

PARENTING PROGRAM FOR ADOLESCENT GIRLS AND YOUNG WOMEN WHO ARE MOTHERS AND THEIR PARTNERS

TRAINING GUIDE FOR GIRL MENTORS AND CHVs



TARGET GROUP:

- GIRL MENTORS AND CHVs
- IF POSSIBLE, IT WOULD BE GOOD TO ALSO TRAIN AT LEAST 1 MALE CHAMPION PER WARD.
- NOTE THAT RECOMMENDED NUMBER OF PARTICIPANTS SHOULD NOT EXCEED 25
- PLAYGROUP VOLUNTEERS (WHO WILL TAKE CARE OF THE CHILDREN) DO NOT NEED TO BE TRAINED BUT SHOULD BE ORIENTED BY MENTORS OR CHVs AFTER THIS TRAINING. THERE SHOULD BE 1-2 VOLUNTEERS IN EACH PROGRAM, ONE VOLUNTEER PER MAXIMUM 5 CHILDREN UNDER 3 YEARS.



LOCATION AND SET UP:

- TRAINING SHOULD HAPPEN IN A PLACE AS SIMILAR TO A TYPICAL SAFE SPACE SETTING AS POSSIBLE
- HAVE AN AREA WITH TABLES AND CHAIRS FOR THE INTRODUCTORY PART
- AND HAVE AN AREA WHERE PARTICIPANTS CAN SIT IN THE CIRCLE, TO PRACTICE THE MEETINGS
- SET UP MODEL PLAYGROUP AREA, BY PREPARING SOME HOMEMADE TOYS BASED ON ANNEX 1 IN THE MANUAL.



MATERIALS:

- ASK EACH TRAINING PARTICIPANT TO BRING AT LEAST 3 OF THESE ITEMS, FOR TOY MAKING:
 1. Recycled plastic or tin container, preferably with some colors
 2. Some bottle caps, some colorful seeds (a few) or some sticks of different lengths (10-15 cm long)
 3. Some pieces of old cloth or textile (with nice colors).
- PROVIDE THE FOLLOWING MATERIALS:
 1. TOY-MAKING KIT: 2 scissors, rolls of colorful rope, colored pencils or markers; transparent scotch tape; 2 medium cardboxes – 1 for making toys and 1 for storing toys; colorful cloth pegs; sewing kit. (See the manual)
 2. Manual, pre- and post-test for each participant (this is the same tool as for AGYW), booklet for each participant
 3. Notebook and pen for each participant
 4. Flipchart and permanent color markers

DAY 1 – TRAINING ON PARENTING PROGRAM FOR AGYW

TIME	TOPIC	STEPS	MATERIALS
8:30-9:00	Opening & registration	<ol style="list-style-type: none"> 1) Ask everyone to prepare their name card (with a picture) 2) Do registration 3) Open the training 4) Review tools on the table (short agenda, Manual, pre-test, booklet) 	Color paper and markers for name cards Copies of tools for everyone
9:00-9:20	Why program for AGYW girls who are mothers and their partners?	<ol style="list-style-type: none"> 1) Ask: Have you ever been a part of a parenting program before? What was your experience? 2) Brainstorm: Why do we need parenting programs? Don't we all learn about parenting as we go, or from our parents? 3) Listen carefully to the participants and then summarize their thoughts. 4) Add as needed: <ul style="list-style-type: none"> ▪ As children grow, their needs for guidance and support constantly change. So we need to change with them. ▪ Parenting is challenging for everyone. Sometimes it can make us feel stressed or angry, and sometimes we feel like the only ones struggling ▪ Mutual support and problem solving can help reduce stress and help us learn how to parent ▪ Building our confidence as a parent and helping our children develop and thrive, is what every parenting program strives to achieve. 	
9:20-9:40	How the program will function	<ol style="list-style-type: none"> 1) Write these questions on the flipchart: <ol style="list-style-type: none"> a. Who will be the participants / How many? b. When will partners and significant others be invited? 	

		<p>c. Who will be the facilitators?</p> <p>d. How many modules? How long is each module?</p> <p>e. How frequently will the meetings happen?</p> <p>f. What will the children do while their parents are in a meeting?</p> <p>2) Ask the participants to work in pairs and find the answers on page 4 of the Manual, during 5 minutes. Then jointly fill the table.</p> <p>3) Discuss if anything is unclear or if there are any doubts about how the parenting program will work. Ask for suggestions on what could make the program work better.</p>	
9:40-10:00	<p>What are the meetings about?</p> <p>A typical meeting</p>	<p>1) Ask the participants in groups to look at the Table of contents (page 3) and identify main topics of each Module (Module 1: taking care of oneself; co-parenting; safety; Module2: child development; good nutrition).</p> <p>2) Brainstorm: Why do you think we selected these specific topics, for our program? Which needs of AGYW do these topics address?</p> <p>3) Invite groups to pick any two meetings in the manual (except for the first and the last one) and review how each meeting begins, what comes after, and how each meeting ends.</p> <p>4) After participants reviewed the structure of a meeting, ask them what four parts each meeting has. Write 4 parts (also summarized on page 5 of the Manual) on the flipchart.</p> <p>5) First ask the participants what is the purpose of each part, and then reinforce with ideas below:</p> <p>1. Greetings and a game:</p> <ul style="list-style-type: none"> • to review homework given last time • to learn a game that families can play with children at home 	

		<p>2. Problem-solving:</p> <ul style="list-style-type: none"> • to celebrate small achievements and joys • to help address problems that might arise during the week • to provide participants with peer support <p>3. Main session:</p> <ul style="list-style-type: none"> • to help participants learn and develop skills to deal with specific parenting or self-care issue <p>4. Before going home:</p> <ul style="list-style-type: none"> • to review what was learned today • to make a plan for practice at home. 	
10:00-10:30	TEA		
10:30 - 11:30	Module 1, 1 st meeting (Introduction) Simulation	<p>1) Sit in the circle.</p> <p>2) Explain that you will now simulate 1st parenting meeting with participants; they should pay close attention to what you are doing.</p> <p>3) Simulate Meeting 1 with the participants, including pre-test and toy-making (start making toys and ask to complete by tomorrow)</p>	<p>Pretest for everyone</p> <p>Toy samples</p> <p>Toy making materials</p>
11:30-11:40	Review of 1 st meeting	<p>1) Ask the participants to pick their Manuals and to answer these questions:</p> <ul style="list-style-type: none"> ▪ What did I do first? Can you find this activity in the Manual? (continue with all activities of Meeting 1) ▪ What activity did you enjoy most? Why? ▪ Is there anything you would suggest to improve? 	Manuals
11:40-12:00	Playgroup simulation	<p>1) Show the place where children will be playing, while their parents meet.</p> <p>2) Remind that while their parents participate in a meeting, the children can play with support of 1 or 2 volunteers. We will call this a playgroup.</p>	<p>Straw or another mat</p> <p>Homemade toys (samples)</p>

		<p>3) Explain that having a playgroup routine is very helpful for children. Routine means doing the same type of activities every time.</p> <p>4) Review Annex 2 together for suggested playgroup routine. Summarize it on the flipchart. Ask: Would this play routine work for our children? Would you like to change anything?</p> <p>5) Say: Let us now pretend to be children, to get an idea of what they will be doing in a playgroup. Let us try each activity that is part of the playgroup routine.</p> <p>Have fun playing like children, for the next 5-10 minutes!</p>	and those made by participants at Meeting 1)
12:00-12:30	Introduction to meetings on maternal well-being	<p>1) Explain that the first two meetings will focus on maternal well-being. Find these together in the Manual (Meeting 2 and 3).</p> <p>2) Brainstorm: What happens when the mother feels stressed, down or even depressed? How do you think it will affect her ability to parent? And her attention to child's nutrition and health?</p> <p>3) Yes, the mother that feels down, overwhelmed or depressed, is not likely to think about child development or about feeding her child nutritious snacks. That is why we need to address how the mother feels, and make sure she feels supported and good about herself.</p> <p>4) When you are sad or overwhelmed, what usually helps you? Thanks for sharing! Yes, sometimes it is spending time with our children, that brings us back the happiness; and at other times it is having some alone time or doing things we enjoy, or even taking a short break. Having someone to talk to is really important as well, as is having a support of the partner.</p>	

		<p>5) If you might have noticed, throughout this program we are doing different things to support the mothers. For example:</p> <ul style="list-style-type: none"> • We start each meeting with a game, making mother and child enjoy each other's company • We share what made us happy and worried last week, and seek peer support for our problems • We bring partners and significant others to the meetings, and work on helping them become more involved in parenting. • Finally, we have these two sessions in the beginning of our program, to help the mothers look for additional support and to take care of themselves. 	
12:30-13:30	LUNCH	<p>Assign two volunteers to prepare parts of Meeting 2 and two volunteers to prepare parts of Meeting 3:</p> <ul style="list-style-type: none"> ○ The first volunteer in each team should prepare to facilitate Part 1: Greeting and game. ○ The second volunteer should prepare to facilitate Part 3 & 4: Main topic and task for home. <p>Assign 1 volunteer to prepare Part 1 of the Meeting 4.</p>	
13:30-14:20	<p>2nd Meeting, M1 (Don't let the bucket overflow!)</p> <p>Simulation</p>	<ol style="list-style-type: none"> 1) Explain that we will now do Meeting 2 from Module 1 together. What is the name of the meeting? Why do you think it has such a name? 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Simulate Part 2: News and Problem-solving (<i>shorten it, by asking just 3 volunteers to share</i>) <p>ATTENTION: In Part 2, it is very important that 1) participants talk about some things that made THEM PERSONALLY happy and then sad, and 2) that they focus on what happened IN THE LAST WEEK OR SO. If participants talk about other people or talk about things that happened long ago, share a personal example of something positive and</p>	

		<p>something negative that happened to you last week, to put them on the “right” track.</p> <p>4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Support the volunteer if needed.</p>	
14:20-14:30	<p>2nd Meeting, M1 (Don’t let the bucket overflow!)</p> <p>(continue)</p>	<p>Review the meeting briefly (let the participants talk first, then add):</p> <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • Which of these activities might be most helpful to the adolescent girls? Why? • Is there anything to improve, in the way the meeting was done? 	
14:30-15:30	<p>3rd Meeting, M1 (Taking care of yourself)</p> <p>Simulation</p>	<p>1) Explain that we will now do Meeting 3 together, on taking care of yourself.</p> <p>2) Invite the volunteer to simulate Part 1: Greetings and a game</p> <p>3) Skip Part 2: News and Problem-solving (since it is the same in every meeting)</p> <p>4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Support the volunteer if needed.</p> <p>5) Review the meeting briefly (let the participants talk first, then add):</p> <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What did the facilitators do very well? What did you enjoy? • Is there anything to improve, in the way the meeting was done? 	
15:30-16:00	<p>Introduction to meetings on co-parenting (4,5,6) in Module 1</p>	<p>1) In small groups, look quickly at what types of topics are discussed in Meetings 4, 5 and 6. What did you find?</p> <p>2) We want partners and significant others to take part in these three meetings. Why do you think this is important?</p>	

		<p>3) Listen carefully and add the following, if needed:</p> <ul style="list-style-type: none"> • These meetings help the partners to reflect on how they divide parenting tasks and to see if any changes are needed. It is difficult to adjust the family roles if only one partner is present, so it is important to invite both. • These meetings also aim to help families that are having a conflict. When there is a conflict or a disagreement in the family, it may be very difficult to parent. • Finally, these meetings help families become better at disciplining children, so that father and mother both participate in disciplining and both use the same approach. 	
16:00-17:00	<p>4th Meeting (Roles of the parents), M1 Simulation</p>	<ol style="list-style-type: none"> 1) Explain that we will now go through the Meeting 4, on roles of the parents. 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Skip Part 2 (but inform that in the real sessions this part should be done). 4) Simulate the rest of the meeting, but shorten a bit. 5) Review the meeting: <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • Which of these activities, you think, will be most helpful to the adolescent girls and their partners? Why? • Is there anything that we could add or improve, in this meeting? 	
17:00-17:10	<p>HOMEWORK & TEA</p>	<ol style="list-style-type: none"> 1) Let the participants take their tea as you give them instructions for tomorrow 2) Remind the participants to finish their playgroup toys by tomorrow that they started making in Meeting 1. 	

		<p>3) Distribute the following activities to the participants: they should prepare to lead the group through these tomorrow, just like some participants did today.</p> <p>4) Write participant's name next to each activity underlined below:</p> <ul style="list-style-type: none"> • Module 1, Meeting 5 (Dealing with conflict) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <u>Part 2: News and Problem-solving:</u> • Module 1, Meeting 6 (Teach the child right and wrong) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <i>(Skip Part 2: News and problem-solving)</i> ○ <u>Part 3 & 4: Main activity & Before going home:</u> • Module 1, Meeting 7 (Safety at home) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <i>(Skip Part 2: News and problem-solving)</i> ○ <u>Part 3 & 4: Main activity & Before going home:</u> • Module 2, Meeting 1 (What is our child telling us?) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <i>(Skip Part 2 News and problem-solving)</i> • Module 2, Meeting 2 (Let's talk to our child) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <i>(Skip News and problem-solving)</i> ○ <u>Part 3 & 4: Main activity & Before going home:</u> • Module 2, Meeting 3 (Let's play with our child) <ul style="list-style-type: none"> ○ <u>Part 1: Greetings and a game:</u> ○ <i>(Skip News and problem-solving)</i> ○ <u>Part 3 & 4: Main activity & Before going home:</u> 	
--	--	---	--

DAY 2 – TRAINING ON PARENTING PROGRAM FOR AGYW

TIME	TOPIC	STEPS	MATERIALS
8:30-8:45	Checking in & toys	<ol style="list-style-type: none"> 1) Ask the participants what one activity from yesterday stayed with them and is still fresh in their mind. And what are they themselves likely to try at home, from what they learned yesterday? 2) Ask the participants to show the toys they have completed at home (those who did). Praise them and ask to add the toys to the play area. 	
8:45-10:00	Module 1, 5th Meeting (Dealing with conflict) Simulation	<ol style="list-style-type: none"> 1) Explain that we will now do Meeting 5 together, on dealing with conflict. 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Invite the other volunteer to lead Part 2: News and problem-solving 4) Simulate Parts 3 and 4 of the Meeting 5. <ul style="list-style-type: none"> ○ <i>Note: If time allows, do at least one of two suggested role plays.</i> 6) Review the meeting briefly <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • Which of these activities, you think, will be most helpful to the adolescent girls and their partners? Why? • Is there anything that we could add or improve, in this meeting? 	
10:00-10:30	BREAK		
10:30-11:30	Module 1, 6 th Meeting (Teach your child right and wrong) Simulation	<ol style="list-style-type: none"> 1) Explain that we will now do Meeting 6 together, on discipline. 2) Ask the volunteer to simulate Part 1: Greetings and a game 3) Explain that for this practice, you will also skip problem-solving part (2) 4) Ask the volunteer to simulate Part 3 and 4 of the Meeting, but be attentive and ready to assist at any point. 5) Review the meeting briefly 	

		<ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • Which of these activities, you think, will be most helpful to the adolescent girls and their partners? Why? • Is there anything that we could add or improve, in this meeting? 	
11:30-12:30	<p>Module 1, 7st Meeting (Safety at home)</p> <p>Simulation</p>	<ol style="list-style-type: none"> 1) Explain that we will now do the last Meeting of Module 1 together, on safety at home. 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Skip Part 2: News and problem-solving 4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Be ready to assist as needed. 5) Review the meeting briefly (let the participants talk first, then add): <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What did the facilitators do very well, in Part 1, 3 and 4? • Is there anything they could improve, in their facilitation? 6) Look over the optional meeting, on First aid, and discuss who in the community could offer this session. <p>CELEBRATE THE END OF MODULE 1 WITH A SONG OR A DANCE!</p>	
12:30-13:30	LUNCH BREAK		
13:30-13:45	<p>Introduction to meetings on child development:</p> <p>Module 2, Meetings 1, 2 & 3</p>	<ol style="list-style-type: none"> 1) Explain that we will now be moving to a new Module and a new topic, on child development. Which meetings deal with this topic? (Yes, meetings 1, 2, and 3 in Module 2) 2) Take a poll: When does the child learn most? As a teenager? As a school child? During preschool years (4 to 5)? From birth to 3? (The ones who agreed with the last statement, have won!) 	

		<p>3) Explain that brain grows and develops fastest in the first 3 years. And everything the child experiences in the first three years, becomes the foundation for his future learning and life.</p> <p>4) What helps the brain develop? Brainstorm and then add the following:</p> <ul style="list-style-type: none"> ○ parents' and family's love and attention ○ responding to the baby's signals ○ talking to the baby ○ playing with the baby. <p>5) Conclude by saying: Just as the child needs food to grow the body, she needs our attention, talking and playing, to develop her mind!</p>	
13:45-14:45	<p>Module 2, 1st Meeting (What is our child telling us?)</p> <p>Simulation</p>	<p>1) Explain that we will now do Meeting 1 in Module 2 together, on responding to child's signals.</p> <p>2) Invite the volunteer to simulate Part 1: Greetings and a game</p> <p>3) Skip Part 2: News and problem-solving</p> <p>4) Simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home).</p> <p>5) Review the meeting briefly (let the participants talk first, then add):</p> <ul style="list-style-type: none"> ● What activities did we do? (find them together in the manual) ● Why is it so important to notice and respond to child's signals? ● Is there anything to improve, in the meeting? 	
14:45-15:45	<p>Module 2, 2n^d Meeting (Let's talk to our child)</p> <p>Simulation</p>	<p>1) Explain that we will now do Meeting 2 from Module 2 together, on talking to our children.</p> <p>2) Invite the volunteer to simulate Part 1: Greetings and a game</p> <p>3) Skip Part 2: News and Problem-solving</p>	

		<p>4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Be ready to assist as needed!</p> <p>5) Review the meeting briefly (let the participants talk first, then add):</p> <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What is the part of the meeting you enjoyed the most? • Is there anything to improve, in the meeting? 	
15:45-16:45	<p>Module 2, 3rd Meeting (Let's play with our child)</p> <p>Simulation</p>	<p>1) Explain that we will now do Meeting 3 from Module 2 together, on playing with our children.</p> <p>2) Invite the volunteer to simulate Part 1: Greetings and a game</p> <p>3) Skip Part 2: News and Problem-solving</p> <p>4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Pay attention and support the volunteer.</p> <p>5) Review the meeting briefly (let the participants talk first, then add):</p> <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What did you like most, in this meeting? • Is there anything to improve, in the way the meeting was conducted? 	
16:45-17:00	<p>HOMEWORK & TEA</p>	<p>1) Let the participants take their tea as you give them instructions for tomorrow</p> <p>2) Distribute the following activities to the participants: they should prepare to lead the group through these during simulation tomorrow, just like their colleagues led them today.</p> <p>3) Write participant's name next to each activity underlined below:</p> <ul style="list-style-type: none"> • Module 2, Meeting 4 (Eat to be strong, healthy and smart!) 	

		<ul style="list-style-type: none">• <u>Part 1: Greetings and a game:</u>• <u>Part 2: News and Problem-solving:</u> • Module 2, Meeting 5 (What's the best food for the baby?)<ul style="list-style-type: none">• <u>Part 1: Greetings and a game:</u>• (Skip News and problem-solving)• <u>Part 3 & 4: Main activity & Before going home:</u> • Module 2, Meeting 6 (Healthy snacks for our children)<ul style="list-style-type: none">• <u>Part 1: Greetings and a game:</u>• (Skip News and problem-solving)• <u>Part 3 & 4: Main activity & Before going home:</u>	
--	--	--	--

DAY 3 – TRAINING ON PARENTING PROGRAM FOR AGYW

TIME	TOPIC	STEPS	MATERIALS
8:30-8:45	Checking in	<ol style="list-style-type: none"> 1) Ask the participants what one activity from yesterday stayed with them and is still fresh in their mind. And what are they themselves likely to try at home, from what they learned yesterday? 2) Stand in a circle, and throw a ball to different participants, asking them questions on the previous meetings: <ul style="list-style-type: none"> • What are some signals that the child can give us? • What are good times to play with the baby? • From what age can the baby hear us? • What is an example of a good question to ask a child? • What game can you play with a newborn? • Can children with disabilities play? • When we want the child to listen to us, how should we talk to her? 	Homemade ball
8:45-9:15	Introduction to meetings on nutrition in Module 2	<ol style="list-style-type: none"> 1) Ask: Why do you think we have meetings in Module 2 that talk about nutrition? What are some of the issues that young families find challenging, when it comes to their nutrition? 2) Write 3 main topics on separate flipchart papers: <ul style="list-style-type: none"> • Eating during pregnancy • Breastfeeding • Feeding young children 3) Under each topic, brainstorm together what are some common challenges that families experience. List at least 3 per topic. 4) Quickly inform that Meeting 4 should help improve the nutrition of pregnant women and families in general; Meeting 5 aims to prepare mothers for breastfeeding and for feeding their children; and Meeting 6 looks at healthy and unhealthy snacks. 	

9:15-10:30	Module 2, 4 th Meeting (Eat to be strong, healthy and smart!) Simulation	<ol style="list-style-type: none"> 1) Explain that we will now do Meeting 4 together, on good nutrition. 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Invite the other volunteer to simulate Part 2: News and problem-solving (Note: no longer than 10-15 min) 4) Simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home), following the manual. 7) Review the meeting briefly <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • Which of these activities, you think, will be most helpful to the adolescent girls and their partners? Why? • Is there anything that we could add or improve, in this meeting? 	
10:30-11:00	TEA		
11:00-12:00	Module 2, 5 th Meeting (What's best food for the baby?) Simulation	<ol style="list-style-type: none"> 1) Explain that we will now do Meeting 5 together, on baby food. 2) Invite the volunteer to simulate Part 1: Greetings and a game 3) Skip Part 2: News and problem-solving (since it is the same in every meeting) 4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Pay attention and support with the steps. 5) Review the meeting briefly (let the participants talk first, then add): <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What parts of this meeting may be most useful to young mothers? • Is there anything to improve, in the way the meeting was conducted? 	

12:00-12:30	Module 2, 6 th Meeting (Healthy snacks for our children)	1) Explain that we will now do Meeting 6 together, on healthy snacks. 2) Invite the volunteer to simulate Part 1: Greetings and a game Break for lunch	
12:30-13:30	LUNCH		
13:30-14:00	Module 1, 6 th Meeting (Healthy snacks for our children) (cont.)	Continue with Meeting 6 on healthy snacks: 3) Skip Part 2: News and problem-solving 4) Invite the volunteer to simulate Part 3 of the Meeting (Main session) and Part 4 (Before going home). Be attentive and support as needed. 5) Review the meeting briefly (let the participants talk first, then add): <ul style="list-style-type: none"> • What activities did we do? (find them together in the manual) • What did you personally learn from this meeting? • Is there anything to improve, in the way the meeting was conducted? 	
14:00-15:30	Last meeting of Module 2 Post-test Plan for action	1) Review the steps of the last meeting (Reflect and Celebrate) of Module 2 together. Ask each participant to share one new thing they have learned in this training. 2) Do the post-test. 3) Ask each team of mentors and CHVs (per ward) to sit and make a plan for starting their parenting program. They should discuss and write up the steps they will take, based on the following questions on the flipchart: <ol style="list-style-type: none"> 1. How will they motivate the AGYW mothers to join? 2. How will they motivate partners (and significant others) to join? 3. What materials will they prepare before starting the program? 4. Where and when will the AGYW mothers meet, most likely? 	Post test Flipchart and markers Action plans (can be on plain paper)

ADD-ON SESSION ON PARENTING PROGRAM DURING REGULAR MEETINGS OF MENTORS OR CHVs

TIME	TOPIC	STEPS	MATERIALS
30 min	Share positive experiences from parenting program	<ol style="list-style-type: none"> 1) As supervisor, share an update on how many parenting groups are active and how many meetings most groups have done. 2) Ask the mentors or CHVs, one by one, to share what they think is working well, in their parenting groups. Ask if they see any changes in some of the mothers (and partners) and if so, what kinds of changes. 3) Add your own observations from the mentoring visits, of things that work well. Share any good practices that you observed that can be useful to other groups. 4) Celebrate the successes. 	<p>Data from the mentors</p> <p>Data from mentoring visits</p>
30 min	Problem-solve on any challenges	<ol style="list-style-type: none"> 1) Then ask each team (ward) or each facilitator to briefly discuss and then share one main challenge they have at this moment. 2) Note down the challenges shared, and add anything relevant from your observations from mentoring visits. 3) Brainstorm together on how the most common challenges could be solved. Let the teams help each other before giving your ideas. 4) Agree on the next steps. 	
30 min	Practice upcoming meetings	<ol style="list-style-type: none"> 1) Identify what parenting Meetings most groups will be doing, next month. 2) Ask the participants if there are any activities they would like to review & practice. 3) Invite 1-2 volunteers to simulate the steps of the session/s, and support. 4) Discuss if anything is still unclear. 	

