



**MINISTRY OF LABOUR AND SOCIAL
PROTECTION**
STATE DEPARTMENT FOR SOCIAL
PROTECTION AND SENIOR CITIZEN AFFAIRS

DIRECTORATE OF SOCIAL DEVELOPMENT



**NATIONAL POSITIVE PARENTING
TRAINING MANUAL
IMPLEMENTATION GUIDE**

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1. Overview of the National Positive Parenting Training

1.1 Introduction

The National Positive Parenting Training Manual Implementation Guide has been developed for government and non-government organizations who are delivering the *National Positive Parenting Training*.

This Implementation Guide provides all the practical information needed to prepare for, deliver and monitor a comprehensive parenting package to parents and caregivers and caregivers in Kenya.

The National Positive Parenting Training Manual is an evidence-based parenting intervention, delivered over 15 and half hour sessions, to parents and caregivers. The package consists of:

1. A **Manual**, containing:
 - a. Information and tips for the facilitators delivering the programme
 - b. The curriculum to be delivered to parents and caregivers for 15 sessions, and c) facilitator's notes which include additional background information;
2. A **Facilitator Training Package**, including an eight-day training-of-trainers' curriculum and a five-day training of facilitators curriculum, with supporting PowerPoint slides; and
3. An **Implementation Guide** (this document), including key steps and requirements for any organization wishing to deliver the programme, sample tools and resources for delivery, and monitoring and evaluation tools.

The *National Positive Parenting Training* package promotes the Government commitments to strengthening families preventing and responding to violence against children. A full outline of the relevant laws and policies, which underpin the package, can be found in the National Positive Parenting Programme Guidelines.

The National Positive Parenting Training contributes to Kenya's National Positive Parenting Programme. This is a multi-sectoral approach, grounded in a commitment to nurturing care. The National Positive Parenting Programme focuses specifically on improving how parents approach and execute their role as parents, specifically their parenting knowledge, attitudes, skills, behaviours, and practices. The National Positive Parenting Programme provides parenting education and parenting support within a broader range of family support services, all of which are necessary to enable families to remain stable and safe places in which children thrive. The *National Positive Parenting Guidelines* provide more information on the National Positive Parenting Programme, including the benefits of positive parenting, how positive parenting contributes to Kenya's development goals and commitments, the core principles and approaches that underpin the programme, and how positive parenting interventions may be delivered.

1.2 Programme vision and objectives

The vision of Kenya's National Positive Parenting Programme is:

Loving, safe, thriving families where children realise their full potential.

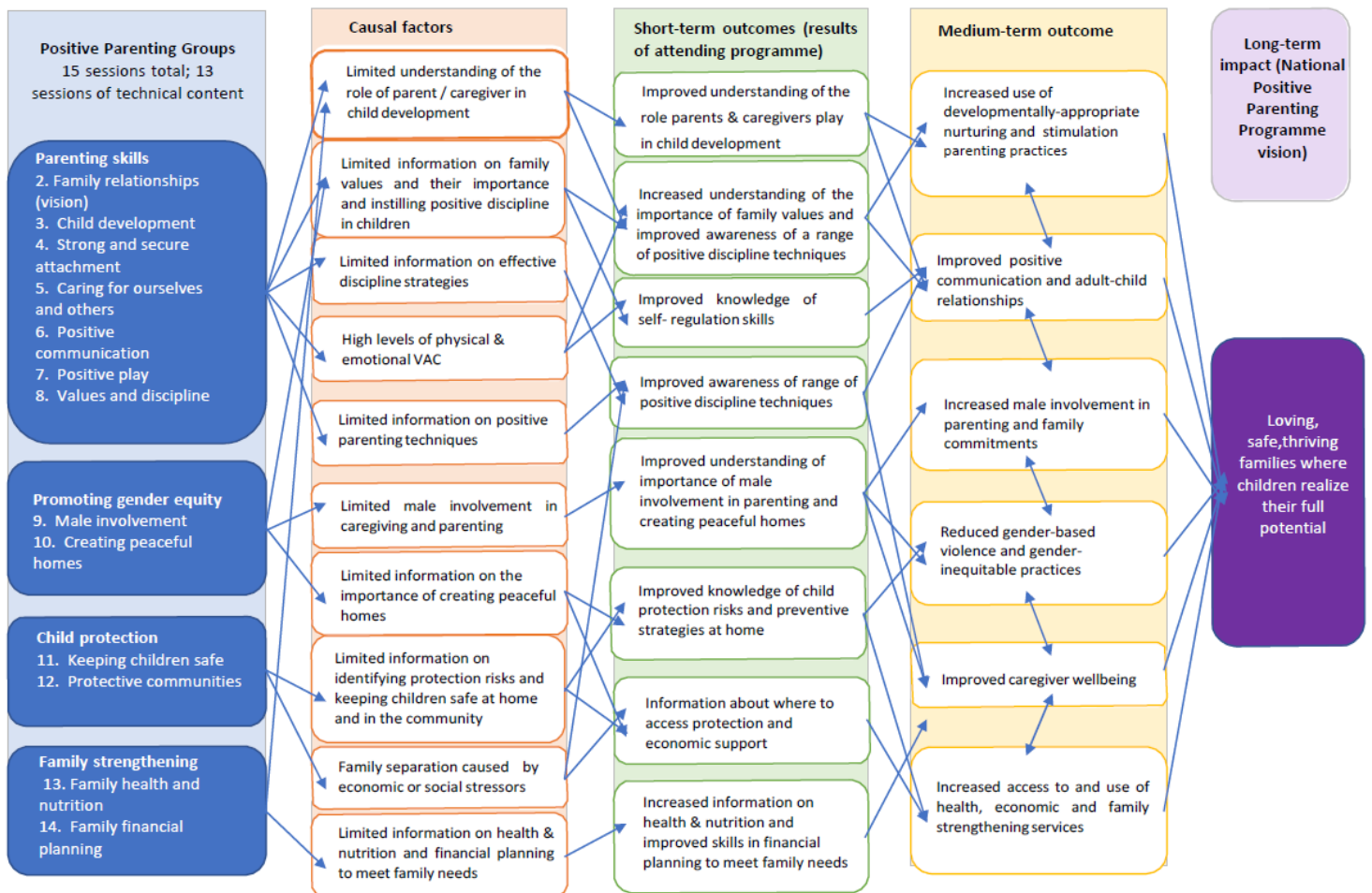
The National Positive Parenting Training contributes to this vision and has the following objectives:

- To increase the use of developmentally-appropriate nurturing parenting practices
- To promote positive communication and improved adult-child relationships in the family
- To increase male involvement in parenting and family commitments
- To reduce gender-based violence and gender-inequitable practices within the family
- To improve parent and caregiver well being
- To increase access to and use of health, economic, education, and other family strengthening services.

These objectives have been developed from national commitments and policies that demonstrate Kenya's commitment to family and child wellbeing. The objectives are based on national and global evidence that finds that positive parenting programmes can achieve such results.

1.3 Programme Theory of Change

Figure 1 below shows how the programme seeks to achieve the vision and objectives. The training programme is 15 sessions, including 13 sessions that each cover a core parenting behaviour, an introduction session, and an end of programme graduation. The topics address the factors that can contribute to family challenges, as identified in the draft National Policy on Family Promotion and Protection. Parents and caregivers who complete the programme will have improved knowledge, understanding and skills in positive parenting and in practical family strengthening. Participants will be supported to apply this knowledge within their own families over the longer-term in ways that are suitable for their own family's reality and context, increase positive parenting practices, and have increased access to support where this is needed. These improved practices should contribute to the programme's vision, when families are also supported with other necessary family supports.

FIGURE 1 POSITIVE PARENTING' GROUPS THEORY OF CHANGE


1.4 How the National Positive Parenting Training is implemented

1.4.1 Who attends the National Positive Parenting Training

The National Positive Parenting Training has been designed to be of benefit for all parents and caregivers in Kenya, including:

- Parents and caregiver of all ages, who are parenting children of all ages from 0 to 17 years
- Parents and caregivers who are parenting in all kinds of family structures, including alternative family-based care arrangements
- Parents and caregivers who are parenting children with a range of unique need
- Expectant parents.

Priority should be for parents and caregivers who are experiencing challenges in delivering their parenting as highlighted in the National Policy on Family Promotion and Protection. They include:

- Families experiencing violence
- Families affected by drug and alcohol abuse
- Families with caregivers or children with disabilities

- Families in poverty and skip-generation households
- Families at risk of separation or already separated
- Adolescent parents
- Families affected by humanitarian crises

The programme actively seeks the involvement of fathers and male caregivers and works best when both parents are attending the sessions, including active encouragement of spouses and other co-caregivers attending together. See Section 2.4.3 for more information on promoting male involvement.

Adolescent girls and young women who are mothers are also actively encouraged to participate by consulting them on specific needs they have to actively participate in the programme. (This may include, providing options for childcare, scheduling sessions at times that do not interrupt their schooling, or involving husbands, parents, other important family members in discussions about the programme to seek their agreement for girls' participation).

1.4.2 National Positive Parenting Training content delivery

The programme is made up of 15 sessions each of 2.5 hours, delivered between groups of 15 and 24 parents and caregivers, by two trained facilitators (ideally female and a male)

The National Positive Parenting Training reflects the core principle of the draft National Policy on family promotion and protection-promoting family resilience , building on existing family strength and promoting participation.

The session must be delivered in the correct order Table 1 Each session provides information and an opportunity to practise positive parenting skills. The information and skills in one session are used in the following session to build up knowledge and expertise in positive parenting techniques. The first session is an introduction to the programme and a pre-evaluation of parenting knowledge and attitude. The final session is a graduation session, where participants celebrate their own progress, that of the group and have a chance to share what they have learned with their families and wider community.

There may be some circumstances where it is difficult to deliver the full 2.5-hour session. It is possible to deliver a condensed version of each session which takes half the time (about 75 minutes). Each condensed session includes 2-3 discussion based and skills practice activities, plus the key messages. You can identify the core activities for each session by looking for the star icon in the session summary. Each of the sessions follows a set format using active group-based learning with a focus on practising positive, non-violent parenting techniques.

TABLE 1 SESSIONS IN THE NATIONAL POSITIVE PARENTING TRAINING

Introduction	1. Introduction to positive parenting and the group
Positive parenting	2. Family relationships 3. Child development 4. Strong and secure attachment 5. Caring for ourselves and others 6. Positive communication 7. Positive play 8. Values and discipline
Promoting gender equality	9. Male involvement in parenting 10. Creating peaceful homes
Child Protection	11. Keeping children safe 12. Protective communities
Strengthening families	13. Family health and nutrition 14. Family financial planning
Graduation	15. Graduation and celebration

The sessions should be delivered ideally once per week, at a schedule and time agreed with participants, to allow participants enough time to complete home practice in between sessions and discuss the programme with their family and friends, but not so much time that they forget the content.

Where possible, group sessions can be complemented by home visits to parents and caregivers who have not been able to attend the sessions or who need additional support. This may be more opportunity to discuss session content, psychosocial support, or referrals to other services that the family may require. Home visits are recommended but not essential.

The complete National Positive Parenting Training should take somewhere between 4 and 6 months to complete for each group of participating parents and caregivers.

Sessions can be delivered in any location that is easy and safe for all participants to access, and where participants can speak freely. Sessions can be delivered in community settings or within service delivery points if delivered by an organisation that works in that site (for example, day care centres, in hospitals/clinics, in local Government offices, churches and mosques, etc.). Consideration of access for persons with disabilities is highly encouraged. More details on considerations for appropriate venues can be found in section 2.1, below.

The National Positive Parenting Training will be ideally complemented by wider community sensitisation through supportive mass media messaging, community discussions, streamlining in existing service provision, and others; see details for the different approaches to delivering key

positive parenting messages in the National Positive Parenting Guidelines. See Annex C for more information on community engagement and mobilisation.

1.4.3 Who delivers the programme

Two trained facilitators (ideally a female and a male) deliver the sessions to groups of between 15 and 24 parents and caregivers. It is important that facilitators deliver the training in pairs, and that the group size is limited to maximum 24 members, as this helps to keep the sessions within the allocated time (2.5 hours per session).

The National Positive Parenting Training forms part of a larger National Positive Parenting Programme, with roles and responsibilities of different Government Ministries. They include, Directorates of Social Development and Children's Services, and Ministries of Health and Education, Department of Gender, the County Government, as well as civil society.

It is important to prepare Memoranda of Understanding between County and sub-county stakeholders about delivery of the National Positive Parenting Training, to ensure agreement on how the programme is to be delivered, through which platforms, by whom, and with which resources. It is also an important way to support referrals for participants in the National Positive Parenting Training. Memorandum of Understanding (MOUs) can also clarify issues of accountability and leadership among priority stakeholders by outlining clear roles and responsibilities. This might include:

- Agreement on use of space for training for *National Positive Parenting Training*
- Delivery of parenting training for other partner organisations, or shared facilitation / supervision
 - Agreed two-way referrals of vulnerable families to participate in the parenting programme, and referral from the parenting programme to receive the services provided by the stakeholder
 - Agreed collaboration and coordination mechanisms (including for monitoring and evaluation of the programme), and accountability lines (including for supervision and reporting).

1.4.4 Implementing organisation role and responsibilities

Any Government or Non-government organisation that is working with families and with parents and caregivers is eligible to deliver *the National Positive Parenting Training*. To do so, they must have:

- Experience delivering parenting or family strengthening programmes
- Experience of programming on child protection, violence prevention and response, and/or family support and strengthening
- Experience in, and knowledge of, the local community where the parenting programme is to be implemented, including working closely with local government coordination mechanisms, multi-sectoral service providers, and strong relationships with the local community
- Evidence of cultural sensitivity and commitment to participation of men, women, and children including those with disabilities and other health conditions
- Comprehensive policies and mechanisms in place to ensure the safeguarding, protection and well-being of children and all programme participants
- A commitment to working in coordination with the national and county-level coordination structures including reporting all findings to the county level coordination structure, to implementation of the National Parenting Training to the standards set out in this

Implementation Guidance, and a commitment to monitoring the programme.

Implementing organisations are encouraged to adapt the programme to local context but should retain the core parenting programmes and mode of delivery. See Section 2.2 for adaptation guidance.

Parenting programmes are most effective when they are delivered as part of a larger programme, such as violence prevention, early childhood development or family support and strengthening. It can be particularly useful to 'layer' positive parenting education groups onto existing group interventions (for example, village savings and loans groups, prenatal groups, etc.); leveraging existing group cohesion can help with retention. Layering positive parenting education groups onto individualised interventions can be challenging, as group members may not be located near each other.

If *positive parenting education groups* are being delivered as part of a larger programme, it is important to ensure that the manual content and delivery is adhered to, to ensure **fidelity** (staying true to the core objectives, outcomes, and approaches, see Programme vision and objectives above). This is because these core objectives, expected outcomes and approaches have been evaluated and found to be effective. However, the programme can and should be adapted to local context, see Section 2.2 for guidance.

The implementing organisation is responsible for ensuring that facilitators are fully trained, local community leaders and actors are involved, and there is regular supervision and support for facilitators, to promote reflection, good practice and learning over the programme. See Section 2.3.3 for more information on facilitator support, and 2.7 for budgeting considerations.

2. Guidance for implementing the National Positive Parenting Training Manual

The guidance below provides key implementation guidance for any organisation wishing to implement the *National Positive Parenting Training*.¹

2.1 Choosing where to implement

The implementing organisation should prioritise locations or communities that have the greatest need. This will require discussion with local stakeholders, including Government and traditional leadership and considering the following issues.

*a) Are there families with children in the area who would benefit from the programme? Positive parenting education groups are a family-based intervention, for caregivers living with children in family units. It is not suitable for caregivers of children who are living away from home in residential care.*²

b) Are there other programmes and services to complement the parenting programme? Map the programmes and services that are delivered in the target areas by your own organisation and other stakeholders. It is essential to link to other sources of support for children and families, especially:

- Health, nutrition, and economic support services for families living in extreme poverty or facing chronic health situations
- Referral and follow up case management of child protection, prevention of harmful practices, or domestic violence services
- Referral and follow up services for children or caregivers living with disability and other health conditions

Service providers may include formal (government or NGO) service providers, relevant community groups, or informal mechanisms, such as faith-based groups or traditional societies that provide emotional and spiritual support for vulnerable families.

c) Is there available training space?

Appropriate meeting spaces should be:

- Able to comfortably hold up to 26 adults (maximum 24 participants and two facilitators). The room must have enough space for people to move around easily during activities. There should be space for people to eat together at the start of the session if snacks are being provided.
- Comfortable enough that group members can focus for 2.5 hours i.e. comfortable seats, air flow, not too hot/cold, access to water and washrooms, etc.
- Private enough that group discussions can take place with minimal risk of being overheard, and to show that the meeting is upon invitation only (i.e. new faces are not able to join meetings each week) Free of interruptions
- Safe for young children (who may be brought to the group by their parent/caregiver)
- Accessible and safe for group members, i.e. participants should not be required to travel long distances to attend the sessions, unless the implementing organisation has transport budget available, members should not be at risk if travelling to and from the training space at dusk
- When required, the space must be COVID-safe, with room for physical distancing, and appropriate ventilation.
- Accessible to people with disabilities or adapted to make it possible for their attendance.

Outdoor community-based settings that lack shade and privacy are **not** appropriate to host the sessions.

d) Is it possible for parents with small children to attend?

The sessions are designed for parents and caregivers. If parents and caregivers bring their children,

the implementing agency can choose to provide childcare by qualified childcare workers who are managed by the organisation, for safeguarding purposes.

There must be space for children to be cared for in a way that enables their parents and caregivers to fully participate in the session.

e) Is there support from local community or faith leaders?

Support from local government, community and faith leaders is essential for programme success. Local leaders play a central role in mobilising buy-in to the programme. In particular, they play an important role in ensuring that men and women both understand the benefits and encourage participation.

It is useful to first meet with local government, community leaders, and faith leaders to introduce the programme, and identify ‘champions’ who you can work with. This is also a way to learn about potential community assets/resources that can be leveraged for the programme (e.g., free meeting spaces) and barriers to participation, and to find solutions (e.g., strategies for male participation) together with local leaders.

See Annex C: Community Mobilisation Guide for more information on linking with and working with local communities.

2.2 Adaptation³

Adaptation means adjustment of *the National Positive Parenting Training Manual* content and structure to optimally suit the needs and reality of the target population. Implementers and facilitators are encouraged to make small adjustments to ensure suitability to local contexts and the particular needs of priority groups. However, fidelity to core content and principles (that is, to the key messages of each of the positive parenting topics and to the active adult learning approach) must always be maintained – the programme has been designed using evidence of the effectiveness of these topics and approaches so if they are changed, there is less chance that the programme will have the desired results.

The following types of adaptation are important:

- Cultural adaptation: Adjusting key messages to the intended audience to represent cultural heritage and language. Cultural equivalents of words, examples, proverbs, and pictures can be used to present content in a locally relevant and understandable way.
- Cultural optimisation: Developing content or material directly for the cultural target group. This might include an additional activity or discussion on a cultural practice (e.g., a healthy nutritional practice that is particular to that culture) or structure that forms a key part of the culture (e.g., a parenting approach or family practice endorsed in that culture, for example, kafaalah as a form of childcare).
- Cultural validation: Testing of culturally adapted material with the intended audience prior to widespread dissemination in that area.
- Translation: Conversion of original text into other languages. High quality translations are never literal translations but give priority to the meaning and intention of the original text.

Adaptations to the programme are encouraged if they maintain fidelity to the programme objectives and approach.

- a. Surface level adjustments that maintain programme integrity while increasing acceptability. These adaptations include changes in characters’/place names, etc. These should be done by the service provider.

- b. Minor level adaptations: These are minor changes that maintain the core programme integrity and may or may not affect the impact of the programme. Examples of such changes might be a change in the way an activity is delivered to meet the needs of the participants, e.g. moving from a reading to a speaking activity or separating men and women. These adaptations might require consultation with and approval from the lead agency.
- c. Structural adaptations: Major adaptations to programme content and structure may affect the core programme integrity and reduce benefits. Examples include omitting modules, introducing additional topics within or in addition to existing modules, changing key messages (e.g. focusing on the importance of education and reducing time spent on focusing on the importance of play). The principles around core parenting content (Section 1.3) should be adhered to.

Any proposed changes should be discussed with and approved by the Director, DSD).

2.3 Workforce planning

2.3.1 Workforce overview

Having a well-trained and supported workforce is the most important element for the success of the National Positive Parenting Training!

The following elements are essential for a well-trained and supported workforce:

- recognition of the value of facilitators in supporting families;
- an expected level of effort in line with national and county human resource standards (including stipends, supportive supervision, and reporting procedures), and in line with the National Volunteer Policy (where facilitators are not employed staff);
- where facilitator responsibilities are being added to an existing workload (as compared to group facilitation being the full-time position), pre-existing workload must be adjusted appropriately to accommodate the new responsibilities; this also applies to the availability and support for supervisors;
- ongoing training and support for all cadres involved in delivery;
- commitment to safeguarding and *do no harm*, to be applied in recruitment and supervision of the parenting workforce at all levels (see Section 2.3.6);
- active inclusion of the male workforce to promote male engagement, and commitment to gender equity as role models within communities;
- a referral process to make linkages with other essential services for parents and caregivers and their families.

Any implementing organisation should have the resources to be able to train, staff and support the programme to ensure that it is delivered appropriately. If the programme is being delivered within an existing programme, for example by early childhood development centre staff to existing mothers, fathers, and other caregivers, then each facilitator is likely to facilitate fewer groups, because they are doing it within their existing work (their existing workload must be adjusted appropriately to accommodate their new responsibilities).

Facilitator to participant ratio: Groups should comprise no more than 24 people (plus no more than two facilitators)

Supervisor to facilitator ratio: Each supervisor should have no more than four pairs of facilitators to supervise (i.e. eight facilitators in total), to ensure adequate quality control. If supervisory

responsibilities are being added to an existing workload, the workload must be appropriately adjusted to accommodate the additional activities, and the supervisor's job description updated accordingly.

Number of groups per facilitator: Each facilitator should be expected to facilitate no more than three groups per week, and ideally fewer (especially if they have other responsibilities beyond group facilitation). If group facilitation responsibilities are being added to an existing workload, the workload must be appropriately adjusted to accommodate the additional activities, and the facilitator's job description updated accordingly.

Number of cycles per year: Each programme cycle is around four months (15 sessions per programme, assuming sessions are held weekly). Additional time is needed for recruitment of participants and ongoing support.

For organisations that cannot guarantee the resources and support for this intensive group curriculum delivery, consider integrating core parenting messages into existing community or family support work.

2.3.2 Programme oversight and coordination

There must be a robust and ongoing investment in training, coaching / mentoring, and supportive supervision to maintain fidelity of the parenting programme (i.e., to make sure that the facilitators deliver the content as prepared and within time) and to link parenting work with other support and services provided to parents and caregivers for their families well-being and children's development.

Depending on how many groups the implementing organisation targets, wishes to reach, it may be necessary to have a full-time staff member managing the programme. This role might include:

- Advocacy on parenting at local, county, and/or national level;
- Participation in coordination networks;
- Ongoing oversight of referrals from and to (consider using *to and fro* instead of *from and to*) parenting programme (including periodic assessment of quality of referral services) ▪ Quality control of the programme;
- M&E oversight including identifying any ongoing research relating to the programme;
- Applying the findings of the parenting programme to broader project and organisational objectives;
- Dissemination of findings to modify the programme and inform scale up.

See *Annex A* for a sample job description.

2.3.3 Facilitator and supervisor roles and responsibilities

National Positive Parenting Trainings are delivered by trained facilitators, and should be delivered in pairs.:

- Having two facilitators has been found to increase the potential for quality delivery of the

programme., This is because the two facilitators support each other and can monitor engagement of participants.

- Having one male and one female facilitator can enhance male engagement and support open discussion in mixed groups.; As for single sex groups, it is recommended that there be one male and one female facilitator, to promote the concept of male involvement in parenting. (Consider : In both single sex and mixed groups, it is recommended that there be one male and one female facilitator so as to encourage open discussion and enhance male engagement and involvement in parenting.)
- Sessions can continue in the case of sickness of one facilitator (consistency of sessions is important to retain participants' attendance as it becomes part of their weekly routine). All facilitators must have completed **the five-day training**.

Facilitators may be **staff or community volunteers**, such as Lay Volunteer Counsellors or Child Protection Volunteers, who work for an agreed stipend. Each implementing organisation can set their own agreements, but it is important to recognise the intense level of effort and responsibility for the work; it is not realistic to expect facilitators to 'add on' delivering parenting as part of their usual full workload; workloads must be adjusted accordingly.

Facilitators should be **familiar with the local community**, it is recommended that they have **personal experience as parents/ caregivers** or have experience working with children, so that group members perceive them to be credible.

Sociocultural factors of the particular target group should be considered when assigning a facilitator. For example, some groups may respond better to older facilitators (i.e., who are perceived as experienced and wise) while other groups may respond better to younger facilitators (i.e. those who are perceived as relatable, and know about the most 'modern' parenting skills). In some communities, parents may not be comfortable having a facilitator who is younger and from that community (e.g., because they feel they helped to raise the facilitator and thus find it odd learning about parenting from them).

Facilitators must be role models for non-violent and positive parenting.; This is an essential characteristic, in addition to educational and/or professional experience.

Facilitators should be supervised by staff from the implementing organisation who are advanced parenting facilitators with supportive supervision experience.

Supervisors must have clear job descriptions and be equipped with the resources to provide sufficient support (coaching/mentoring); this may include financial resources to attend, go to group meetings to observe, and to meet with their facilitators in different locations.

Supervisors should understand and be able to demonstrate strengths-based learning and coaching and have extensive experience of parenting support. They should also be familiar with support for families facing stress arising from domestic violence, chronic poverty, disability-related stigma, chronic health conditions, and similar occurrences.

Sample facilitator and supervisor job descriptions are in *Annex A*.

2.3.4 Facilitator recruitment

If facilitators identified from existing staff or community-based volunteers already working with your organisation, can be encouraged to apply through internal processes.

If facilitators are being recruited from the local community, publicise the positions through

existing community networks, community-based service providers and at community stakeholder meetings held to introduce the programme (see Annex C: Community Mobilisation guide).

The following steps should be taken, whether facilitators are being selected from existing project personnel or externally recruited from community or other service providers:

- Advertisements to ensure an open application. These can be circulated through existing networks and word-of-mouth, placed in locations where potential facilitators may gather, such as community-based centres.
- Consider proactive targeted recruitment in priority communities. For example, are there experienced facilitators already working with adolescents, or early childhood development, or on other violence prevention initiatives? Are there older women or men who are foster parents and have extensive parenting experience?
- Encourage male facilitators to apply to promote their involvement
- Shortlist potential candidates, using the criteria set in the job description (see *Annex A*).
- Potential candidates must be interviewed to assess overall levels of interest and experience, a written test to assess ability to document sessions, and ideally a practical session to observe the candidate's facilitation skills and positive parenting approach. If the practical session is not possible, it will be important to make it clear to potential candidates that they must pass the training programme before being selected.

It is essential that reference checks are completed for all candidates, as they will be interacting with children and vulnerable adults. References should be requested from community leaders, community members and previous employers to ensure that the candidate has a good reputation in the community and is not known to engage in violence, exploitation or other forms of abuse. Where feasible, police checks may be sought.

Male and female facilitators: The *National Positive Parenting Training* promotes the idea that both men and women have an equally important role in parenting. In some cultural contexts, it may be appropriate to have single-sex parenting groups and therefore important that facilitators are the same sex as participants, but it is important to ensure that both men and women can participate in the programme. It may be necessary to actively take steps to encourage both male and female facilitators. Strategies may be to work with local organisations who are addressing issues such as challenging gender norms or working on female participation in education or employment.

2.3.5 Facilitator training

Facilitators are trained by the implementing organisation supervisors and other local actors, such as DSD representatives and DCS Children's Officers.

Prospective supervisors must complete the eight-day Training of Trainers (TOT) programme to gain skills on how to train facilitators and also on how to implement and monitor the programme.

Trained supervisors deliver a five-day facilitator training programme, focusing on delivering the curriculum, the importance of referrals, and active and engaging facilitation techniques. The facilitator training materials form part of the TOT programme package.

The facilitator training includes a pre- and post-test and practical assessment of facilitation skills, which will identify whether participants can be a *National Positive Parenting Training* facilitator.

Ideally, facilitators should start delivering the programme within one month of completing the training to ensure they have retained the knowledge and skills learnt during the training.

Facilitators should undergo a probationary period of delivering one complete programme (i.e. all 15 sessions) assessed by the supervisor. It is recommended that facilitators complete the post-test assessment again after delivering one complete programme so as to measure progress and help guide areas for future supervision, mentoring and potential additional training.

2.3.6 Safeguarding Policy and Code of Conduct

Implementing organisations **must** have a safeguarding policy in place, Staff and volunteers must be familiar with the policy and have signed a code of conduct.

Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children or to adults at risk of abuse or violence; that is, they do not expose children or others to the risk of harm, and they report any concerns about children's safety to the appropriate authorities (the organisation's management and usually the local Children's Officer).

Safeguarding includes:

- Having systems that promote a safe and secure space and do the most to prevent harm, through having:
 - A safeguarding policy and procedures
 - Safe recruitment practices
 - Safeguarding training for everyone involved in working with children, adults at risk and families
 - A designated focal point (safeguarding officer) who leads in promoting, safeguarding and responding to concerns, risk assessments and monitoring how you're doing.

- Responding to child abuse and exploitation concerns and disclosures and experiences of violence and abuse to adults at risk.

A sample Code of Conduct will include:

1. Place children's rights and the best interests of the child at the centre of everything.
2. Respect each other and work together; always use clear and effective communication.
3. Be a positive role model, act with integrity and never misuse your position of trust. Help to create a safe, inclusive environment for all children and adults at risk.
4. Be aware of any perceived or actual power you may have over others and take proactive steps to address it (for example, explaining this Code of Conduct to children and their parents/caregivers).
5. Never initiate inappropriate physical contact with a child or adult at risk.
6. Be sensitive to social and cultural differences, but never permit cultural 'norms' to be used to justify behaviours that harm children and women.
7. Doing nothing is NOT an option: report all bullying, abuse and exploitation concerns and disclosures, both online and face-to-face, as soon as possible, as outlined in this Policy, always prioritising the safety and well-being of the child and adult at risk.

For more information on developing a safeguarding Policy, see the open access training and support resources from Keeping Children Safe (<https://www.keepingchildrensafe.global/>).

2.4 Preparing for programme delivery

Once the overall delivery approach has been developed and the facilitators and supervisors are

recruited, and trained, programme delivery begins.

2.4.1 Community engagement and mobilisation

This information is included in *Annex C: Community Mobilisation Guide*.

2.4.2 Parent and caregiver (participant) recruitment

The ideal is to have between 18-24 participants per group, ideally recruited from the same geographic area, or workplace, or community group, to facilitate attendance and peer-to-peer support. Couples are actively encouraged to join.

Sample criteria for participation should include the minimum requirements:

- Primary or significant parenting role for child(/ren) aged 0-17 years;
- Able and willing to attend regular (usually weekly) 2.5-hour sessions for 15 weeks;
- Interest in participating in the programme.

Other possible criteria might include:

- Specific age or other characteristics, such as fathers/male caregivers, parents who are adolescents, pregnant women and their spouses/co-parents, expectant parents;
- Parents or caregivers who have children facing particular challenges, such as caregivers of children with disabilities, foster parents, or similar;
- Parents or caregivers from families who have been identified as facing additional stresses on the family, such as violence, poverty, etc.

Implementing organisations should develop a recruitment strategy that reflects their organisational priorities. For example, if they are focusing on early childhood development, they should seek to recruit parents and caregivers with young children, maybe considering those who do not currently attend local ECD activities. If the programme is focusing on violence prevention, the priority recruitment will be parents and caregivers who are already identified as needing additional parenting support through, for example, psychosocial support programmes or child protection or gender-based violence interventions.

A recruitment strategy may consist of:

- Contacting potential participants through existing client register or referrals; 18
- Conducting direct recruitment amongst the targeted community, through the following possible routes:
 - Flyers, posters, presentations at Barraza;
 - Use of local radio and other media, including social media;
 - Door-to-door recruitment in priority communities;
 - Recruitment via *nyumba kumi*, mosques, churches or other religious institutions, health clinics, gender-based violence clinics, schools.

When recruiting, include the following information:

- What the programme contains, with an emphasis on promoting positive parenting and building on strengths, focusing on mutual support, etc.
- Benefits of participation
- Expected time of commitment and the requirements for participation (the agreed

criteria).

If the implementing organisation has undertaken an assessment of the local community, use the report to identify the best recruitment process. It is important to give information that is positive and seeks to build on parenting strengths to guide in participation in the parenting programme.

It is important to reach priority groups who may not easily access information:

- Conduct community outreach to identify men with the supp; Not clear
- Adapt and mobilise according to the specific requirements of the selected group where relevant , adapted for use by a specific faith group, foster parents, teen parents, etc. (see 2.2 for information on adaptation);
- Ensuring that potential participants who are excluded due to practical reasons (money, childcare) can attend e.g. by providing childcare services during training and information sessions or facilitating transport;
- Integrate parenting interventions into other ongoing initiatives (e.g. livelihood programmes, psychosocial support interventions for refugees, programmes for people living with disabilities) and service delivery platforms (e.g. ECD centres, adult learning centres, health clinics, multi-sectoral service delivery points / neighbourhood centres / Child Advisory Committees services at sub-county level) to facilitate parents' access.

2.4.3 Promoting male involvement

The *National Positive Parenting Training Manual*, in line with the draft National Policy on Family Protection and Promotion and other national policies, believes that families do well when men are engaged and are actively engaged in family life. This means being present, having open and respectful communication with everyone in the home, and contributing together to child rearing and other family activities.

Often, social messages do not support men's active role in the family; *positive parenting education groups* seek to address this by actively targeting men. The following are some ways:

- Request that local government leaders, especially from DSD or local NGAO, formally introduce the programme during Barraza or other community platforms, to give credibility to the programme, emphasise its importance, indicate clearly that men are a primary target of the programme (given their important role within the family) and therefore are encouraged to participate;
- Engage male community leaders, role models, community influencers (this may include positive social media influencers, or respected male elders), religious leaders and counsellors, celebrities and youth-led networks to promote male caregiving, for example, through religious congregations or sports associations;
- Offer flexible arrangements, such as conducting sessions in the evening or over the weekend to accommodate caregivers' busy schedules – this is especially useful to reach men engaged in formal full-time employment;
- Offer interventions in locations where men may feel comfortable attending, including academic institutions, places of worship, community centres, sporting venues, popular kibanda/coffee shops, and workplaces;

2.4.4 Home visits⁴

A home visit is a useful way to introduce the parenting programme and find out more about prospective participants. It can be especially useful when the programme is being delivered to families who are under

stress and could benefit from one-to-one support.

Individual home visits may be conducted during a targeted recruitment drive or after parents and caregivers have initially expressed interest, for example by signing up at a community meeting.

Visits should be held by a trained facilitator or designated organisational staff who are familiar with *the National Positive Parenting Training Manual* and broader positive parenting and family strengthening approaches.

An initial home visit should be undertaken long enough in advance of the planned programme to be helpful in finalising group participation (4-6 weeks or more),

⁴ The home visit model is described in: Clowns Without Borders South Africa (Parenting for Lifelong Health). (2018). *Sinovuyo Teens Implementation Guide*; International Rescue Committee (2012). *Happy Families Program Implementation Guide* before the programme starts. This will assist potential participants not to feel that they are forgotten after expressing initial interest, but leaving enough time to finalise group formation plans or to recruit additional potential participants if necessary.

Either in the same visit or in a follow up, confirmation home visit, further information can be provided. The purpose is to:

- confirm eligibility of the parent or caregiver for participation;
- gather contact details (phone number and physical address) to help locate families and provide updates on programme delivery schedules;
- provide additional information about the parenting programme where necessary ;
- learn about any particular needs or requirements of the family, such as disability-specific requirements, or could be to learn about particular concerns or issues faced by the parent or caregiver, such as family dynamics,

Home visits are a useful opportunity to identify potential challenges hindering participation. For example, if there are concerns within the community about women participating in the programme, this is an opportunity to find out the reasons for non-participation. The programme team could then use the findings from home visits to discuss how to promote greater involvement, for instance by discussing with the Local Stakeholder Advisory Board.

2.5 Preparation for implementation

2.5.1 Scheduling

All potential participants must be informed that they have been selected, the venue and time of the first session.

Further information on preparation is in the *National Positive Parenting Training Manual Part A*.

The timing of sessions is agreed in accordance with the preference and availability of potentially participating parents and caregivers. This should be discussed in the introductory session, and particular attention should be paid to those facing additional constraints, such as young mothers who may be in school.

The programme actively encourages home practice between sessions and home visits, for participants to practise new concepts and techniques, which is reviewed at the start of each group session as a way of reinforcing key messages.

Ideally, the programme should run consecutively for approximately 15 weeks. Organisations should plan to ensure that national (e.g., religious holidays such as Ramadan and Christmas,

national elections,.) or seasonal events (e.g. harvest) do not interfere with the delivery period., can be challenging to re-mobilise group members after a significant break and learnings from previous sessions may be forgotten (each session builds on the previous session).

2.5.2 Preparing the training venue

You will need to ensure the training space is ready for the first session. This includes: ensuring that there is an agreed MOU with the facility provider, including agreements on cleaning and maintenance of the training space, provisions for safe drinking water and toilet facilities, and child care if offered.

Any additional items to make the training space comfortable and safe (e.g. cushions or mats for women with infants, lights, additional seating, disability aids) should be bought.

2.5.3 Childcare

Follow guidelines from your organisation from local government services, when seconding or hiring childcare staff, following all safeguarding procedures. Consider purchasing small toys / collecting recyclable materials for use as play materials, pillows or blankets, to make sure the childcare space is comfortable and safe.

If childcare is provided in partnership with a local childcare service, ensure that the childcare venue is aware of the number of children coming, and when.

2.5.4 Refreshments

Decisions about whether to provide refreshments depends on the implementing organisation, and the implementing context (e.g., if the meeting space is hot, if young children are attending, etc.). Providing refreshments is a demonstration of commitment to caring for ourselves and celebrating our skills as parents and caregivers which is at the foundation of *the National Positive Parenting Training*, however it should not be seen as a primary incentive for attendance.

Where refreshments are not provided by the implementing organisation, group members can be encouraged to bring their own resources; thus encourages ownership, and sustainability of the group. However, consideration should be given to align the approach with other groups operating in the same area, to prevent avertedly creating competition between groups.

2.5.5 Materials

Each facilitator will need to have a hard copy of the *National Positive Parenting Training Manual* and core training materials, including flip chart paper, markers, tape, blank A4 paper, coloured pencils, scrap paper. The facilitator guide provides a list of the materials needed for each session. All additional materials are made from locally available resources.

For groups that are literate, facilitators may wish to supply notebooks and pens to members.

2.6 Monitoring, Evaluation and Reporting

Monitoring and evaluation is essential to understand **if**, **how**, and **why** the programme is achieving its goal.

The following are the key monitoring tools that are applied before, during and after programme delivery by the implementing organisation:

Data collected	Purpose	Who collects and when
Participant attendance	Tracking coverage	Facilitator, register, per session
Self-report and supervisor monitoring visits during session delivery	Ensure fidelity of programme delivery	Facilitator using self-report Supervisor using monitoring checklist, ideally at least every second or third session
Pre- and post-test for participants	Measure change in knowledge, attitude and practice of participants	Facilitator administers in Sessions 1 and 15.

See Annex B for the monitoring and evaluation tools. Facilitators should report within their organisation/agency; organisations will then share data to county-level DSD at the end of each group cycle. As the Community Development Information Management System (CDIMS) is strengthened, implementing organisations/agencies should report using the CDIMS directly.

2.7 Budgeting

Costs will vary according to how the implementing organisation plans its delivery, i.e how; – many groups run, many facilitators and supervisors trained, far to travel, often supervision is held, etc.

The following is a sample checklist to facilitate costing the implementation. The greater the number of staff trained and groups run, the lower the per capita costs will be.

	Number of units
<i>Planning meetings and stakeholder engagement</i>	
Venue	
Food	
Printing of programme	
Accommodation Transport	
Training	
<i>Facilitator training (maximum 24 facilitators per group)</i>	
Facilitator manual (1 per participant)	
Implementation guide (1 per participant)	

Worksheets and handouts	
Workshop attendance register	
Notebook and pen (1 per participant)	
Flipchart paper and stands	
Workshop attendance register	
Materials for delivering the National Positive Parenting Training: crayons, coloured paper, sticky stuff, tape for sticking paper to walls, notebooks and pens	
M&E tools (attendance register, pre-/post-forms, facilitator self-report forms,)	
Venue	
Food	
Accommodation	
Transport	
Trainer stipend	
Programme implementation	
Printing of facilitator manual, worksheets, handouts	
Attendance register	
Notebook and pen (1 per participant)	
Flipchart paper and stands	
Workshop attendance register	
Materials for delivering the National Positive Parenting Training: crayons, coloured paper, sticky stuff, tape for sticking paper to walls)	
Transport for home visits	
Cost of child care	
Refreshments	
Venue	
Participant transport (if required)	
Facilitator transport (if required)	
Supervisor transport (if required)	

Communication costs (for facilitator to cover home follow-up calls, session reminder SMSs, etc.)	
Monitoring and evaluation	
Collection of outcome data (pre- and post-assessment forms, supervisor reports, etc.)	
Data analysis (internal or external to organisation)	
Programme monitoring costs: transport, staff time	
Organisational learning and review meetings	
Cost of external consultant for impact monitoring	

2.8 Implementation Checklist

The following list will need to be adapted by implementing organisations, according to local context.

Action	Completed	Date / time frame
Implementation planning		
Mapping / needs assessment to identify location, target audience etc. (including social norms assessment)		
Stakeholder mapping, including referral pathways		
Community engagement meetings conducted		
Partnerships identified & formalized		
Local Stakeholder Advisory Board recruited & formed		
Programme delivery preparation		
Supervisor recruitment		
Supervisor training		
Facilitator recruitment		
Facilitator training		
Session venues identified		

Preparation for implementation		
Parent/caregiver recruitment strategy designed		
Parent/caregivers recruited		
Sessions scheduled & participants informed, including home visits		
Session logistics planned e.g. child care, etc.		
Implementation		
Facilitators contact participants to confirm		
Supervisors scheduled		
Sessions planned: refreshments, childcare		
Sessions conducted		
Facilitators & supervisors hold weekly supervision sessions		
End of programme (15 sessions completed): family party, consider closing ceremony with stakeholders		
Monitoring and evaluation		
Post-test questionnaires completed on session 15		
Post-session review of facilitator findings		
Findings applied for next round of participants		

Annexes

A. Sample job descriptions⁵

Sample Facilitator job description

Essential Qualifications

- Minimum high school certificate and/or other academic achievement
- Commitment to promoting family strengthening, child protection and prevention of violence
- Ability to communicate in the local language(s) and read and write English
- Ability to complete post-session report
- Ability to work within a team
- Able to work independently and problem solve
- Be available for facilitating programme sessions and attend weekly supportive supervision meeting (this time will depend on organisation, a minimum would be one session per week of 2.5 hours plus one

supervisor-facilitator supportive supervision meeting of 1-2 hours every two weeks)

- Full participation and satisfactory completion of the *National Positive Parenting Training Facilitator Training*

Desired Qualifications

- Degree or training in social work, community development, early childhood development, or child and family counselling or support
- Prior experience facilitating child, youth and/or family groups
- Parenting experience or other caregiving experience with infants, young children, and adolescents.
- Previous experience in facilitating support groups, youth and/or family groups or ability to be trained.
- Prior basic knowledge and experience of promoting non-violent programmes, promoting positive social norms, early childhood development, adolescent development, and child protection.

The sample job description has been adapted from Parenting for Lifelong Health. (2019). Job Description for PLH Teens Facilitator.

National Positive Parenting Training facilitators must sign and adhere to a Safeguarding Code of Conduct provided by the organisation.

Facilitators should be familiar with the local community and have parenting/caregiving experience and/or experience working with children.

Duties and Responsibilities:

- Facilitate National Positive Parenting Training *group* sessions, following the curriculum, under the supervision of a National Positive Parenting Training *Supervisor*. The facilitator ensures that the programme curriculum is delivered in a way that is appropriate and meaningful to participants.
- Work cooperatively with his/her co-facilitator in presenting the group session topics
 - Identify, recruit and provide ongoing encouragement with group members over the duration of the fifteen-week programme.
 - Conduct home visits for families that miss the sessions (recommended)
 - Be responsible for preparing for group session meetings, ensuring venue, materials required during the sessions, refreshments (if provided) and any additional supplies for the groups, and ensure completion of all financial reporting procedures for such materials.
 - Maintain attendance register for group sessions.
 - Be responsible for verifying all participants' paperwork to ensure signatures, dates and other mandatory information is completed and submitted to the agency.
 - Maintain regular communication with the Programme Supervisor on progress of group sessions.
 - Attend all scheduled *supervision* sessions as directed by Supervisor and comply with delivery requirements to ensure programme fidelity.
 - Act as the liaison between the participants and the implementing organisation ensuring that support to participants is provided and referrals made for services.

- Adhere to safeguarding protocols in case of need for referrals and support.

Training and Supervision

The Facilitators' Training is a 5-day training workshop where participants will get an in-depth understanding of the role of the *positive parenting education group* facilitator and how to deliver the programme to parents and caregivers. This should be followed by regular (ideally annual) refresher or advanced training.

In this training, participants are introduced to the manual and session-by-session delivery guide. The training focuses on establishing core facilitation and group management skills and is highly participatory. Programme delivery methods are demonstrated, discussed, and practised during the training and participants are provided with a copy of the manual to use during group sessions.

Facilitators must attend a weekly supervision session run by a supervisor (these may be done in pairs or groups).

Sample National Parenting Training Supervisor job description

Essential Qualifications

- Trained in *National Parenting Training Manual* as a supervisor and completion of at least two years programme delivery
- Minimum high school leaving certificate with five years delivering relevant services
- Ability to read, write and communicate in English and relevant local languages ▪ Ability to write supervision reports
- Ability to analyse and respond to facilitator reports and translate into training and mentoring
- Time allocated to supervision and mentoring
- Strong understanding of what *the National Parenting Training Manual* seeks to achieve that is; child development and positive parenting approaches
- Ability to model programme delivery during training and coaching sessions
- Completed facilitator training and Training of Trainers
- Strong problem-solving, communication and listening skills
- Demonstrated commitment to promoting non-violent positive parenting
- Demonstrated commitment to gender equality and social inclusion

Desired Qualifications

- Degree in psychology, social work, community development, or child and family counselling or any other social science
- At least three years of experience in the field of childhood development, parenting, and/or child protection

National Positive Parenting Training supervisors will be expected to sign and adhere to a Safeguarding Code of Conduct provided by the organisation.

Duties and Responsibilities:

- Provide mentoring and support to *National Positive Parenting Training* facilitators, including weekly/bi-weekly supervision and periodic observation of facilitation sessions (at least three sessions per facilitator per cycle of parenting programme). The supervisor ensures that the facilitators deliver the programme curriculum in a way that is appropriate and meaningful to participants.
- Conduct regular (at least every two weeks) supervision sessions with facilitators, to review progress, address challenges and identify ongoing capacity building and training needs of supervisors
- Receive referrals from facilitators and address according to the organisational case management policy, including liaison with gender-based violence, health, child protection and social welfare authorities
- Support facilitators in conducting home visits for families that are experiencing significant challenges
- Ensure that facilitators complete attendance registers, group sessions and other monitoring tools (see Annex B).
- Maintain regular communication with Programme Management on progress of programme.
- Adhere to safeguarding protocols in case of need for referrals and support.

Training and Supervision

The Supervisor Training is an 8-day training workshop where participants will get an in-depth understanding of the role of the *National Positive Parenting Training Manual* and identify how to train and support facilitators to deliver the programme to parents and caregivers.

B. Monitoring and evaluation guidance and tools

Introduction

The *National Positive Parenting Training* aims to help achieve positive changes in the lives and wellbeing of children, their parents, caregivers and families.

These are the immediate results that the programme seeks to achieve on completion of the 15-sessions curriculum:

- Improved understanding of age-appropriate child development, including children with disabilities
- Increased knowledge of nurturing care, stimulation and positive communication techniques
- Improved knowledge of emotional regulation skills
- Improved awareness of positive discipline techniques

- Improved understanding of importance of male involvement in parenting
- Improved understanding of the importance of shared decision-making between women and men in the home
- Improved knowledge on positive relationships with family members with unique needs, including those with disability
- Improved understanding of the benefits of living in violence free homes
- Improved knowledge of child protection risks and preventive strategies at home
- Improved knowledge of child protection risks and preventive strategies at home
- Increased skills in family financial planning.

The long term outcomes, if parents and caregivers continue to apply the techniques practised in the programme, are expected to be:

- Increased use of developmentally appropriate nurturing and stimulation parenting practices
- Improved positive communication and adult-child relationships
- Increased use of positive discipline techniques and a reduction in harsh discipline use
- Increased male involvement in parenting and family commitments
- Reduced rate of violence in the home
- An increase in shared decision making and caregiving responsibilities between fathers/male caregivers and mothers/female caregivers
- Improved caregiver well being
- Increased access to and use of health, economic and family strengthening services. It is important to be able to measure the results of the programme in order to find out:
 - Results that the programme expects to achieve both for children, parents and caregivers
 - Results, either positive or negative, for children, parents and caregivers, and for other community members that were not planned but have occurred as a result of the programme;
 - How well the programme has been delivered, and what can be done to improve delivery in the future.

Monitoring and evaluation tools to be used during delivery

The implementing agency is responsible for ensuring that each form is available for use during implementation, and for using the information to measure progress.

The tools listed below are either ESSENTIAL or OPTIONAL, optional tools are listed second. They are optional because it may be hard to collect the data with limited resources; implementing organisations are reminded to invest in supportive supervision to ensure that data is collected and used.

How to use the Tools

Tool 1: Family Registration Form

One form is filled for each participating parent or caregiver before they start the programme.

Who administers the form?

The implementing agency staff who are responsible for conducting community mobilisation and selecting potential participants interview potential participants and complete the form. They must have received training in the programme and understand the programme objectives. Trained facilitators can collect the information in line with guidance from their supervisors.

When and how is the information collected?

The information should be collected after initial community awareness about the programme and before starting Session 1 of the programme.

What information is collected?

The form collects basic information about parents and caregivers who will participate in the programme including; names, contact details and other essential information about the participants, including age, gender, caregiving role, numbers of children being cared for, and language spoken.

How is the information used to monitor and evaluate the programme?

The information is used to monitor numbers and profiles of participating caregivers (numbers of men and women, ages, etc.) and assess whether the programme is reaching priority groups of parents and caregivers. The information could be used to, for example, see whether efforts to involve fathers/male caregivers are successful or whether more efforts will need to be made.

Tool 2: Pre-programme questionnaire and post-programme questionnaire

One questionnaire is completed by each participant either during enrolment (after completing Tool 1 in a pre-session for parents) or in Session One. A copy of the same questionnaire is filled again at the end of Session 15.

Who collects the information?

The facilitators support each participant to complete their own copy. The facilitator collects the forms and shares with the implementing organisation for analysis.

When and how is the information collected?

The facilitators give one questionnaire to each participant. If participants are literate, they complete on their own. If they are not, the facilitator reads out one question and asks everyone to choose their answer: Disagree strongly; Disagree; Neither Agree nor Disagree; Agree; Agree strongly. This is repeated for each question.

What information is collected?

The form collects participants' knowledge and attitudes towards essential positive parenting and family relationships.

How is the information used to monitor and evaluate the programme?

The information is used to measure changes in participants' knowledge and attitudes towards positive parenting. The information can be used to measure short term change over the course of the parenting programme. The questions are linked to the expected results of the programme.

Important note: It is important that participating parents and caregivers answer the questions themselves, without the facilitator providing suggested answers. The facilitator can explain the statement, but not encourage group discussion. Ideally it should take no longer than 30 minutes

for the facilitator to read the questions and people to mark their answers.

The implementing organisation will need to ensure that they can look at each participant's pre and post-programme questionnaires to compare the answers and measure change in attitude.

Tool 3: Attendance register

One register per parenting group.

Who collects the information?

Facilitators.

When and how is the information collected?

The facilitators complete the register with all enrolled participants at the start of Session 1 and complete the same form at the start of each of the fifteen sessions.

What information is collected?

Attendance of each participant for each of the fifteen sessions.

How is the information used to monitor and evaluate the programme?

To monitor whether participants are regularly attending and to identify those who will need reaching out due to non attendance. contacting to find out why they are not attending. The completed information can be analysed to find out whether there are particular categories of caregiver who are more likely to not attend, or whether there are particular facilitators that have extensive drop-out and may need additional supervision and support.

Tool 4: Session observation form

Who collects the information?

Facilitators.

When and how is the information collected?

One pair of facilitators completes a form after each session that they deliver.

What information is collected?

Essential information; including a checklist of session activities completed and any referrals that have been made.

How is the information used to monitor and evaluate the programme?

The primary aim is for the implementing agency to check that the sessions are being completed and to track referrals.

Tool 5: Coaching and supervision observation form

Who collects the information?

Supervisors from the implementing agency; it can also be completed by Master Trainers or national stakeholders when performing support supervision visits to participating partners.

When and how is the information collected?

The supervisor completes one form for each session that they observe. It is recommended that a supervisor observes at least two sessions delivered by every pair of facilitators in every

programme cycle (i.e. every twelve sessions). Supportive supervision visits may need to be more frequent for facilitators who require additional support and assistance.

What information is collected?

Observations from the supervisors on the quality of delivery by facilitators, focusing on both strengths and areas for improvement.

How is the information used to monitor and evaluate the programme?

The purpose is to verify that the curriculum is being delivered as intended (to promote positive parenting), and that the facilitators are confident in delivering the materials. It is expected that supervisors will need to make more regular observations with newly trained facilitators and this can be reduced over time.

Optional

Tool 6: Focus Group Discussion for Parents and Caregivers

Who collects the information?

Supervisors from the implementing agency.

When and how is the information collected?

The supervisor completes shortly after completion of the full National Parenting Training with selected parents and caregivers who have participated in the training. The Focus Group Discussion (FGD) brings together 8-12 parents and caregivers to share ideas and exchange perspectives on the programme. The FGD can be arranged at the convenience of the implementing agency and participating parents and caregivers and should take not more than one hour to complete. Implementing agencies should decide on any support that the parents and caregivers require to participate, such as food or drinks and snacks.

What information is collected?

Reflection on the strengths and challenges of programme content and delivery by parents and caregivers, and anecdotal feedback on changes that have occurred for participating parents and caregivers, and their families.

How is the information used to monitor and evaluate the programme?

For implementing agencies and The Directorate Social Development (DSD) to gather evidence on the impact of the programme. The FGDs cannot be used to provide robust impact evidence, but they guide ongoing design of the programme and modifications that may be required. They also assist in advocating for the success of the programme if the FGDs provide successes.

Training monitoring tools are in the training package.

Tool 1: Family registration form

ONE COPY OF THIS FORM MUST BE COMPLETED BY EACH PARTICIPANT IN THE PROGRAMME. IT SHOULD BE COMPLETED BEFORE SESSION 1 BY THE IMPLEMENTING AGENCY.

Date:	Location:
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Person completing form:	Organisation:
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Explain before registration

The purpose of the *National Positive Parenting Training* is to give parents and caregivers a chance to share and learn together in ways to build a happy and peaceful family. The programme gives parents and caregivers information about how children develop and helps practise new ways to support our children to grow well and promote family harmony.

[Implementing organisations must explain what participants may and may not receive e.g. food, a drink and snack, but no cash].

The programme takes place every week (or you can amend according to the local plan) for 15 weeks. Each weekly session should take two and a half hours. It is necessary to come to every session.

The session is open to either one or two parents or primary caregivers from a family. Both male and female parents or caregivers are encouraged to attend together.

Participating parents or caregivers will be asked some questions about their family before and after the programme to find out what changes, if any, have happened during the programme. Everyone who joins the programme will be asked to complete these questions.

Completing registration

Once explained and any questions answered, ask the following questions. If any question is a 'no', explain why it is not possible for the person to join the programme.

1	What is your name?	
2	Gender	<input type="radio"/> Male <input type="radio"/> Female
3	Where were you born?	<input type="radio"/> Kenya <input type="radio"/> Other (if other: please specify which country)
4	What language(s) do you speak at home?	<input type="radio"/> <input type="radio"/> <input type="radio"/>

5.	Are you the parent or primary caregiver with children (between 0 and 17 years) living with you in your family?	<input type="radio"/> Yes <input type="radio"/> No <i>If YES, proceed to No.6.</i> <i>If NO, explain that the programme is only for families currently caring for children under 18 years and thank them for their time.</i>
6.	How many children do you care for in your home?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 or more (State number if 6 or more: _____)
7.	How many parents/caregivers are there in your home?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> Other (please state _____)
8.	What is your relationship to the children that you care for?	<input type="radio"/> Biological parent <input type="radio"/> Foster or adoptive parent <input type="radio"/> Grandparent <input type="radio"/> Sibling <input type="radio"/> Other (if other, please state _____)
9.	Do any of the parents/caregivers in your household have a disability?	<input type="radio"/> Yes <input type="radio"/> No If yes – describe the type of disability?
10.	Do any of the children in your household have a disability?	<input type="radio"/> Yes <input type="radio"/> No If yes – describe the type of disability?

11	<p>The programme takes place every week (<i>change timing, if the programme timing is different in your area</i>) for 15 weeks. Each session should take two and a half hours long. Given your other responsibilities, can you commit to attending the programme every week for 15 weeks?</p>	<p>o Yes o No If YES, proceed to No. 8. If NO, explain that it is important for families to participate in the whole programme and thank them for coming.</p>
12	<p>Thank you for registering!</p> <p>Please give us your phone number and address so we can contact you with more information about the programme.</p>	<p>Phone number:</p> <p>Address:</p>

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After registration

I, (name) _____, confirm that I have been invited to attend the *National Positive Parenting Training* sessions.

I have been given information about the programme by (name of implementing organisation) _____.

I understand that

Signature of participant: _____ Date: _____

Tool 2: Pre- and post-programme questionnaire

ONE COPY OF THIS FORM MUST BE COMPLETED BY EACH PARTICIPANT IN SESSION ONE AND ONE COPY OF THE SAME FORM MUST BE COMPLETED BY EACH PARTICIPANT AT THE END OF SESSION 15. THE FACILITATOR COLLECTS THE FORMS WHICH ARE KEPT BY THE IMPLEMENTING AGENCY.

Instructions for the facilitator

Read the following statements to all participants. Ask them to listen carefully and circle the face that best represents how the participant feels.

The statements are below and the form for the participant to complete is on the following page.

Encourage each participant to fill this form in on their own. However, someone else can record the answers that the participant gives, if this is helpful.

t Response (read aloud and ask respondent to choose one of the following response options,

Agree Disagree

Statement	(read aloud and ask respondent to choose one of the following response options)	
1. I believe it is important to behave well so that my child will learn how to behave well from me.	Agree	Disagree
2. It is better to provide food and education than show my child or children love and attention.	Agree	Disagree
3. My child often comes and talks to me about things that matter to him or her.	Agree	Disagree

<p>4. If I spend time looking after my own physical, mental, and spiritual health, I <u>will be a better parent</u></p> <p>6. I tell my child that they have been good Agree Disagree when they do something very well, such as being kind to someone or helping in the home.</p>	<p>Agree</p> <p>Disagree</p>
<p>5. It is important to be strict and punish children when they do wrong to teach them good behaviour</p>	<p>Agree</p> <p>Disagree</p>
<p>7. Talking to children who misbehave about their mistakes is the best way for them to learn good behaviour.</p>	<p>Agree</p> <p>Disagree</p>
<p>8. When children become teenagers, boys no longer need to be supervised, but girls need to stay at home.</p>	<p>Agree</p> <p>Disagree</p>
<p>9. I talk with my children (girls and boys) about ways to stay safe in the community</p>	<p>Agree</p> <p>Disagree</p>
<p>10. I believe that it is important that any child with a disability is always included in family life.</p>	<p>Agree</p> <p>Disagree</p>

11. I believe that boys and girls should participate equally household tasks like cooking and cleaning	Agree Disagree
12. I regularly talk to my child(ren) about sensitive matters like the changes in their bodies and menstruation, or having a boyfriend or girlfriend.	Agree Disagree
13. I talk to my husband/wife, family and/or friends about parenting – both the good things and the challenges.	Agree Disagree
14. I believe that men are the heads of the family and should make all the important decisions	Agree Disagree
15. Sometimes it is okay for a husband to hit his wife, like if she argues, refuses to have sex or burns food.	Agree Disagree
16. It is important that the father spends time with their child while they are growing up.	Agree Disagree

Tool 3: Attendance register

Please complete the parenting session attendance register for each parenting session delivered.

Facilitator #1 name:		Organisation:	
Facilitator #2 name:			
Date of first session:		Location:	

Full name of participant	Sex (M/F)	Write date of session:	SESSION NUMBER AND DATE SESSION DELIVERED																
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
				DD/MM/YY		D/M/M/Y/Y		DD/M/M/YY	DD/M/M/Y	DD/M/M/YY	DD/M/M/Y	DD/M/M/YY	DD/M/M/YY	DD/M/M/YY	DD/M/M/YY	DD/M/M/Y	DD/M/M/Y		
1.		M/YY																	
2.																			
3.																			
4.																			

Full name of participant	Sex (M/F)		SESSION NUMBER AND DATE SESSION DELIVERED															
			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15
			Write date of session: M/YY	DD/MM/YY		D D/ M M /Y Y		DD/ M M/YY	DD/ M M/YY	DD/M M/Y Y	DD/M M/YY	DD/M M/Y Y	DD/M M/Y Y	DD/M M/YY	DD/M M/YY	DD/M M/YY	DD/M M/Y Y	DD/M M/Y Y
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		

Page 2 of Participant list

Full name of participant	Sex (M/F)		SESSION NUMBER AND DATE SESSION DELIVERED														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Write date of session:	DD/M M/Y Y	DD/ M MY Y	DD/ M M/Y Y	DD/M M/ YY	DD /M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y	DD/M M/Y Y
12.																	
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Tool 4: Session observation form

Please complete after you have facilitated a session; this can be done in pairs.

Name of facilitator(s)	1. 2.	
Date		
Session number & name		
About delivering the session	Yes or no	If 'no', explain why
Complete the checklist below; if it was not possible, explain why.		
a. Review of home practice	Yes / No	
b. Group discussion of the main topic in the session	Yes / No	
c. Practical skills activity	Yes / No	
d. Self-care activity	Yes / No	
e. Key messages and assigning home practice	Yes / No	
Referrals	Type of referral	Action taken
List any referrals that were required	1.	[1] Safeguarding – reported to supervisor [2] Referral to external service via your own organisation's referral process [3] Suggested referral for support, e.g., organisations that you know are working in the community
Follow up actions with supervisor		

Feedback on session content for future action	
Note any additional questions or observations that you would like to share with your supervisor?	

Tool 5: Coaching and supervision observation form⁶

This form is completed by the supervisor during or immediately after observing a session.

⁶Adapted from International Rescue Committee, *Happy Families*, Thailand

NAME OF COACH / SUPERVISOR:			
DATE:			
NAME OF FACILITATORS:			1. 2.
SESSION NUMBER:			
Number of male participants:	Number of female participants	:Total number	:Age range
OVERALL OBSERVATIONS ABOUT SESSION AND FACILITATORS:			
		Facilitator 1 Provide a score out of 4 and any comments (from 1 – the facilitator needs)	Facilitator 2 Provide a score out of 4 and any comments (from 1 – the facilitator needs significant support on this through to 4 - the facilitator demonstrates excellent skill levels)

	significant support on this through to 4 - the facilitator demonstrates excellent skill levels)	
1. Did the facilitators review the home practice with participants?		
2. Did the facilitators follow the activities/exercises as described in the manual?		
3. Did the facilitators clearly and accurately explain the information as described in the manual, using language that is appropriate and easy for participants to understand?		
4. Were the facilitators warm, friendly, non-judgmental, and respectful to participants? <i>(e.g. smiled, addressed participants politely)</i>		
5. Did the facilitators use examples relevant		

to participants' own lives/the local community and encourage group sharing and learning?		
6. Did the facilitators check to make sure participants understood and followed the session?		

7. Did the facilitators provide supportive feedback to participants?	
8. Did the facilitators use energizers during the session / kept energy levels high?	
9. Did the facilitators manage time well? <i>(e.g. finished activities in the allotted time without rushing)</i>	
10. Were the facilitators prepared for the session <i>(e.g. were familiar with the topics and activities, had any training materials ready)?</i>	
11. (where relevant) did facilitators use referral lists and safeguarding approaches appropriately and effectively?	
GROUP PARTICIPATION	Please indicate: Y(es), N(o)
12. Did the session start on time?	
13. Did the session end on time? If not, why not?	

14. Did all participants actively participate in the session, including both men and women? <i>(if there was a gender difference in participation, please indicate if any action was taken to address this)</i>	
15. Did participants participate in the energisers and activities during the session?	
TRAINING LOGISTICS	Please indicate: Y(es), N(o)
16. Was the attendance register completed?	
17. Were the training materials required for the session available?	
18. Were there refreshments available (if these are provided in the programme)?	
19. Is the training space clean, accessible and appropriate?	
20. Is there sufficient drinking water?	
21. Is there access to clean toilets and handwashing facilities nearby?	
22. Follow Up Action: <i>(Include any follow up action, e.g. provided feedback and suggestions to facilitator)</i>	

OPTIONAL

Tool 6: Focus Group Discussion post-delivery

The script is read by the supervisor.

Thank you for agreeing to talk to us about the National Positive Parenting Training. We would like to talk to some parents and caregivers who have completed the full training so that we can make any changes that will improve , and deliver the programme in the best way possible.

It is helpful if you answer openly about the things that you liked and think should be changed. We will only use your answers to revise the programme manual and the facilitator training. We will not share this information, or your names with anyone else.

We would like to talk to you for about an hour.

Do you confirm that you are happy to answer the questions? If you would prefer not to participate, you are free to leave.

Allow time for questions, and for people to leave if they choose not to participate.

Note verbal consent provided:

Thank you for your help.

1. Can you first tell me about what you were expecting from the programme? When you first heard about the programme, what did you think it was about? When you started the programme, was it the same or different from what you first thought it would be?

(Note any changes in expectation: explore whether this was about messaging from community leaders, organisation, or personal expectations, or other; note if there are any differences between parents and caregivers of different sexes, age, type of caregiver, for example)

2. Now can you tell me in general what you felt about the programme. Is the programme worthwhile and enjoyable?

(Ask why, focusing on positives and challenges in the different parts of the programme:

- *Introductory session – explaining session purpose*
- *Home practice feedback*
- *Information session – was it clear, were questions answered*
- *Activities – did they provide an opportunity to practise techniques, which activities were best i.e. discussion in the whole group, discussion in small group, role play, pictures,*
- *Giving home practice and summarising key messages)*

3. Overall, what was the least enjoyable or useful part of the programme

(Ask why, using the same prompts as in the previous question; focus on what could make things better).

4. Are you doing anything different at home because of the programme? And if so, has there been a difference at home with your children or your family – for better or worse?

(If required, use the session list and key topics

1. Positive parenting; 2. Family relationships; 3. Child development; 4. Strong and secure attachment; 5. Caring for ourselves and others; 6. Positive communication; 7. Positive play; 8. Values and discipline

Promoting gender equality: 9. Male involvement in parenting; 10. Creating peaceful homes

Child protection: 11. Keeping children safe; 12. Protective communities

Strengthening families: 13. Family health and nutrition; 14. Family financial planning)

5. Have you noticed any change for yourself, children or family because of this programme?

(Ask about the different expected outcomes that are listed in the Theory of Change (including supporting children's development, non-violence, family wellbeing, caregiver well being).

6. Have you noticed any change for yourself, children or family because of this programme?

(Prompt on the longer-term expected outcomes, including increased use of developmentally-appropriate nurturing and stimulation parenting practices; improved positive communication and adult-child relationships; increased male involvement in parenting and family commitments; reduced gender-based violence and gender-inequitable practices; improved caregiver well being; increased access to and use of health, economic and family strengthening services.)

7. Have you been asked about or discussed the programme with other people in your community? Have other people asked you about the programme?

8. Is there anything else about the programme that you would like to tell us about? Thank parents and caregivers for their time and close the meeting.

C. Community Engagement and Mobilisation Guide

Community stakeholders such as local government actors, chiefs, elders, faith leaders, and other informal leaders and structures are central to the success of the programme. These are duty bearers who have a direct responsibility for family wellbeing in their communities. Below are some tips for how to create opportunities to discuss how to promote positive parenting practices with communities, addressing underlying values and acceptance of new positive parenting styles to support behaviour change.

Objectives:

1. Increase community awareness on how positive parenting can improve the overall health and wellbeing of children and families in the community; strengthen families' ability to work together harmoniously; address child protection and family violence issues and promote protective communities.
2. To provide implementers and facilitators of the programme with a guide to how to engage communities and community leadership in implementation of positive parenting initiatives in the community.

1. Identification of community structures

Communities may have very different structures, depending on how they are organised, their cultural, religious, ethnic, social, economic background, proximity to government administration and public services, or the presence of external organisations with support programmes in the community. It is important that these structures be identified.

It is important to identify both formal and non-formal community structures. It is also important that implementers also take into consideration who in the community might not be included in these community structures.

These community structures and networks include:

- Local leadership structures such as local chiefs, religious leaders and institutions
- Child welfare/protection committees
- Village development committees
- Nyumba kumi
- Grandparents' networks or mothers' clubs
- Local business networks
- School principals, teachers, and parent-teacher associations
- Health facility workers
- Community Health Strategy Units
- Teachers and ECD workers
- Other prominent community leaders

When you are planning your mapping, think about key leaders such as those as above and think about whether there are any specific stakeholders who are necessary to reach your target parents and caregivers.

Entry points

Entry points to the community can be through the following:

- Through the county and sub-county administration, social welfare office (including Social Development Officers), children's office (including Sub-County Children's Officers)
- Existing programmes
- Through existing partner NGOs
- Through Area Advisory Councils
- Through inter-religious councils.

Request information from the above entry points and begin by mapping the structures available. The below table can assist in the mapping

Following this introductory meeting, and depending on decisions made in the meeting, the implementers/facilitators should plan for a pre-introduction meeting with identified community structures. It may be necessary to hold several pre-introduction meetings.

In addition to the identified community structures, sub-county administration (or officials delegated by the County-level oversight body mandated by DSD) should also be invited.

The objectives of this meeting will be similar to the meeting above, including outcomes of earlier discussions with community leaders.

It may be necessary to hold several pre-introduction meetings due to availability of participants, time required, understanding, awareness and buy-in buy-in of positive parenting program, relationship building necessary.

3. Suggested roles and responsibilities of community actors

The suggestions below can be adapted according to local context, but in general the expected role of the community structures/leaders are to:

- Raise awareness on the programme
- Propose/suggest potential programme participants
- Raise awareness on need for positive parenting, child protection and reinforce-enforce the National Positive

Parenting Training messaging

- Encourage and facilitate referrals
- Provide space where the programme sessions will be delivered

3. Positive parenting awareness creation workshop

Following the pre-introduction meetings, the implementers/facilitators will organise a series of workshops to raise awareness and knowledge of positive parenting and how it can contribute to better outcomes for children and families in their community.

The objectives of the awareness raising workshop are to:

- Introduce the key concepts of positive parenting within the overall framework of Kenya's commitment to positive parenting, family strengthening and violence prevention
- Encourage community leaders to share and reinforce positive parenting messages and advocate e.g. through their local leadership platforms or religious networks
- Refer child protection and gender-based violence cases to appropriate authorities

4. Establishing formalised engagement

The implementing organisation should establish regular and formalised engagement with the following structures:

- Community champion group or community advisory group formed for the purpose of the implementation of the *National Positive Parenting Training Programme*
- Existing child protection and family protection mechanisms in the community.

The agreement with local Child Protection or GBV Committees will be based on clear roles and responsibilities and steps to take in case of child protection and GBV referrals are needed.

The proposed roles and responsibilities for the **community champions group/community advisory group** will be to:

- Promote increased community awareness and support for the implementation of the programme and positive parenting in general
- Advocate for the implementation of positive parenting principles within the community
 - Link with influential community figures
- Assist with identifying potential participating families
- Assist with referrals of participating families to other community support and services
 - Provide input on cultural adaptation process;
- Follow up with absent or drop out families;
- Provide feedback on acceptability of intervention
- Suggest local partnerships or target priority parents and caregivers, for example by mobilising male involvement;
- Support with finding solutions for any challenges and obstacles in the participation of community members in the programme, or unforeseen negative effects
- Monitor progress.



REPUBLIC OF KENYA

MINISTRY OF LABOUR AND SOCIAL PROTECTION

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