FACILITATOR GUIDE: CONTEXTUALIZING THE CHILD WELL-BEING DEFINITION AND MEASUREMENT FRAMEWORK

INTRODUCTION TO THE FACILITATOR GUIDE

This document presents a guide to facilitating the training on *Contextualizing the Child Well-Being Definition and Measurement Framework*. It provides practical guidance, support and materials to help the training facilitators to successfully implement the training in a manner that maximizes learning. The document covers planning for the training and implementation, providing helpful tips and advice. This guide is accompanied by a selection of training tools, including a PowerPoint slide deck and a sample training agenda.

PREPARING FOR THE TRAINING

The training is designed to support child protection practitioners and data collectors in contextualizing and measuring child well-being. This document serves as a preparatory guide in equipping child protection professionals with the knowledge and skills to facilitate this training.

ADAPTATION

It is expected that trainings will be conducted in various humanitarian settings, countries, regions, languages and cultures. Thus, it is important that facilitators not only translate the training materials into the local language, but also use examples and scenarios that are relevant to context and reflect local child protection issues and realities. This adaption is best done at the country level by the child protection agency or Child Protection Coordination Group (CPCG) that will be engaged in the child well-being contextualization and measurement processes. In addition, facilitators will need to adapt the training content or methods based on the training needs. For instance, it may not be necessary to include training on facilitating qualitative research if the participants are already skilled in this area (as recommended in the Contextualization Guide).

It is important that facilitators devote sufficient time to review the PowerPoint slides and this Facilitator's Guide in order to successfully deliver the training. Each module summary in this Facilitator's Guide describes the necessary preparation required for delivering the module. If you are focusing specifically on the contextualization process and not on measuring child well-being, refer only to the training related to the contextualization process.

TRAINING OBJECTIVES

Purpose of the training

The purpose of this training is to provide child protection practitioners and data collectors with the knowledge,

tools and key competencies to contextualize and measure child well-being.

Target Audience

This training is designed for child protection practitioners and data collectors who are directly engaged in the contextualization of child well-being.

Training Duration: 1.5 Days

Training Structure and Content

The training content relies on a combination of presentations, discussions and exercises implemented in plenary and small groups. It includes two modules as well as a Welcome and Introduction, and Closing module. The two main modules are:

1) Contextualizing the Child Well-being Definition and Measurement Framework
2) Measuring Child Well-being

Only include Module 2: Measuring Child Well-Being if you plan to measure child well-being in your context. If you do not plan to measure child well-being, the duration of the training will be 1-day only. If you do plan to measure child well-being, include an additional half a day to the training so that it is 1.5 days in total. The training materials include an agenda, PowerPoint slide deck, and this facilitator's guide. It is composed of lecture-based sessions with plenary discussion, small group discussions and practical exercises similar to those that the data collectors participating in the training will be administering. The training is designed to be interactive and participatory.

Course Presenter

A lead facilitator will implement the training with the support of at least one co-facilitator acting in a supporting capacity, depending on the number of participants. Ideally, the facilitators will have experience in leading previous trainings related to conducting qualitative research. Facilitators should also be knowledgeable and experienced in providing constructive feedback in order to demonstrate best practice.

IMPLEMENTING THE TRAINING

Venue

Since this is a short training and the contextualization exercises do not require a large number of data collectors, it is recommended to facilitate the training at a small venue, such as the conference room of agency leading the process.

FACILITATOR TIPS

Facilitators play a crucial role in the learning of participants. Since participants learn differently it is important to include a variety of teaching aids and learning methods into the training. As a facilitator always acknowledge the wisdom of the group. While the facilitators have knowledge that they are bringing to the training, participants also have valuable knowledge and contextual experience to share. Peer-to-peer learning throughout the training should be encouraged.

Being a good facilitator includes:

✓ Learning participants' names and calling them by their name when you address them
✓ Making eye contact
✓ Being aware when the group starts losing focus or becoming tired
✓ Using energizers
✓ Being mindful and respectful of cultural norms
✓ Respecting break times and time management
✓ Showing up on time and be prepared!

SAMPLE AGENDA

Sample Training Agenda Date/Location		
DAY 1		
Timing	**Session**	**Facilitator**
8.30 – 9.00	Registration and Coffee	
9.00 – 9.30	Welcome and Introductions	
9.30 – 9.50	Module 1, Part 1: Review Part 1 of the Contextualization Guide – Child Well-Being Definition	
9.50 –10.30	Activity: Define the term. Who is doing well?	
10.30 – 10.45	**Coffee Break**	
10.45 – 11.45	Practical exercise: Preparing for key informant interviews	
11.45 – 12.30	*Optional session to refresh participants on how to facilitate interviews and focus group discussions. If this session is not included, amended the timeframe of the agenda accordingly*	
12.30 - 13.30	**Lunch**	
13.30 – 14.10	Module 1, Part 2: Child Well-Being Measurement Framework and Activity on modifying the domains	
14.10 – 14.40	Module 1, Part 3: Contextualizing the Child Well-Being Definition and Measurement Framework	
14.40 – 15.00	**Coffee Break**	
15.00 – 16.00	Activity: Practicing facilitating focus group discussions	
16.00 – 17.25	Review and Activity: Data analysis	
17.25 – 17.30	Wrap up and Q&A *(if the training is planned for 1-day, make sure to discuss next steps as per the Closing Module here)*	
DAY 2		
Timing	**Session**	
9.00 – 9.20	Admin & Recap of Day 1: What struck you on Day 1?	
9.20 – 9.30	Overview of Day 2	
9.30 – 10.30	Module 2: Measuring Child Well-Being	
10.30 – 10.45	**Coffee Break**	
10.45 – 12.30	Activity: Practicing administering and interpreting the measures	
12.30 - 13.00	Closing the training: final Q&A and discussing next steps	

MODULE 1: WELCOME AND INTRODUCTION

Aim: To welcome and orient all participants to the training. This module introduces the training and sets a friendly, safe and supportive learning environment that will be necessary to meet the learning objectives of the training.

Learning Outcomes	• To provide an overview of the training • To welcome participants and establish a friendly, safe and supportive learning environment • To develop a learning agreement • To share important logistic and housekeeping information
Duration	30 Minutes
Materials	Handouts: • To be given on arrival: Folder with Agenda, a notebook, pen, and nametag. Materials: • Notebooks and pens • Flipcharts, markers, paper • Laptop, Projector and PowerPoint slides
Preparation	✓ Adapt the agenda as necessary ✓ Invite a sponsor, local official, or other speaker to make opening remarks (particularly if this is an inter-agency initiative) ✓ Prepare welcome pack in advance (name tags, notebooks, pens) ✓ Ensure that the room is ready and organized in a way that allows all the participants to feel comfortable

Outline and Technical Notes	Minutes	Activity
	5	Welcome and Opening Remarks Slides 1-3
	3	Introducing the Facilitation Team Slides 4
	5	Background to the Training, Aim, Objectives and Learning Outcomes Slides 5-6
	8	Icebreaker and Participant Introductions Slide 7
	3	Training Methodologies and Review of the Agenda Slides 8-9
	2	Learning Agreement, Housekeeping and Ground Rules Slides 10-12
	5	Questions Slide 13

MODULE 1: CONTEXTUALIZING THE CHILD WELL-BEING DEFINITION AND MEASUREMENT FRAMEWORK

Aim: To understand how to facilitate the contextualization of child well-being according to your context.

Learning Outcomes	Contextualizing the child well-being definition and measurement framework	This module is divided into three parts: the definition of child well-being, the measurement framework, and the contextualization process. • Describe the process of contextualizing child well-being • Be able to facilitate the various methods used in the contextualization process, including participatory methods • Know how to analyze and interpret the results from key informant interviews and focus group discussions
Duration	5 hours 30minutes **Note:** Add an additional 45 minutes if a refresher will be facilitated on conducting interviews and focus group discussions with children.	
Materials	Handouts • Key informant and focus group questionnaires Materials: • Notebooks and pens • Laptop, Projector and PowerPoint slides • Provide flipcharts, different colored crayons/markers, scissors, and index cards	
Preparation	✓ Prior to the training, make any necessary modifications to the key informant and focus group discussion questionnaires and any other participatory activities that will be included. While the Contextualization Guide offers sample questionnaires and activities, these should be modified in context.	
Outline and Technical Notes	**Minutes**	**Activity**
MODULE 1 Part 1	20	Introduction to the Child Well-Being definition ➢ In Part 1, we will review the definition of child well-being and the age and stages of development. ➢ Explain to participants that the global definition of child well-being in humanitarian action highlights the multi-dimensional nature of health. Well-being is enhanced when all aspects of the child's health (physical, cognitive, emotional, spiritual and social) are nurtured and children can act on their intentions in developmentally appropriate ways. ➢ The recommended age groups are harmonized with those identified by the IASC Guidelines for mental health and psychosocial support in emergency settings. This uniformity will allow for harmonizing age-disaggregated data across different disciplines and technical areas. At the same time, the age groups

		employed to obtain indicators of child well-being should be reflective of key developmental markers, especially brain development, puberty, and learning in accordance with the cultural context. Slides 14-16
	25	Activity: Define the term. Who is doing well? ➢ This is a practical exercise data collectors can complete to familiarize themselves with the objectives of this work but also with the tools that are used in the contextualization process. ➢ The participants will specify the characteristics of a child that is 'doing well'. Each characteristic will be recorded on a single index card, and the resulting cards can be sorted into piles of what are seen as related characteristics by a number of different participants/small group(s). Categorizing the cards in such a way will lead to identifying a number of 'domains', and a number of specific 'indicators' within each. ➢ During plenary, identify whether these are the same domains as specified in the global measurement framework or if new domains have arisen, which will be discussed next. Slide 17
	60	Practical exercise: Preparing for key informant interviews ➢ In partners, practice free listing to identify words that describe a child who is doing well (e.g. happy, healthy, resilient). ➢ Participants should use role play with one person as the interviewer and the other as the respondent before switching. ➢ Each participant will have 20 minutes before discussing in plenary. Slide 18
	5	Questions Slide 19
	45	**Additional Notes**: Depending on the level of expertise of participants it may be necessary to facilitate a refresher training on conducting interviews and focus group discussions with children. If you decide to include this refresher, plan to add an additional 45 minutes to the training. An overview of the general principles can be found in **the slide deck between slides 39-47**. Amend these slides as necessary or add training materials available at your agency to further highlight key considerations that should be made for facilitating key informant interviews and focus group discussions.
MODULE 1 Part 2	5	Child Well-Being Measurement Framework ➢ Review the measurement framework (domains and indicators) in the Contextualization Guide. ➢ The four domains represented in the measurement framework were selected to build a holistic picture of children's well-being in humanitarian action, ranging from safety and basic needs to children's sense of belonging and ability to participate. ➢ Each of these domains may vary according to the age and developmental stage of children, their gender, disability or other diversity factors, and it is likely that each of the domains will have a

		different meaning or level of importance depending on the age group. ➢ Maintain the common domains to the extent possible. ➢ Only modify indicators according to cultural and contextual understandings of child well-being in line with the common domains or modifications made to them. Slides 20-22
	30	Activity: Modifying domains ➢ In the same group or with the same partner, participants will review the index cards and determine if any modifications need to be made to the common domains before discussing in plenary. Slide 23
	5	Questions Slide 24
MODULE 1 Part 3	20	Child Well-Being Contextualization Process and Tools ➢ Review the contextualization process and tools altogether. You will have already decided what approach to take and which tools to use prior to the training. Slides 25-29
	10	Collecting Consent ➢ Review informed consent and informed assent. Data collectors will be familiar but it is important that a refresher is included. ➢ Discuss ethical and safety considerations. ➢ Review the child safeguarding policy of the agency leading the training to make sure participants are aware of what steps to take and whom to report to in the event that a child discloses a child protection concern. Slide 30
	60	Activity: Practice facilitating focus groups in small groups of three Slide 31
	5	Thematic data analysis Slide 32
	5	Questions Slide 33
	60	Activity: Analyzing the data ➢ Participants will review the responses they have collected in their mock focus groups alongside the responses provided during the mock key informant interview. Now is time to organize the data into themes to determine if any final changes are required for the domains as well as indicators. Slide 34
	10	The contextualization workshop and dissemination of findings ➢ Review the steps and participatory activities (many of which the participants now have practical experience of). ➢ Note that these steps may not be necessary if the participants will not be facilitating the workshop or engaging in the report writing and dissemination of findings.

		Slides 35-37
	5	Questions
		Slide 38

MODULE 2: MEASURING CHILD WELL-BEING

Aim: Understand how to measure child well-being using the self-reported questionnaires, and analyze and interpret scores.

Learning Outcomes	Measuring child well-being	• Understand how to administer the child well-being measures • Know how to contextualize the measures in line with modifications made to the child well-being definition and measurement framework • Be able to score and interpret the measures
Duration	2 hours 45 minutes	
Materials	Handouts • Measurement tools (or provide soft copies) Materials: • Notebooks and pens • Laptop, Projector and PowerPoint slides	
Preparation	✓ It is important to review the global measurement tools and the guidance prior to the training.	

Outline and Technical Notes	Minutes	Activity
MODULE 2	5	Objectives – What can these tools be used for? ➢ The child well-being measures are self- or caregiver-reported measures of well-being depending on the age of the group that can be used to gain a snapshot of how well children are doing. ➢ They are easy-to-use tools that can help to broadly understand how well children are doing in a specific location; determine important characteristics and needs of children; identify priority areas of concern to inform program planning and interventions or areas in which to build strengths; monitor improvements in the dimensions of child well-being over time, and support advocacy for resources or improvements in the quality of service provision. Slide 48
	5	Who can use the tools? Slide 50
	30	Overview of the measures: Administering the tools ➢ Review the tools and answer any questions related to the items or

		the process of administering them.
		➤ Link this review to Day 1 and ask the participants if there are any items or domains that should be modified in line with the modifications (if any) that the definition, domains, or indicators received on Day 1 during the practical exercises. What amendments should be made, if any?
		Slides 51-55
	20	Scoring and Interpretation
		➤ Importantly, in addition to the total score, a sub-score will be provided for each of the domains. These sub-scores will show whether there are certain aspects of well-being that are lacking, and can be used to inform appropriate interventions.
		➤ If a respondent skips or misses an item, their scores cannot be computed, as their overall score will be artificially lower than others who complete the measure. If this happens, the incomplete result should be discarded.
		➤ While aggregating the total scores can provide an overall picture of how well children are doing at a given time and in a specific location, aggregated scores across all of the domains do not reflect the possible variation underlying those total scores, which may result in serious issues affecting children being underestimated.
		Slides 55-58
	90	Activity: Practice administering the measures in a role play with a partner (1 hour for the role play and 30 minutes to discuss in plenary) Slide 59
	15	Questions Slide 60

CLOSING MODULE

Aim: To close the training.

Learning Outcomes	• Review the training objectives • Discuss next steps • Answer any remaining questions • Close the training
Duration	30 minutes
Materials	Materials: • Notebooks and pens • Laptop, Projector and PowerPoint slides
Preparation	✓ Prepare and print the questionnaires that participants will be using during data collection

Outline and Technical Notes	Minutes	Activity
	15	Review training objectives and answer remaining questions

	15	Closing Remarks and Next Steps
		  ➢ Explain the next steps and timeframe for data collection
		  ➢ A schedule with the key informant interviews and focus group discussions should be prepared in advance