FAMILY STRENGTHENING AND FAMILY-BASED ALTERNATIVE CARE

Resource Handbook for Master Trainers

Chapter 9

Preparing for the Training Course

In the previous chapter, we explored the critical aspects of reporting and documentation in case management. Now, we will delve into the crucial phase of preparation and the delivery for the training in case management using the handbook in the last two chapters of the hand book that is an essential aspect of a master trainer's role.

Purpose

This chapter will have a purview from the lens of a master trainer essential preparation steps that need to be considered and followed before administering the course. This will guide them on the step-by-step process of preparation and strategies necessary to effectively prepare for a successful training course, laying the groundwork for impactful and transformative learning experiences. This will have the opportunity for them to impart the valuable knowledge and skills you have acquired.

Scope

This chapter encompasses the importance of preparation, outlines the steps involved in planning, and details the course structure and objectives for both orientation and in-depth training on the case management handbook. It also explains the various methodologies and techniques that will be employed in each session to enhance the learning experience and the skills that are must for trainers to keep in mind while preparing themselves

Significance of Preparation

Preparation is essential to ensure that the course content meets the needs of the participants and is relevant to their context. Sometimes, the trainer may be given a specific timeframe, a set of participants, or detailed content that needs to be covered. Regardless of these variables, effective planning is crucial to deliver the most impactful and relevant training.

Proper preparation helps you:

1. Understand Your Audience: Tailor the training to the participants' backgrounds, needs, and expectations.
2. Ensure Relevance: Adapt the course content to the specific context and challenges faced by the participants.
3. Maximize Engagement: Design activities and discussions that keep participants engaged and motivated.
4. Achieve Learning Objectives: Clearly define and meet the learning goals of the training session.
5. Manage Time Effectively: Allocate time appropriately to cover all necessary topics without rushing or dragging.

The '7 Steps of Planning'

The '7 Steps of Planning' provide a structured approach to help us plan effectively for training. Let's dive into each step, however it's important to understand these steps not always go in linear manner, and planning on all steps may have to be considered simultaneously

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Step 1: Defining the objectives

Why are we conducting the training?r

This is the first and most crucial step in the planning process. Understanding the objectives of the training and what we aim to achieve by the end of it is essential, and define learning outcomes clearly. This shall be aligned to the strategic plan of state/ organization in the realm of the core thematic area. Clearly defining the "why" helps to set a strong foundation for the rest of the planning process, ensuring that every subsequent step aligns with the overall goals of the training.

The broad objectives of the training in most cases could be:

- To orient the participants on the key aspects of child protection.
- To orient the participants on the key aspects of case management in child protection.
- To introduce or strengthen case management practices of the child protection functionaries in the district or state.

These objectives may vary based on the profile of the participants and whether it is the first training on the subject or a refresher course.

Step 2: Identifying the target group for training

Who will be the participants?

Understanding the audience is crucial for effective training. The key actors likely to be participants in this training include: (Will add framework for this - as reference document)

- Director, Department of Woman and Child Development (DWCD)
- State Child Protection Society (SCPS) Members
- District Child Protection Unit (DCPU) Members
- Child Welfare Committee Members
- Child Welfare and Protection Committee Members
- Sponsorship, Foster Care, and Adoption Committee Members
- Superintendents and Staff of CCIs
- Other Mandated Functionaries as per the JJ Act and Mission Vatsalya
- Anganwadi Workers
- Health Workers – ASHA and ANM
- Para Legal Volunteers
- Members of NGOs Working for Children
- Members of Law Enforcement Agencies – Local Police Force, Government Railway Police (GRP), Railway Protection Force (RPF), Special Juvenile Police Unit (SJPU), Anti-Human Trafficking Units (AHTU)
- School Teachers and Members of School Management Committees (SMC)
- Juvenile Justice Board (JJB) Members and District Legal Service Authority (DLSA) Members

These stakeholders, directly or indirectly, work towards the care and protection of children. It is vital that all of them are aware of and sensitized to the key issues related to child protection. While some stakeholders may have prior orientation on child protection issues, others, such as the police and Railway Police, may not. Since they often encounter children in need of care and protection, it is essential for them to be informed and oriented on these crucial issues.

The pre-engagement with participants, to understand their previous knowledge, their learning styles, role, methodology and specific to their expectations from training, would help you to tailor the training to their specific needs, ensuring that the content is relevant and impactful for everyone involved.

Step 3: Defining the Content and learning outcomes

What are the topics that are going to be covered in the training program?

Once you have identified the objectives, you can begin to develop the specific learning outcomes—what participants will know or be able to do by the end of the course. These outcomes will be further refined for each session included in the course.

A critical step in ensuring the effectiveness of your training is identifying the learning needs of the participants. The purpose of this is to ensure a close fit between the course contents and what the participants need to learn. Inviting people to a course that tells them what they already know or requires experience they do not have is counterproductive.

Learning Needs and Resources Assessment (LNRA) is an effective method for this.

Learning Needs and Resources Assessment (LNRA) is a method used to understand what your training participants need to learn and what resources they already have. Think of it to get to know your audience better so you can tailor the training to be most effective.

Why is LNRA Important?

1. **Avoid Redundancy:** It ensures you are not teaching what they already know.
2. **Fill Gaps**: It helps identify what they do not know but need to learn.
3. **Maximize Strengths**: It allows you to build on what they already know and can do.

How Does LNRA Work?

1. **Check Assumptions:** Before the training, you might have assumptions about what your participants know and need. LNRA helps you confirm or correct these assumptions.
2. **Gather Information:** You collect information directly from the participants about their current knowledge, skills, and what they hope to gain from the training.
3. **Analyze Data:** Look at the information gathered to see the common needs and strengths among participants.
4. **Adjust Training Plans:** Use this information to fine-tune your training content, making sure it's relevant and useful.

Steps to Conduct LNRA

1. **Surveys or Interviews**: Send out surveys or conduct interviews to gather information from your participants. You can use tools like Google Form / Google Survey or Kahoot.
2. **Observation**: If possible, observe the participants in their work environment to see their skills and challenges firsthand.
3. **Review Past Performance**: Look at any previous assessments or feedback to understand their strengths and areas for improvement.

Refer to Handout 1 sample LNRA in chapter 10 Reference Document

By clearly defining the topics and aligning them with the identified learning needs, you can create a comprehensive and effective training program that ensures participants gain the necessary knowledge and skills. It is important to conduct a pre and posttest assessment administering the same tool, to assess the upgradation in knowledge, skills, and attitude of the participants.

While preparing the content, one must also incorporate pre and post engagement activities. Selection of appropriate methodology for each session, use of possible exercises and activities that go well for each session are to be prepared. for each stage of the case management process are included in the annex.

The below course provides the comprehensive training course keeping stakeholder needs in mind as a sample

There are two courses -

- **Two day that is basically to provide orientation on the case management hand book , and more relevant for stakeholders not directly involved in on ground implementation**
- **Five-day course** that is more extensive includes extensive simulations and practice sessions, allowing participants to deeply explore issues and develop their skills.

Note - Making sure there is room for enough break, refreshment and ice breakers during the session is important while contextualizing the training program.

The course aims to achieve the following objectives:

- Equipped with knowledge and skills needed to demonstrate and guide the master trainers in in carrying out a systematic case management process through each step for making necessary and suitable decisions for children in their best interest
- Master trainer will be able to take away the practical insights on leveraging the continuum of FS and F-BAC services for vulnerable children.
- Equip the master trainer with hands-on knowledge, skills, tools to build trusting relationships with children and families, upholding the integrity of the child centered case management process.
- Learn about a structured and holistic framework for case conceptualization, risk assessment, intervention planning, and progress tracking on five wellbeing domains.

Broadly, each session is designed to include activities, discussions, case scenarios, and practical hands-on experiences for master trainers, with a focus on achieving the following objectives:

- Understand Child Protection: To gain an overview of child protection principles and practices, specifically focusing on the context in India.
- Case Management Overview: To understand the purpose, steps, and underpinning principles of effective case management in child protection.
- Assessment and preparation: To understand the purpose, process for assessment and what all are key areas to take care while working on child centered case management
- Roles and Responsibilities: To identify and comprehend the roles and responsibilities of key stakeholders involved in child protection and case management.
- Engage Communities: To learn strategies to engage families, communities, and other agencies effectively in the case management process.
- Risk Assessment and Management: To develop skills in assessing risk levels, understanding vulnerabilities, and implementing appropriate protective factors.

- Monitoring and Evaluation: To understand the importance of monitoring case progress, conducting reviews, and implementing necessary adjustments.
- Closure and Evaluation: To learn the criteria and processes for closing case management cases effectively, including the importance of final evaluations.
- Practical Application and Simulations: To engage in practical exercises, simulations, and role-playing to apply theoretical knowledge and develop practical skills in real-world scenarios.

The section below provides a broad overview of the course structure and duration, which is spread across 2-day and 5-day formats. It considers the different target participants and their specific learning needs. Each day is structured with 2 or 3 sessions, sufficient time for Q/A, reflections and experience sharing from the field. Pre - test posttest are the part of the structure and will be administered during the training .

Two days' Course : 12 Hours			
Day 1 : 6 Hours			
Session No.	**Topic**	**Purpose**	**Duration**
	Preparatory Session : • Welcome and Introduction Agenda sharing • Enlisting participants' expectations • Setting Group rules • Ice breaking activity	To set the tone for the day long training course	1 hour
	Pre Test	To gauge the understanding level of the participants before administering the course	30 min
1	Understanding Child Protection	To provide a comprehensive overview of child protection,	1 hour

	Global Context Indian Context	globally and in Indian context, including important data points and best practices	
2	Case Management Overview : ● Principles ● Roles and responsibilities through the steps of case management	To clarify the fundamental principles essential to effective case management in child protection and to delineate the roles and responsibilities of stakeholders in delivering comprehensive support for children and families	1 hours
3	Case Management : Steps	To outline the structured approach used in case management, providing participants with a clear understanding of how to assess needs, plan interventions, implement actions, monitor progress, and evaluate outcomes effectively in child protection contexts	1.5 hours
4	Q & A Segment Experience sharing from field	To provide participants with an opportunity to ask questions, seek clarification, and reflect on the key concepts covered during the first day of the Case Management in Child Protection Course, ensuring understanding and readiness for the subsequent training sessions	30 min
5	Wrap up of Day 1 ● Feedback ● Thoughts and Reflections	To facilitate participant feedback, encourage reflection on the day's content, and gather insights to enhance learning experiences for subsequent sessions of the Case Management in Child Protection Course	30 min
Day 2 : 6 Hours			
	Welcome, and Recap of Day 1	To welcome participants to Day 2 of the Case Management in Child Protection Course, review key learnings from Day 1, and set the	30 min

		stage for continued exploration of case management principles and practices in child protection	
1	Effective Child Assessment : utilizing JJA Form 7 'Individual Care Plan'	To guide participants in effectively utilizing JJA Form 7 for Individual Care Plans, ensuring thorough and accurate assessment of children's needs in the context of child protection, facilitating targeted interventions and support planning	1.5 hours
2	Effective Family Assessment : utilizing JJA Form 22 'Social Investigation Report'	To guide participants on the effective use of JJA Form 22 for Social Investigation Reports, enabling comprehensive assessment of family dynamics and circumstances in child protection cases, leading to informed decision-making and tailored support strategies	1.5 hours
3	Children and Communities' participation in Case Management	To emphasize the importance of involving children and communities in the case management process, fostering empowerment, collaboration, and culturally sensitive approaches to enhance the effectiveness and sustainability of child protection interventions	1 hour
4	Q & A Segment	To address participant queries and clarify concepts related to case management in child protection, ensuring a deeper understanding and application of principles discussed throughout the training session	1 hour
5	Closing ● Feedback ● Post Test ● Vote of Thanks	Summarize key learnings, gather participant feedback, and assess comprehension through a post-test to enhance understanding and application of	30 min

		case management principles in child protection	

Five Days' Course : 30 hours (6 Days each)			
Day 1 : 6 Hours			
Session No.	Topic	Purpose	Duration
	Preparatory Session : ● Welcome and Introduction Agenda sharing ● Enlisting participants' expectations ● Setting Group rules ● Ice breaking activity	To set the tone for the four day training course	1 hour
	Pre Test	To gauge the understanding level of the participants before administering the course	30 min
1	Understanding Child Protection ● Global Context ● Indian Context	To provide a comprehensive overview of child protection, globally and in Indian context, including important data points and best practices	1.5 hours
2	Case Management : ● Concept and Principles ● Roles and Responsibilities of key agencies and stakeholders	To clarify the fundamental principles essential to effective case management in child protection and to delineate the roles and responsibilities of stakeholders in delivering	2 hours

		comprehensive support for children and families	
3	Q & A Segment	To provide participants with an opportunity to ask questions, seek clarification, and reflect on the key concepts covered during the first day of the Case Management in Child Protection Course, ensuring understanding and readiness for the subsequent training sessions	30 min
4	Wrap up of Day 1 ● Feedback ● Thoughts and Reflections	To facilitate participant feedback, encourage reflection on the day's content, and gather insights to enhance learning experiences for subsequent sessions of the Case Management in Child Protection Course	30 min
Day 2 : 6 Hours			
	Welcome, and Recap of Day 1	To welcome participants to Day 2 of the Case Management in Child Protection Course, review key learnings from Day 1, and set the stage for continued exploration of case management principles and practices in child protection	30 min
1	Case Management : Steps	To outline the structured approach used in case management, providing participants with a clear understanding of how to assess needs, plan	2 hours

		interventions, implement actions, monitor progress, and evaluate outcomes effectively in child protection contexts	
2	Effective Child Assessment : utilizing JJA Form 7 'Individual Care Plan'	To guide participants in effectively utilizing JJA Form 7 for Individual Care Plans, ensuring thorough and accurate assessment of children's needs in the context of child protection, facilitating targeted interventions and support planning	2.5 hours
3	Q & A Segment	To provide participants with an opportunity to clarify doubts, discuss insights gained, and reinforce understanding of case management concepts covered during Day 2 of the course, preparing them for the third day's sessions	30 min
4	Wrap up of Day 2 ● Feedback ● Thoughts and Reflections	To gather participant feedback, encourage reflection on the day's content, and facilitate discussions on insights and challenges encountered during Day 2 of the Case Management in Child Protection Course, ensuring alignment with learning objectives and preparation for the third day	30 min

Day 3 : 6 Hours			
	Welcome, and Recap of Day 2	To welcome participants to the third day of the Case Management in Child Protection Course, review key learnings from Day 2, and prepare participants for the sessions of Day 3	30 min
1	Effective Family Assessment : utilizing JJA Form 22 ‘Social Investigation Report’	To guide participants on the effective use of JJA Form 22 for Social Investigation Reports, enabling comprehensive assessment of family dynamics and circumstances in child protection cases, leading to informed decision-making and tailored support strategies	2.5 hours
1	Risks, Vulnerabilities and Protective Factors	To examine the key vulnerabilities and protective factors affecting children and families, enhancing participants' ability to assess risks, plan interventions, and strengthen support systems to promote child well-being and family stability	1 hours
2	Risk Management : Identification and mitigation of risks	To guide participants on effectively identifying and mitigating risks related to children and families, ensuring proactive measures are taken to safeguard children and families from potential	1 hours

		harm or adverse outcomes	
3	Q & A Segment	To provide participants with an opportunity to clarify doubts, discuss insights gained, and reinforce understanding of case management concepts covered during Day 3 of the course, preparing them for the third day's sessions	30 min
4	Wrap up of Day 3 ● Feedback ● Thoughts and Reflections	To gather participant feedback, encourage reflection on the day's content, and facilitate discussions on insights and challenges encountered during Day 3 of the Case Management in Child Protection Course, ensuring alignment with learning objectives and preparation for the fourth day	30 min
Day 4 : 6 Hours			
	Welcome, and Recap of Day 3	To welcome participants to the third day of the Case Management in Child Protection Course, review key learnings from Day 2, and prepare participants for the sessions of Day 3	30 min
1	Case Management : ● Monitoring and Review ● Case Closure	To outline the processes of monitoring and reviewing interventions with children and families, and to provide guidelines for appropriate	1.5 hours

		case closure, ensuring accountability, effectiveness, and continuity of care for children and families involved in case management	
2	Build trust , child and family participation	To emphasize the importance of involving children and communities in the case management process, fostering trust and collaboration, empowerment, and culturally sensitive approaches to enhance the effectiveness and sustainability of child protection interventions	1 hour
3	Family Strengthening and Prevention of Separations	To explore strategies and approaches aimed at strengthening families and preventing unnecessary separations, emphasizing proactive measures to promote family stability and well-being,ensuring coordinated efforts and holistic support for children and families through Multi-Disciplinary Team (MDT) approach	2 hours
4	Q & A Segment	To provide participants with an opportunity to clarify doubts, discuss insights gained, and reinforce understanding of case management concepts covered during Day 3 of the course,	30 min

		preparing them for the third day's sessions	
5	Wrap up of Day 4 ● Feedback ● Thoughts and Reflection	To gather participant feedback, encourage reflection on the day's content, and facilitate discussions on insights and challenges encountered during Day 4 of the Case Management in Child Protection Course, ensuring alignment with learning objectives and preparation for the third day	30 min
Day 5 : 6 Hours			
	Welcome, and Recap of Day 4	To welcome participants to the third day of the Case Management in Child Protection Course, review key learnings from Day 4, and prepare participants for the culmination of the training with a focus on practical application and integration of case management principles in child protection contexts	30 min
1	Tools and Documentation	To guide participants on the importance and methods of effectively utilizing tools and documenting meant for case management activities, ensuring accurate records that support decision-making, continuity of care, and accountability in	1.5 hours

		interventions with children and families	
2	Preparation and administering the course	To guide master trainers on taking them through steps of planning , preparation , understanding training framework , learning needs and extensive training on facilitation skills. Technical sessions overview and handling difficult situations during conducting training is a part of the session .	2. 5 hours
3	Q & A Segment	To address participant queries, clarify any remaining doubts, and reinforce understanding of case management principles discussed throughout the course, ensuring readiness to apply these principles effectively in child protection practice	30 mins
4	Closing ● Feedback, Thoughts and Reflections ● Post Test ● Vote of Thanks	To summarize key learnings, gather participant feedback, encourage reflective insights, and conduct a post-test to assess comprehension of case management principles in child protection. This session aims to reinforce understanding, gather valuable input for course improvement, and prepare participants for practical application in their professional roles	1 hour

NOTE- In each chapter, activities, case scenarios, practice exercise have been added to be taken up for the respective 2 day / 5-day course on case management hand book. Additional training activities are also included in training aid document - Chapter 10

Step 4 - Identifying the trainers/ facilitators

Who will conduct the training? For selection of trainer for the case management course, it's very important to understand the difference in the role of trainer and facilitator

A trainer is a person who imparts specific skills, knowledge, or competencies to others, often within a structured and formalized setting. The primary goal of a trainer is to deliver content, provide instruction, and ensure that learners acquire the intended skills or knowledge. Whereas, A facilitator is an individual who helps a group of people to work together more effectively, understand their common objectives, and plan how to achieve these objectives. Facilitators are more concerned with the process of learning rather than the content itself.

For case-management training, it is crucial that the trainer possesses thorough knowledge of the content and is adept at managing difficult situations. This is essential because case-management training sessions are highly technical and focused on practical, design-based aspects. Trainer can switch to a facilitator role during follow up / implementation process to understand the practical applicability of training.

Ideally, the training should be facilitated by two trainers to share the workload effectively, especially for courses spanning multiple days. This approach allows for varied perspectives and ensures practical tasks such as logistics management and session transitions are handled smoothly. It can be challenging to manage training logistics while also focusing on content delivery, making a team of two trainers beneficial.

Knowledge and Skill Level of Trainers

Trainers conducting the training on case management in the context of child protection should possess:

- Expertise in Child Protection: A deep understanding of child protection principles, policies, and practices.
- Experience in Case Management: Practical experience in implementing case management strategies and procedures.
- Facilitation Skills: Strong facilitation skills to engage participants, manage group dynamics, and ensure effective learning.
- Language Proficiency: Proficiency in the local language(s) to facilitate clear communication and understanding.
- Cultural Sensitivity: Awareness and sensitivity to cultural nuances and contexts relevant to child protection issues.

While a combination of male and female trainers is ideal for a balanced perspective and inclusivity, practical considerations may influence the composition of the training team. By selecting trainers with the appropriate knowledge, skills, and cultural sensitivity, you can ensure the training is impactful and relevant to the participants' needs in child protection and case management.

Step 5: Finalizing the training dates

What are the dates of the training program?

The dates of the training program will be decided in consultation with the Department of Women and Child Development or any other related department which is co implementing the program in the state/district(s). It is advisable to finalize the dates at least a month in advance to allow adequate preparation time for both organizers and participants. This advance notice also helps participants in making travel arrangements, if necessary, and planning their work commitments accordingly.

Considerations for Finalizing Dates:

- Festivals and Holidays: Avoid scheduling the training during major festivals or holidays to ensure maximum attendance and participation.
- Harvest Seasons: Be mindful of local harvest seasons that may affect the availability of participants.
- Political Events: Check for any upcoming national or local elections that could impact logistical arrangements and participant availability.
- Weather and Natural Events: Consider weather conditions such as heavy monsoons or seasonal flooding that may affect travel and venue accessibility.

By carefully considering these factors, you can select dates that optimize participation and ensure the smooth conduct of the training program.

Step 6: Finalizing the venue

What is the venue of the training program?

Organizers and facilitators of the training must identify a suitable venue, considering both physical and virtual/hybrid options. The venue could be the office or training hall of the Department of Women and Child Development (DWCD) at the district headquarters or state capital. For residential training, accommodations, travel arrangements, and timings should be planned accordingly.

Key Considerations for Venue Selection:

- Physical Venue: Ensure the venue provides all necessary resources for in-person training, including adequate seating, restrooms, audio-visual equipment (if required), reliable electricity, meal service, refreshments, and ample drinking water.
- Virtual and Hybrid Mode: In addition to physical venues, consider virtual or hybrid training options when feasible. For virtual training, ensure robust internet connectivity, suitable virtual platforms, and appropriate technology for participants to engage effectively. Virtual training should be designed in a highly interactive and engaging

manner, to sustain the attention of the participants. Hybrid training combines in-person sessions with virtual components, offering flexibility and accessibility.

- Accessibility: Choose venues and virtual platforms that are accessible for all participants, considering transportation routes for physical venues and ease of access for virtual attendees.
- Comfort and Engagement: Create a conducive learning environment in both physical and virtual settings that promotes participant engagement and concentration throughout the training sessions.

By carefully considering these factors and offering both physical and virtual/hybrid options, organizers can accommodate varying participant needs and preferences, ensuring an inclusive and effective training experience.

Step 7: Finalizing the Methodologies and Techniques

How will the training be transacted?

The training should be highly participatory to ensure active engagement from participants. Choosing the best methodology and techniques is crucial to meet the learners' needs. Since adults learn best through varied techniques, employing a diverse range of methods is essential to accommodate different learning styles and maintain interest throughout the sessions. For more insights into adult learning, refer to the reference document.

The section below highlights the key aspects of common training techniques used in designing the course, guiding participants in selecting the most effective techniques for delivering their sessions.

Effective Training Techniques and Tools:

Storytelling: Utilize narratives or personal stories to illustrate key concepts and real-life challenges faced in child protection. Stories evoke empathy, spark discussions, and make complex issues relatable.

Interactive Case Studies: Case studies are compelling narratives that highlight real-world problems, engaging participants by presenting realistic scenarios that demand practical solutions. By portraying relatable individuals and situations, case studies encourage participants to empathize and think critically, fostering a deeper connection to the issues at hand.

When creating or adapting a case study, it's essential to align it with the learning objectives of the course. Keep the case studies concise to ensure participants spend their time actively discussing and solving problems rather than just reading. This approach maximizes the impact of the learning experience, driving home key points more effectively.

Role Play and Simulation: Act out scenarios where participants take on roles of stakeholders (e.g., social workers, children, parents). This hands-on approach builds empathy, enhances communication skills, and prepares for real-world challenges.

Group Discussions: Facilitate open dialogues on child protection topics. Structured discussions encourage sharing of perspectives, collaborative problem-solving, and deeper exploration of issues like abuse prevention or family reunification.

Visual Tools: Use visual aids such as infographics, diagrams, or posters to illustrate concepts like child rights, reporting procedures, or risk factors. Visuals simplify complex information and enhance understanding.

Peer Learning Circles: Organize small groups to discuss experiences, challenges, and best practices in child protection case management. Peer learning promotes knowledge exchange, mutual support, and collective problem-solving.

Community Mapping: Engage participants in mapping local resources, stakeholders, and child protection services in their communities. This activity promotes awareness, identifies gaps, and encourages collaboration.

Role Clarity Exercises: Clarify roles and responsibilities of stakeholders (e.g., social workers, police, educators) in child protection case management scenarios. Define protocols for collaboration and support effective teamwork.

Reflection Journals: Encourage participants to maintain journals to reflect on training sessions, insights gained, and personal growth in understanding child protection issues. Journals promote self-awareness and continuous learning.

Community Panels: Invite community leaders, parents, or survivors of abuse to share their perspectives and experiences in panel discussions. Panels provide diverse insights, inspire advocacy, and strengthen community engagement.

Art and Expression: Use art-based activities like drawing, painting, or creative writing to explore emotions, express perspectives on child protection, and foster therapeutic engagement.

Technology Integration: Incorporate digital tools for virtual training sessions, webinars, or online forums to reach broader audiences, facilitate remote learning, and promote continuous education in child protection.

Preparation of Trainers

It is crucial for the trainers to prepare themselves for conducting the training. This involves :

- Thorough review of the course content - Develop a good understanding of the content by going through it in detail, seeking clarifications where necessary.
- Mock sessions - Trainers must do enough mock sessions to gain confidence with the content and also pace themselves appropriately.
- Preparing session plan for reference - Prepare a session plan based on the module, to help you navigate through the content during the training.
- Arranging the content for self - Keeping the session plan, short notes, cues etc. handy in a logical sequence for easy access and use during the training.

- Arranging the content for participants - Take the required printouts, keep the handouts etc. ready and arranged in a logical sequence for easy access and use during the training.

Remember, well-prepared trainers not only impart knowledge but also inspire and empower participants, laying the foundation for transformative change in the field of child protection and case management.

Summation & Preview

Thorough preparation is the backbone of any effective training course. By understanding the audience, defining clear objectives, and meticulously planning content and logistics, trainers can ensure a seamless and impactful learning experience. The '7 Steps of Planning' outlined in this chapter offer a structured approach to preparing a training course that meets the needs of participants and achieves the desired learning outcomes. Incorporating diverse methodologies and techniques keeps the training engaging and relevant, while careful selection of trainers and venues enhances the overall effectiveness.

The next chapters dwells on the skills and attributes required by trainers to impart effective trainings, and handling the situations that emerged during the training while conducting the course.

Chapter 10

Delivering the Course

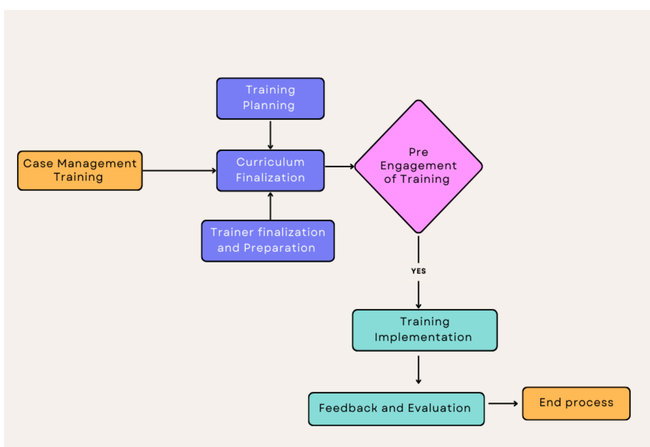
Purpose

In the previous chapter, we explored the guidelines of designing an effective training program. Though designing is one component of achieving success in training initiatives. The quality and impact of any training largely depend on the skills and approach of the trainer delivering the program.

As we move forward, it is crucial to understand that the effectiveness of a trainer is paramount in the learning environment. We will now delve into the essential skills that a facilitator must possess to conduct successful training sessions, ensuring that the learning experience is both engaging and educational for all participants.

Scope

This chapter focuses on the role of trainers in conducting case management courses, and the skills they must possess. This also guides trainers to deep dive into what are the critical aspects while conducting the course to consider and how to handle the difficult situations while delivering. This reinforces the understanding on Knowing the participants well in advance and focus on pre -post engagement



Source: Laid out by Miracle Foundation India

Salient points for conducting the training course

<u>**The Role of a Trainer in Case-Management Training**</u>

Effective training goes beyond simply presenting information; it involves having a skilful trainer who can both captivate and adjust their approach for a varied group of learners. Just like

certain teachers possess a natural ability to make any topic interesting, a proficient facilitator injects a similar degree of passion and clear communication into the training setting. This ability to engage is crucial because it ensures that the training is not only understood but also retained and applied by participants.
In essence, the success of training hinges not just on the material provided, but significantly on the trainer's capability to connect with the audience and adapt to their learning needs

Core Skills for Trainer - For Case - Management Course

Empathetic Engagement: During the session a facilitator must create a safe space where participants feel valued and understood. This involves sensing the emotional undercurrents of the group and responding with empathy. *For example, if a participant seems withdrawn, a skilled trainer might use inclusive questioning techniques to gently encourage participation without putting the person on the spot.*

Understanding Group Dynamics: Effective trainers are attuned to the collective energy and emotions of the group. They can identify whether a group is energized, bored, or anxious and adjust the pace or style of the training accordingly. This might involve switching from lecture mode to interactive activities if the group is feeling restless.

Individual Recognition: In diverse groups, acknowledging each participant's background, skills, and professional status fosters inclusivity. A trainer might acknowledge a participant's expertise during a session, thus validating their contribution and enhancing their engagement.

Active Listening: This skill involves more than hearing words; it is about understanding context, emotions, and the unsaid. *For instance, if a participant's tone suggests frustration, the facilitator might address this emotion directly or adjust the session to alleviate the tension.*

Participant Engagement: Keeping the participants engaged through effective communication, including body language, tone, and clarity of speech, is crucial. A confident and clear presentation style reassures participants of the value of the content being delivered.

Facilitation of Interaction: Encouraging dialogue among participants helps to solidify learning and build community within the group. Techniques might include breakout sessions, peer-to-peer teaching, or group problem-solving activities.

Tactful Conflict Management: Addressing disagreements or sensitive topics requires tact and honesty. *For instance, while discussing a case if a controversial topic arises, the trainer might use neutral language to reframe the discussion constructively.*

Adaptive Learning Strategies: Recognizing that people have different learning styles is crucial. Trainer should integrate visual, auditory, and kinesthetic learning tools to cater to all participants. *For example, using videos, demonstrations, and hands-on activities can accommodate varied learning preferences.*

Promotion of Collaborative Learning: Instead of leading the training, trainers should foster an environment where learning is a collective effort. This approach not only empowers participants but also leverages the diverse perspectives and experiences within the group.

Effective Time Management: Skilled trainers excel in pacing the delivery of content, knowing when to accelerate or slow down the training based on participant feedback and energy levels. They are also adept at managing session times to ensure all material is covered without rushing.

Use of Humor and Positivity: Humor can be a powerful tool in creating a relaxed learning environment. Trainer should aim to share light moments with the group, which can enhance engagement and make the learning experience enjoyable.

Critical aspect of training while delivering the course

The trainer plays a crucial role in shaping the learning experience, but it's important for them to understand the boundaries and limitations of their role. They should view themselves as guides who facilitate learning rather than as authoritarian figures or the definitive sources of knowledge. This perspective involves several key actions:

Encouraging Participant Leadership: Trainer should sometimes step back, allowing participants to take the lead in discussions or problem-solving activities. This approach not only empowers participants but also enhances their engagement and critical thinking skills as they navigate challenges together.

Acknowledging Knowledge Limits: It is vital for trainers to admit the boundaries of their own knowledge. This transparency can foster an environment where participants feel comfortable sharing their expertise and insights in case management, contributing to a richer, more diverse learning experience.

Delegating Responsibilities: Trainer should avoid taking on all tasks, especially logistical ones that can be distributed among participants. Sharing these responsibilities helps build a sense of ownership and teamwork within the group, making the learning experience more collaborative and less centered on the facilitator.

Anticipating Challenges: Facilitators should identify potential difficulties that could emerge based on the group dynamics and the content being discussed. This foresight allows them to plan specific interventions tailored to the needs of the group.

Developing Specific Strategies: Once potential challenges are identified, trainers can develop strategies to address them.

Disengagement: Implementing interactive elements or changing the pace of the session to re-engage participants.

Dominance: Establishing ground rules that ensure equal participation, or directly engaging less vocal participants to balance the discussion.

Shyness: Creating a welcoming environment that encourages participation, perhaps by starting with smaller group discussions before moving to full group activities.

Conflict: Developing conflict resolution skills to manage and resolve disputes constructively, ensuring that all parties feel heard and respected.

Role-Playing Scenarios: Practicing through role-playing can be particularly effective. It allows facilitators to simulate different scenarios, from handling disruptive behavior to encouraging quiet participants. This practice helps trainer refine their responses and become more confident in their ability to handle real-life challenges

Feedback and Adaptation: Trainer should also seek feedback on their handling of difficult situations and be willing to adapt their strategies. This continuous improvement helps in managing a range of behaviors and dynamics more effectively over time.

<u>Handling difficult or conflicting situations during training</u>

In the context of case management and child protection, dealing with uncomfortable or conflicting situations effectively is crucial for ensuring a productive and supportive environment. This requires heightened sensitivity and strict adherence to professional standards, especially when the well-being and safety of children are at stake. Some of the points to consider while handling such conversations during the delivery of the course -

Prioritize Safety and Well-being: Ensure that the conversation focuses on the safety and well-being of the children involved. This priority should guide all discussions and decisions.
Maintain Professionalism: Stay calm and composed. Trainer demeanor sets the tone for the interaction and can help de-escalate tensions.
Validate Emotions: Recognize the emotional intensity of discussions involving child welfare. Acknowledging the feelings of parents, caregivers, or colleagues can facilitate a more productive dialogue.
Ensure Clear Communication: Use clear, straightforward language and avoid jargon that might confuse or alienate participants. Make sure everyone understands the topics and decisions being discussed.
Encourage Respectful Interaction: Remind all participants to communicate respectfully, focusing on the issues at hand rather than personal criticisms.
Mediate Effectively: Actively mediate the discussion to keep it on track and constructive. Ensure that everyone has an opportunity to speak and that their viewpoints are considered.
Emphasize Collaborative Goals: Highlight the common goal of all parties involved, which is the health and safety of the children. This can help redirect conversations away from personal conflicts towards collaborative solutions.
Utilize Breaks if Needed: If emotions become too heightened, suggesting a brief pause in the discussion can allow everyone to calm down and return more focused.
Set and Enforce Boundaries: Clearly outline what is acceptable behavior during the session. Enforce these boundaries firmly but fairly to maintain order and respect.
Follow Up Privately: After the session, it might be beneficial to follow up with individuals who were particularly upset or confrontational, to address their concerns in a more private setting.

Document Key Points: Keep detailed notes on what is discussed, including any conflicts and how they were resolved, to ensure there is a record for future reference and accountability.

Note- Reference document (Chapter 10) Please refer trainer can dealt with participants during training if certain statements are made by them

<u>Handling situation of disclosure on any incident related to child safeguarding during training</u>

When facilitating any training related to child protection, trainers should always be prepared for disclosures. Such disclosure may happen planned, It may be unplanned or spontaneous that during discussion , participants feel comfortable to talk and have shared about the incident.

A few considerations that trainer shall keep in mind while handling such situation -

Supportive Response: Trainers must provide a supportive response immediately following a disclosure, acknowledging the courage it takes to speak up and ensuring the individual feels heard and validated.

Privacy and Discretion: During a training session, if a disclosure occurs, it's important to manage the group's reaction. This might mean limiting detailed discussions in the group setting and, if possible, addressing the individual privately afterwards to maintain confidentiality and focus.

Legal Compliance: Trainers must be aware of legal obligations such as mandatory reporting laws, like the JJB Act 2015 and POCSO Act 2012 in the case of child sexual abuse. It's essential to follow these laws meticulously, ensuring that all necessary referrals are made.

Sensitive Communication: When engaging with someone who has disclosed abuse, it's vital to remember that the conversation is not an investigative interview but a supportive dialogue. Trainers should.

- Reassure the individual that they did the right thing by speaking up.
- Listen and accept what they are told without judgment.
- Avoid minimizing the situation or expressing shock or disbelief.
- Carefully explain the next steps, clarifying any actions that will be taken and setting realistic expectations about the outcomes.

Handling Relationships: It is important to be cautious about discussing the perpetrator, particularly in cases where the victim may still feel loyal or connected to them. Trainers should condemn the abusive actions without making personal attacks against the perpetrator.

Confidentiality and Promises: It is crucial not to make any promises that cannot be kept, such as confidentiality when the law requires reporting, or confronting the perpetrator.

Referral and Follow-up: After a disclosure, the trainer should outline the process of referring the case to appropriate agencies or authorities. For adults, the decision to refer might be in their hands, but any abuse involving a child usually necessitates mandatory reporting.

Post training process for trainer

After conducting the course, trainers should follow a series of steps to ensure that the learning is effective and sustained. Here are some recommended post-training steps for trainers:

Debrief Session with the team: Hold a debriefing session immediately after the training to gather immediate feedback from participants. This helps identify areas that were well-received and areas that need improvement.

Evaluation Forms: Distribute evaluation forms to gather detailed feedback on the training's content, delivery, and effectiveness. Analyze these forms to assess participant satisfaction and understanding of the material.

Follow-Up Communication: Send follow-up emails or communication to reinforce key concepts and express appreciation to participants for their involvement. This can include additional resources or answers to questions that were raised during the training.

Report Compilation: Compile a training report that includes the objectives, attendee list, feedback summary, and any deviations from the planned content. This document serves as a record for future reference and for improving subsequent sessions.

Refinement of Training Materials: Based on the feedback, refine and update the training materials and methods to enhance future sessions. This might include revising slides, handouts, and case studies.

Plan Refresher Courses: Depending on the complexity of the case management skills taught, plan for refresher courses or advanced sessions to further deepen the participants' skills and understanding.

Monitor Implementation: Trainer should monitor the implementation of the skills learned during the training in the participants' actual work environments. This can be done through follow-up visits, virtual meetings, or through direct reports from supervisors. For instance, The trainer can also plan a follow-up visit after the training to assess whether the trainees are applying their learnings on the job. If they encounter any issues, the trainer can provide support through on-the-job training.

Mentoring and Support: Establish a support or mentoring system where trainees can reach out with further questions or for advice on specific cases they handle. This ongoing support is crucial for practical learning and application of the training.

Certification and Recognition: Certificates of completion of trainer should be given to participants. Recognize outstanding performers or those who have effectively implemented case management practices post-training.

Adaptations for Online Training

This training has been designed to be delivered face-to-face, however, if needs to be delivered online then adaptations will be needed to ensure that exercises can still work, for example working in breakout rooms. More careful plan to break days and deliver into smaller sessions would be crucial, rather than running over a longer period. On line session shall nt take place more than 2 hours in a day, as it can become participants as well as trainer very overwhelming and loss the concentration easily. Incorporating more activities, games are to be in included to make on line learning lively for participants. Other very important consideration is to test connectively and technology in advance it does not hamper the learning.

Note- Reference document (Chapter 10) Please refer the activities that can be conducted while taking pre- post engagement, feedback and evaluation of training including ice breaking activities as a guiding reference for master trainers.

Summation & Preview

This being the last chapter of the case management handbook dwells on all aspect of delivering the effective course of case management hand book to the participants. The chapter encompasses the critical role of the trainer, handling different situations during the training and guide master trainers to bring various strategies for integrating, including the need for comprehensive planning, the benefits of personalized learner support, and the importance of continuous monitoring and feedback.

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