activity 2.15	Participatory Ways of Working with Children	To generate ideas of ways of working with children
Activity 2.16	Knotty Problem Game	To encourage participants to work as a team
Activity 2.17	Handout on Participatory Methods	to review the range of participatory methods that can be used with children
Activity 2.18	Visual Display of Participatory Methods with Children	To provide a visual display of participatory methods
Activity 2.19	Evaluation Session 2: Body Map of Things Learnt, Liked, Useful and Discarded	To highlight participants' assessment of the day's sessions
Activity 2.20	Evaluation Session 3: Ranking of Sessions by Participants	To assess the different sessions and activities throughout the day
Activity 2.21	Evaluation Session 2: Mood Meter	To assess the affect of the afternoon activities on the mood and attitudes of the participants.

DAY3		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 3.1	Guess My Identity Game	To make participants more relaxed before starting the training
Activity 3.2	Objectives for Day 3 and feedback on Day 2	To highlight objectives for Day 3. To review the key points from Day 2
Activity 3.3	Identification of Methods	To identify the methods to be used during the fieldwork
Activity 3.4	Fieldwork Preparation	For each fieldwork group to prepare for the fieldwork
Activity 3.5	Fieldwork	To gain experience with implementing participatory methods with children. To learn from the fieldwork process about the problems and opportunities that can arise when working with children.

DAY 4		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 4.1	'Jump In – Jump Out' Game, And Objectives Of The Day	To warm up participants To review objective of the Day
Activity 4.2	Sharing of Fieldwork Experiences	To share outputs and process of field visits
Activity 4.3	Ladder of Participation Game	To stimulate debate and discussion on participation
Activity 4.4	Evaluation Session 1: Mood Meter	To assess the affect of the morning activities on the mood and attitudes of the participants.
Lunch		
Activity 4.5	Current and Future Activities of CFCDA	To map current activities underway for each stage of the CFCDA in program Units/ provinces with the methods used. To map proposed future activities (for each stage of the CFCDA) with methods to be used
Activity 4.6	Barriers to Implementing CFCDA	To highlight the barriers to the effective implementation of CFCDA in PLAN Indonesia. To explore possible solutions to the barriers
Activity 4.7	Solutions to Barriers	To propose solutions to the barriers
Activity 4.8	Ethical Issues	To present an overview of the types of ethical issues to address when working with children
Activity 4.9	Court of Ethics	To generate discussion and debate over ethical issues when working with children
Activity 4.10	Evaluation Session 2: Mood Meter	To assess the affect of the afternoon activities on the mood and attitudes of the participants.

DAY 5		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 5.1	Flying Eagle Game	To warm up participants
Activity 5.2	Feedback and Objectives	To reflect on Day 4, and present objective for Day 5
Activity 5.3	Saboteur Game	Through role-play, to highlight problem of disruptive community members when facilitating a group

Activity 5.4	How to be a Good Facilitator	To summarise the issues arising from the fieldwork of Day 3 (Activity 3.5)
Activity 5.5	Do's and Don'ts Game	To gain an understanding of good facilitation with children
Activity 5.6	Statutes Game	To highlight appropriate & inappropriate body language during facilitation with children and adults
Activity 5.7	Evaluation Session 1: Mood Meter	To assess the affect of the morning activities on the mood and attitudes of the participants.
Lunch		
Activity 5.8	Children's View of Adults Working with Children	To get children to share with the participant's issues of concern and importance to them
Activity 5.9	Fieldwork Preparation	To split the participants into groups for the fieldwork
Activity 5.10	Selection of Methods to be Used During Fieldwork	To identify the methods to be used for the fieldwork
Activity 5.11	Practice Methods to be Used	To provide participants the opportunity to try out methods with children before going to the field
Activity 5.12	Fieldwork Preparation	To prepare for fieldwork
Activity 5.13	Evaluation Session 2: Body Map of Things Learnt, Liked, Useful & Discarded	To highlight participants' thoughts on the success of the day's activities
Activity 5.14	Evaluation Session 3: Mood Meter	To assess the affect of the afternoon activities on the mood and attitudes of the participants.
Activity 5.15	Informal Discussion at Night	For participants to reflect on the training in an informal way after supper

DAY 6 AND DAY 7		
Activity	Description	Objectives
Activity 6.1	Fieldwork Preparation	To continue preparation for fieldwork and to begin fieldwork process
Activity 6.2	Fieldwork	To complete fieldwork
Activity 6.3	Reflecting on Lessons Learnt from Fieldwork	To feedback on fieldwork and share learning with members of other groups.

DAY 8		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 8.1	Completion of Documentation	To complete documentation of fieldwork process
Activity 8.2	Forward Planning	For participants to develop forward plans for fieldwork in their provinces/ Program Units
Activity 8.3	CMT1 Evaluation	For participants to evaluate CMT1 of the training

CMT2: FIELD-BASED TRAINING

DAY 9: OBJECTIVES OF THE DAY

OBJECTIVES OF THE DAY:

- To inform participants of content and purpose of CMT2
- For participants to share fieldwork experience since CMT1
- To prepare for CMT2 fieldwork

ACTIVITY 9.1: WELCOMES AND NAME GAME

Aim: To welcome participants back to the training, and to welcome new participants for CMT2

The trainer should welcome all participants back to the training and introduce any newcomers (e.g. local staff from the fieldwork area).

The trainer can use the Name Game described in Activity 1.3.

ACTIVITY 9.2: RECALLING ONE ASPECT OF CMT1

Aim: To get participants to share with the plenary recollections from CMT1

Participants form a circle and each one in turn recalls one aspect of CMT1 training that they remember.

ACTIVITY 9.3: PRESENTATION ON OBJECTIVES AND FORMAT OF CMT2

Aim: To share with participants the objectives of CMT2 of the training

The trainer should present O.H. 9.1, and highlight the following points:

Present a summary of CMT1 and the links between CMT1 and CMT2

CMT2 is focused on fieldwork

Aim is to learn new methods and applying them in practice

Importance of verification and reliability of data (give participants Handout 9.1 and Handout 9.2)

Focus on the analysis of data generated

Aims of fieldwork:

To review/ evaluate PLAN activities in the communities

Methods to be applied are:

Resource and social mapping

Wealth ranking

Developing indicators for evaluating performance of PLAN

Matrix ranking of indicators

Seasonal calendars
Timelines of PLAN involvement in community
Cause-impact trees

ACTIVITY 9.4: FEEDBACK ON FIELDWORK IN PROVINCES/ PROGRAM UNITS

Aim: For participants to feedback to plenary their experience of fieldwork in the provinces/ Program Units

Each Province/ Program Unit should report back to the plenary on the activities conducted between CMT1 and CMT2.

Each group should highlight the process followed, the aims of the fieldwork, the issues arising and the lessons learnt.

After each group has reported back, the other participants should discuss the presentation and ask for clarifications and further details.

ACTIVITY 9.5: EVALUATION SESSION 1: MOOD METER

Aim: To assess participants' mood as a result of the morning sessions

As participants leave the room at the end of the morning, ask them to write a description of their mood and place it on the mood meter.

ACTIVITY 9.6: ZIP-ZAP GAME

Aim: To energise the group after lunch

The trainer could use the Zip-Zap game (Activity 1.14) to energise participants.

ACTIVITY 9.7: FIELDWORK PREPARATION

Aim: For participants to prepare methods and roles for fieldwork

The trainer/s should select participants for each group (one group for each village to be visited). He/ she should select the groups based on the following factors:

Equal gender split
Separating participants from the same Province/ PU
Each group should have a local staff member
Equal numbers in each group

The trainer should remind participants of the dos and don'ts of facilitation (show O.H. 5.2 – O.H. 5.8) and that they need to define their roles in advance – facilitator(s), observer(s) and documenter(s).

Each group should be assigned one co-trainer who will supervise and guide the group. It is the responsibility of the co-trainer to explain the rationale of the methods to be used and describe how they are implemented. The group should make reference to the 'Toolkit' to assist them in their learning.

After, any questions or issues for clarification are addressed in the plenary, each group should convene and start to prepare for the fieldwork.

ACTIVITY 9.8: EVALUATION SESSION 2: MOOD METER

Aim: To assess participants' mood as a result of the afternoon sessions

As participants leave the room at the end of the day, ask them to write a description of their mood and place it on the mood meter.

DAY 10: FIELDWORK PREPARATION AND DEPARTURE FOR THE FIELD

OBJECTIVES OF THE DAY:

- To finalise preparation for the fieldwork
- Depart for the field

ACTIVITY 10.1: CONTINUE FIELDWORK PREPARATION

Aim: To complete fieldwork preparation

The participants should continue to prepare for the fieldwork in their groups.

ACTIVITY 10.2: LEAVE FOR THE FIELD

Aim: To depart for the field and arrive in the villages

Each group should travel to their respective villages and be introduced to their hosts in the house/s they will be staying in for the duration of their stay.

DAY 11 TO DAY 14: FIELDWORK

OBJECTIVES OF THE DAYS

- To build rapport with hosts and communities
- To gain experience in facilitating children and adult groups using participatory methods
- To facilitate a process of sharing of findings and analysis between children and adults
- To gain experience in working in teams, each with well-defined roles
- To document the findings and the process

DAY 15: FEEDBACK ON FIELDWORK

OBJECTIVES OF THE DAY

- For participants to share their experience of the fieldwork
- To develop forward plans for implementation of CFCDA in Provinces/ Program Units
- To evaluate CMT2

ACTIVITY 15.1: SAMSON AND DELIAH GAME

Aim: To activate everybody for the day's session

'Samson and Deliah'

The facilitator should split the participants into two groups, either by assigning each a number, or the name of a fruit, or animal, say.

The groups face each other across the room. The facilitator instructs each group to choose to be Samson or Delia, or a lion. Each group decides without informing the other group.

The groups then stand opposite each other with their backs to each other. On the instruction from the facilitator, the groups turn and face each other, acting the role of the one they have chosen. If the group has chosen to be the lion, each member of the groups should roar and show their arms as if they are the lion's paws; if the group has chosen to be Samson, each member of the group should hold their arms aloft with clenched fists; if the group has chosen to be Deliah, each member of the group should place their hands on their hips and move their waist.

Samson 'beats' the lion; the lion 'beats' Deliah, and Deliah 'beats' Samson. After each round there is a winner or the groups draw if they have chosen to be the same. Several rounds can be played until all participants are active and laughing.

ACTIVITY 15.2: OBJECTIVES FOR THE DAY

Aim: To share with participants the objectives for Day 15

The trainer should outline the objectives for the day:

Feedback on CMT2 fieldwork
Forward planning for Province/ PU fieldwork
Evaluation of CMT2

ACTIVITY 15.3: FEEDBACK ON FIELDWORK

Aim: For participants to share their experiences of CMT2 fieldwork

Each group should report back to the plenary the experience of the fieldwork. Each group should cover the following points:

- The community groups that they worked with
- The methods they used
- The process they followed
- The issues arising
- The lessons learnt

ACTIVITY 15.4: EVALUATION SESSION1: MOOD METER

Aim: To assess participants' mood as a result of the morning sessions

As participants leave the room at the end of the morning, ask them to write a description of their mood and place it on the mood meter.

ACTIVITY 15.5: LINE SORTING GAME

Aim: Energiser to wake up participants after lunch

The facilitator splits the participants into three or four groups, depending on the total number. Each group should have between 8 and 10 members.

Each group stands in a line. The facilitator then instructs the group to stand in descending or ascending order based on certain criteria. For example, the facilitator may ask each group to stand in line based on age – with the youngest at the front of the line and the oldest at the back. Each group must stand in order, but must do so without speaking to each other, but by communicating in a non-verbal way. When the groups have completed the exercise the facilitator checks that the group is standing in correct order, and then announces the winner of that round.

The game continues with the facilitator choosing other criteria, for the groups to order themselves. For example, the group standing in line based on height, based on number of children, based on length of hair, and so on.

ACTIVITY 15.6: METHODS TO BE USED FOR PROVINCE/ PU FIELDWORK

Aim: To explain methods to be used for Province/ PU-based fieldwork

The trainer (or participant(s)) should explain that the aim of the Province/ PU-based fieldwork, is to practice methods that can be used for planning phase of CFCDA. Having conducted a needs assessment, the next stage is to:

- Prioritise needs
- Identify who is responsible for addressing priorities
- Assess the relative impact and resources required for actions to address priorities

The trainer should provide participants with Handout 15.1 'Methods: Venn diagrams, pairwise ranking matrix, impact matrix.

Participants should also develop community-based indicators for monitoring and evaluation of PLAN projects and programs (provide participants with Handout 15.2 'Participatory Monitoring and Evaluation').

ACTIVITY 15.7: EVALUATION OF CMT2

Aim: To evaluate the strengths and weaknesses of CMT2 of the evaluation

The trainer should ask the participants to write down on post-it's the 'good things' and 'bad things' about the evaluation, using one post-it for each point.

When participants have completed this exercise they should place them on flip-chart paper. Two or three volunteers should come forward to cluster the post-its into themes.

These themes then form the basis of the indicators to be used for evaluating Phase 2.

A matrix should be drawn up with the indicators listed in the first column (refer to Overhead 15.1).

Note: negative themes (bad things) should be transformed into positive indicators.

Participants are then asked to score each indicator, ranging from high to low, by placing a sticky dot in the box that corresponds with their score, on the matrix.

ACTIVITY 15.8: CLOSURE & FAREWELLS

Aim: For participants to say farewell to each other and share their feelings about CMT2 of the training

Participants should sit in a circle.

Each participant in turn recalls one happy memory about Phase 2 of the training, and shares it with the group.

SUMMARY TIMETABLE FOR CMT2

DAY 9		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 9.1	Welcomes and Name Game	To welcome participants back to the training, and to welcome new participants for CMT2
Activity 9.2	Recalling One Aspect of CMT1	To get participants to share with the plenary recollections from CMT1
Activity 9.3	Presentation on Objectives and Format of CMT2	To share with participants the objectives of CMT2 of the training
Activity 9.4	Feedback on Fieldwork in Provinces/ Program Unit	For participants to feedback to plenary their experience of fieldwork in the provinces/ Program Units
Activity 9.5	Evaluation Session 1: Mood Meter	To assess participants' mood as a result of the morning sessions
Lunch		
Activity 9.6	Zip-Zap Game	To energise the group after lunch
Activity 9.7	Fieldwork Preparation	For participants to prepare methods and roles for fieldwork
Activity 9.8	Evaluation Session 2: Mood Meter	To assess participants' mood as a result of the afternoon sessions

DAY 10		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 10.1	Continue Fieldwork Preparation	To complete fieldwork preparation
Activity 10.2	Leave for the Field	To depart for the field and arrive in the villages

DAY 15		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 15.1	Samson and Deliah Game	To activate everybody for the day's session
Activity 15.2	Objectives of the Day	To share with participants the objectives for Day 15
Activity 15.3	Feedback on Fieldwork	For participants to share their experiences of CMT2 fieldwork
Activity 15.4	Evaluation Session 1: Mood Meter	To assess participants' mood as a result of the morning sessions
Lunch		
Activity 15.5	Line Sorting Game	Energiser to wake up participants after lunch
Activity 15.6	Methods to be Used For Province/ PU Fieldwork	To explain methods to be used for Province/ PU-based fieldwork
Activity 15.7	Evaluation of CMT2	To evaluate the strengths and weaknesses of CMT2 of the evaluation
Activity 15.8	Closure & Farewells	For participants to say farewell to each other and share their feelings about CMT2 of the training

CMT3: CLOSURE

DAY 16: FEEDBACK ON PROGRAM UNIT FIELDWORK

OBJECTIVES OF THE DAY

- Participants to share their activities in the field since CMT2
- Develop table of participatory methods that can be used for each stage of CFCDA

ACTIVITY 16.1: ZIP-ZAP GAME

Aim: to energise participants for the day & re-introduce each other

See Activity 1.14 for description of Zip-Zap game.

ACTIVITY 16.2: OBJECTIVES OF CMT3

Aim: to recap on the timeline of the training from CMT1, and to present objectives of CMT3

The trainer should present an overview of the aims and objectives of the complete training, highlighting the links between CMT1, CMT2 and CMT3.

CMT3 focuses on closure of the training, and forward planning for participants.

Specific aims of CMT3 are to:

- Share experiences of applying learning from training in program units since CMT2
- Reflect on effectiveness of participatory methods for each stage of CFCDA
- Reflect on strength and weaknesses of training programme
- Develop action plans for taking learning forward in program units
- Identify barriers and opportunities for taking work forward

ACTIVITY 16.3: FEEDBACK BY PROVINCE/ PU

Aim: for participants to feedback on fieldwork since CMT2

Each Province/ PU group should feedback to the plenary on their experiences in applying the methods outlined in Day 15: venn diagrams, pairwise ranking, impact matrix.

Each group should also report back on the progress in developing community-based indicators for monitoring and evaluating PLAN programs and projects.

After each group has reported back the discussion should be opened up to the plenary for questions and clarifications.

ACTIVITY 16.4: EVALUATION SESSION 1: MOOD METER

Aim: To assess participants' mood as a result of the morning sessions

As participants leave the room at the end of the morning, ask them to write a description of their mood and place it on the mood meter.

ACTIVITY 16.5: FRUIT SALAD

Aim: Energise participants, to wake participants after lunch

The trainer can use the 'fruit salad' game to energise participants. See Activity 1.11

ACTIVITY 16.6: DEVELOPING SUMMARY TABLE OF METHODS FOR EACH STAGE OF CFCDA

Aim: to develop table of methods for stages of CFCDA

The trainer should split the participants into groups based on the four fruits from Activity 16.5. Each group should be assigned one or two of the stages of the CFCDA.

Each group should complete the table shown in Overhead 16.1 'Format of Table of Methods', for its stages of the CFCDA.

When each group has completed the table, each group should report back and other participants can suggest additions/ amendments to the table presented.

The tables presented should be amalgamated into one table.

ACTIVITY 16.7: COMPLETION OF DOCUMENTATION

Aim: For participants to complete documentation of process of fieldwork in provinces and Program Units

Participants should form into their Province/ PU groups and complete the documentation of the fieldwork conducted between CMT2 and CMT3.

Each group should highlight the process carried out, the objective, methods used and outputs, focusing on the issues that arose and the lessons learnt.

ACTIVITY 16.8: EVALUATION SESSION 2: MOOD METER

Aim: To assess participants' mood as a result of the afternoon sessions

As participants leave the room at the end of the day, ask them to write a description of their mood and place it on the mood meter.

DAY 17: REFLECTION ON TRAINING PROCESS AND FORWARD PLANNING

OBJECTIVES OF THE DAY

- To identify strengths and weaknesses of the training
- To identify steps to improve training in the future
- For participants to develop action plans for future work on children's rights

ACTIVITY 17.1: FLYING EAGLE

Aim: Energise participants, to warm up participants for the day

See Activity 2.12 for description of Flying Eagle game.

ACTIVITY 17.2: STRENGTHS AND WEAKNESSES OF THE TRAINING AND STEPS TO BE TAKEN

Aim: To provide information to improve future training

'H' Method of Reflection

The trainer should tape 4 pieces of flip-chart paper together and draw an 'H' on it – as shown on Overhead 17.1.

Participants are asked to place a cross on the horizontal line to indicate how happy they are with the training programme. The trainer should point out that the purpose of this exercise is to start the process of reflection and get participants starting to think about the strengths and weaknesses of the training programme.

Participants are then asked to reflect on why they have placed the cross where they have and to write down on post-its the reasons why they are not happy with the training, and why they are happy with the training. Participants should write one reason on one post-it. For example, if a participant has three reasons why he/ she is unhappy with the training, she should use three post-its, and if she has two reasons why she is happy with the training, she should use an additional two post-its.

When participants have completed writing down their reasons for being happy and unhappy with the training, the trainer should ask them to place the reasons for being unhappy to the left of the 'H' on the flip-chart paper, and the positive reasons to the right of the 'H' on the flip-chart.

The trainer should then ask two or three participants to read through the negative comments (unhappy reasons) and cluster them into themes. Two or three other participants should be asked to do a similar exercise with the positive comments (reasons for feeling happy about the training).

When the comments have been clustered, the participants responsible for clustering them should feed back to the plenary on the themes that have emerged.

The trainer should then facilitate a discussion in the plenary on the themes and issues that emerge.

Participants are then asked to think about what steps could be taken to address the negative aspects of the training and turn them into positive attributes. Alternatively, participants can be asked to consider what steps are necessary for them to place their crosses on the line, further to the right.

When participants have completed this exercise, two or three participants are asked to come forward and cluster the steps into themes, and then to report back to the plenary. The trainer should then facilitate a discussion around the issues that arise from the themes/ issues.

ACTIVITY 17.3: FORWARD PLANNING: PLAN OF ACTION AND BARRIERS PREVENTING IMPLEMENTATION

Aim: For participants to identify how they will take the learning from the training forward

Participants form into groups based on Province/ Program Unit.

Each group draws up an action plan highlighting how they will take the process forward.

Each group then reports back to the plenary.

ACTIVITY 17.4: WHAT I HAVE LEARNT

Aim: For each participant to say farewell to colleagues by sharing their experience

Participants form a circle.

Each participant in turn, mimes an important thing that he/ she has learnt through the training process. She/ he then explains what that learning has been.

SUMMARY TIMETABLE FOR CMT3

DAY 16		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 16.1	Zip-Zap Game	to energise participants for the day & re-introduce each other
Activity 16.2	Introductions and Objectives of CMT3	to recap on the timeline of the training from CMT1, and to present objectives of CMT3
Activity 16.3	Feedback by Province/ PU	for participants to feedback on fieldwork since CMT2
Activity 16.4	Evaluation Session 1: Mood Meter	To assess participants' mood as a result of the morning sessions
Lunch		
Activity 16.5	Fruit Salad	Energise participants, to wake participants after lunch
Activity 16.6	Developing Summary Table of Methods for each Stage of CFCDA	to develop table of methods for stages of CFCDA
Activity 16.7	Completion of Documentation	For participants to complete documentation of process of fieldwork in provinces and Program Units
Activity 16.8	Evaluation Session 2: Mood Meter	To assess participants' mood as a result of the afternoon sessions

DAY 17		
ACTIVITY	DESCRIPTION	OBJECTIVES
Activity 17.1	Flying Eagle	Energise participants, to warm up participants for the day
Activity 17.2	Strengths and Weaknesses of the Training and Steps to be Taken	To provide information to improve future training
Activity 17.3	Forward Planning: Plan of Action and Barriers Preventing Implementation	For participants to identify how they will take the learning from the training forward
Activity 17.4	What I have Learnt	For each participant to say farewell to colleagues by sharing their experience