

# TOOLKIT

## **Nurturing the Spiritual Development of Children in the Early Years**

A Contribution to the Protection  
of Children from Violence and the  
Promotion of Their Holistic Well-Being

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### **BOOKLET V**

## **Guide for Trainers**

**CONSORTIUM**

on Nurturing Values and Spirituality in Early Childhood  
for the Prevention of Violence

# CONSORTIUM

on Nurturing Values and Spirituality in Early Childhood  
for the Prevention of Violence



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# Booklet V

## Guide for Trainers

Booklet V provides guidance for the trainers who will design, deliver, monitor and evaluate programs to train facilitators to equip parents, caregivers and educators to address the spiritual development of children in the early years, as a contribution to the protection of children from violence and the promotion of their holistic well-being.

This guide for trainers has three sections.

- 1. Before the Training Program** (guidance on elements that trainers can take into consideration when planning and designing training programs for facilitators)
- 2. During the Training Program** (information on how to deliver the Learning Program and the learning and methodological approach recommended)
- 3. Monitoring and Evaluation** (tools to assess the process and the progress and learning of participants)

This booklet is part of a series of 7 Booklets that together form the Toolkit “Nurturing the Spiritual Development of Children in the Early Years – A Contribution to the Protection of Children from Violence and the Promotion of Their Holistic Well-Being.”

Make sure to refer to the Conceptual Framework, as it contains important information that will strengthen your understanding of the topics.



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# How to Conduct a Training Program for Facilitators

## Purpose of this Guide

This guide is for trainers who will deliver training programs for facilitators who will work with parents, caregivers and educators in local communities. It provides guidance on different steps and considerations in planning, delivering, and evaluating the training programs.

This guide has three sections.

1. **Before the Training Program** (guidance on elements that trainers can take into consideration when planning and designing training programs for facilitators)
2. **During the Training Program** (information on how to deliver the Learning Program for Adults and the learning and methodological approach recommended)
3. **Monitoring and Evaluation** (tools to assess the process and the progress and learning of participants)

## Before the Training Program

### Learning objectives for facilitator training programs

The goal of this training is to equip facilitators with the necessary knowledge, skills, and tools to design, deliver, monitor, and evaluate programs for parents, caregivers and educators who work with children up to 8 years old.

The following objectives can be customized or adapted by the trainers depending on their goals and context.

At the end of the training program, facilitators will be able to:

1. Understand the importance of the spiritual development of children for their holistic development and well-being, and identify ways it can contribute to the protection of children from violence in the early years;
2. Demonstrate knowledge and skills in designing and conducting programs for parents, caregivers and educators that are customized for participants' cultural, religious and spiritual backgrounds; and
3. Use M&E tools to assess the success of those programs.

## Selection of facilitators

The facilitators are the face of this effort at the community level. They will be the ones working directly with parents, caregivers, educators, and, at times, children. They have a critical role to play in making the experience attractive, interesting, and enriching for participants.

The roll-out model described in this Toolkit (see Booklet IV) is designed to engage the faith actors who play a role in supporting families, parents, caregivers, and educators in each local community. After they are trained as facilitators, they should be able to listen with empathy and without judgement and to employ interactive methodologies and techniques to create dialogue.

The following are a few characteristics you may want to identify in a potential facilitator:

- Ability to lead a group
- Functional literacy
- Experience working directly with parents, caregivers, and educators
- Acceptance in the community
- Ability to connect with peers
- Reflecting the diversity of parents, caregivers, and educators in terms of background and languages spoken

It is highly advisable that facilitators be functionally literate, so that they can fully comprehend the content of the Toolkit and deliver the sessions effectively. There may be situations where this is not possible. In a scenario where you have a powerful thought leader, who does not happen to be functionally literate, you could consider pairing that person with a supporting facilitator with more literacy.

## Needs assessment

The needs assessment enables you as a trainer to:

- Collect and analyze facilitators' learning needs, expectations, experience, motivation, and information about the context in which they will implement the program;
- Collect information regarding the religious and spiritual communities and settings facilitators come from; and
- Collect information about the programmatic work they do in relation to child development.

This information will help to define the trainer's team and to make informed decisions regarding the planning, program design, content, methodologies, and customization of the activities.

You can conduct a simple needs assessment by creating a form that participants can fill in prior to the program. This form can help you gather and analyze information about age, gender,

education and occupation, religious, spiritual and cultural background, as well as information about their expectations and needs, and the challenges they face in their communities.

## Gender considerations

To effectively address violence in early childhood, it is important to engage both men and women participants and help them see the role each of them plays in the life of a child. It is also crucial when delivering sessions that the group of participants has a balanced gender ratio, to the greatest extent possible given the context of the region. In cases where it might be important to separate men and women for some of the sessions to ensure optimal participation, this can be done, while still being sure to bring everyone together in some sessions for sharing and joint reflection.

The following are some potential considerations when ensuring sensitivity to the involvement of men and women participants.

**Motivation** – What would generate demand and motivate men and women participants to be interested in nurturing care and the spiritual development of children?

**Interests** – What are the interests of men and women participants in your community?

**Location** – Where do participants typically congregate? Do they differ depending on the gender? Can that be addressed?


**Timing** – What is the time when men and women participants are most realistically likely to be free to attend programs?

**Type of session leader** – What type of session leaders would they prefer? If required, the programs could be co-facilitated by both men and women trainers.

## Sensitivity to religious diversity

It is important to be sensitive to the different religious and spiritual traditions of the participants. The activities in the Learning Program for Adults (Booklet II) provide guiding questions that can help connect the discussions to participants' religious and spiritual contexts and create reflections that are anchored in their own world views.

Sensitivity in the discussions should be applied to ensure that religious and spiritual texts and ideas are never used to justify violence against children or others.



It is recommended to create a dialogue on positive norms and traditions and connect participants with their benefits for child development and the scientific evidence regarding nurturing care and violence-free upbringing.



## Adaptation to local context

You can take into consideration the following points, when adapting and designing the training program for facilitators.

- If you will translate materials into a local language, try to use terms and resources (stories, songs, videos, etc.) that are appropriate for the world views, sensitivities, and education levels of participants.
- You can substitute any of the visual diagrams/illustrations in the Flipbook to make them more suited to the specific participants you will work with.

If you are working at a larger scale across multiple communities, you will want to ensure that you are sensitive to the different religious and spiritual groups and inter-group dynamics. The Toolkit is flexible enough to be integrated and adapted by organizations and religious and spiritual groups in diverse settings. Local grassroots faith actors may wish to adapt the model, the content, or the visual images in the Flipbook to their particular religion or world view, specific context, or local language.

## Selecting and preparing the physical space

Choose a location with a pleasant environment that is free from distraction. To create a safe space for sharing and collaborating, provide privacy by ensuring that other community members cannot overhear the discussions, avoid noisy locations, and make sure the location is accessible to people with disabilities. You may also want to assess whether a religious institution is an appropriate venue and would attract more participants, or if you require a different sort of venue, that might be more appropriate and sensitive to the participants' diverse religious and spiritual backgrounds. While preparing seating, ensure that all participants are seen and seated at the same level as others. Circle or U-shaped arrangements are always more helpful in fostering a safe and trusting environment.

## During the Training Program

The training program is based on the Learning Program for Adults (see Booklet II) that is made up of the suggested modules, thematic sessions and related activities to develop the knowledge, attitudes and skills needed to nurture and support the spiritual development of children in the early years, and ultimately to help foster spiritual capacities in young children. It is based on the Toolkit's Conceptual Framework (see Booklet I) and is built with a methodological approach designed to enhance internalization of concepts, promote dialogue and strengthen support networks.

Trainers are encouraged to design the programs for facilitators by following the three modules, and to select the most appropriate sessions and activities based on the objectives and needs of the participants.

The Learning Program for Adults is used to train both trainers and facilitators. Facilitators will also then use it with parents, caregivers and educators. It can be customized to meet the needs, objectives, programs and capacity of your organization. Thus, it is important for the organization’s technical experts and trainers to make themselves very familiar with the content of Booklet II.

The following is an overview of the Learning Program for Adults.

LEARNING MODULE	SESSION
<b>Module 1:</b> Importance of Children’s Spiritual Development for the Protection of Children from Violence and for the Promotion of Their Holistic Well-Being	Session 1: Child Dignity and Child Rights
	Session 2: Early Childhood and the Holistic Development and Well-Being of Children
	Session 3: Spiritual Development of Children
	Session 4: Violence Against Children
<b>Module 2:</b> Nurturing One’s Own Spirituality	Session 5: My Understanding of Spirituality
	Session 6: My Spiritual Well-Being
<b>Module 3:</b> Conditions for Nurturing the Spiritual Development of Children in the Early Years	Introducing Module 3 (for Trainers to Do with Facilitators in Training Only)
	Session 7: Nurturing Positive Relationships Between Parents, Caregivers, Educators and Children
	Session 8: Safe Environments
	Session 9: Empowering Experiences
	Session 10: Exploring the Activities for Children

## Delivering the training

It is suggested that facilitators experience the full Learning Program for Adults suggested in this Toolkit (found in Booklet II). This will allow them to gain a full understanding of all the key topics and the interrelations among areas that support the spiritual development of children


in the early years. It will also help them internalize the importance of nurturing their own spirituality to better understand how spiritual development can be nurtured in children. The Learning Program for Adults also gives these new trainers an understanding of the conditions that enable the spiritual development of children in the early years and concrete ways to foster those conditions.

All sessions follow an approach based on interactive and collaborative methodologies. This means that there are no lectures, but instead, practical activities that allow for internalization of concepts and reflection.

Depending on the experience and expertise of your group, you might want to shorten some sessions in the modules and focus more time on the sessions where you feel more knowledge is needed. Your facilitators may be more or less familiar with various areas. For example:

- Some may find the concept of spiritual development challenging, wondering what it is and how it contributes to children's holistic well-being. If so, you may want to spend more time on Session 3 of the Learning Program for Adults and organize several activities related to sessions 5 and 6, which deal with "Nurturing One's Own Spirituality."
- Some may be new to the concept of early childhood, wondering how it is critical for children's well-being and for strengthening the foundations for spiritual development. If so, you may want to spend more time on Session 2 of the Learning Program for Adults.
- Some may find the issue of violence challenging or sensitive, or they may have experienced violence in their own childhoods. If so, you may want to spend time in Session 4 on this topic, and also create spaces throughout the training for self-reflection using the Learning Log or through peer-to-peer reflections and dialogues, to allow them to process their own experiences of violence.
- Some may be less familiar with adult education techniques and may be inclined to engage in one-way talking and lecture, rather than in practical and participatory methodologies. If so, you may need to spend more time allowing them to engage in practical activities to practice facilitation and how to build dialogue and facilitate highly participatory activities.
- Some might be very familiar with the topics or find it easier to understand their importance but do not have practical experience or understanding on how the spiritual development of children actually takes place. You might want to spend more time on each of the sessions of Module 3, which provide concrete knowledge and tools for supporting the development of caring, nurturing and positive relationships between parents/caregivers/educators and children which foster children's spiritual development, for fostering environments that are free of violence, safe and respectful of children's well-being, and for creating opportunities for children in the early years to develop their sense of belonging, community, purpose and interconnectedness with others.

## Training program duration



It is suggested that a training program for facilitators has a duration of minimum 32 hours organized either during four to five consecutive days, or in sessions of two or four hours spread out over a month period. Sessions can be organized face to face, online, or in a hybrid format. It is recommended that most of the sessions take place in person, as it allows participants to disconnect from their daily routine.

In the case of a residential program, the suggested duration will vary to add time for cross-sectional sessions such as morning reflections, interreligious visits, cultural evenings, or community engagement. However, each implementer is free to customize depending on the needs, number of participants, and areas that need more or less attention.

It is important to make sure that the training is organized consistently and, if done over a period of time, that participants take home some follow-up activities or reflections.

## Training calendar

The table below shows the suggested areas to be included in the training. You are encouraged to adapt the objectives to your organizational needs and to incorporate other elements that might be appropriate for the integration into your existing programs and priorities. The program provides a suggested duration adequate to complete the full training on all modules, sessions and activities — 58 hours, which is approximately 8 full days (seven hours a day). Organizations can also run the training in a lighter version, implementing only one activity from each module, which yields a total duration of 32 hours, or approximately 4.5 full days (seven hours a day). However, each implementer is free to customize depending on the needs, number of participants, and areas that need less or more attention. We highly recommend the minimum of 32 hours in order to cover all the key areas.

Before starting the training, it is important that the first session begins with an introduction to establish common agreements, set expectations, and share the objectives of the program. The participants should be provided with a safe, comfortable environment in which they feel free to share their experiences and thoughts. Sufficient time should be allocated for participants to introduce themselves and get to know each other. You may begin the session with a pause for a few moments of silent contemplation. You can use a song, a poem, or any other activity that helps bring attention to the moment. You may also want to start with a prayer if your group is from a particular religious or spiritual tradition, or to use an interreligious prayer if your context is diverse.

**Note: Use the Program Planning Template found in Annex I to help you plan your program.**

SEGMENT	TOPIC	INSTRUCTIONS/LEARNING OBJECTIVES	RESOURCES	DURATION
Setting the scene	<b>Welcome and getting ready for the workshop</b>	<ul style="list-style-type: none"> <li>› Welcome participants.</li> <li>› Share the objectives and agenda.</li> <li>› Ask participants to share their expectations.</li> <li>› Guide participants to define the important considerations for working together.</li> </ul>		30 minutes
	<b>Getting to know each other</b>	<ul style="list-style-type: none"> <li>› Facilitate participants getting to know each other and start to build a safe learning environment.</li> <li>› Engage participants in reflections among themselves so they can discover connections with one another.</li> </ul>		90 minutes
	<b>Introduction to organizational priorities and expectations</b>	<ul style="list-style-type: none"> <li>› Introduce participants to organizational priorities and relevance of “children in the early years” to the organization’s ongoing programs, and connections to global frameworks the organization is engaged with.</li> </ul>		60 minutes
<b>Conceptual Framework, Learning Program for Adults and Modules and Activities for Children</b>	<b>Introduction to the Toolkit and its diverse components</b> , including the Conceptual Framework, Building Blocks, Learning Program for Adults and modules for nurturing the spiritual development of children in the early years and Activities for Children.	<ul style="list-style-type: none"> <li>› Facilitate an active exploration by participants of the Toolkit and its components, including the Conceptual Framework and Learning Program for Adults.</li> </ul>	Conceptual Framework, Learning Program for Adults, and Activities for Children	90 minutes
<b>Module 1: Importance of Children’s Spiritual Development for the Protection of Children from Violence and for the Promotion of Their Holistic Well-Being</b>	<b>Session 1: Child Dignity and Child Rights</b>  Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Analyze child rights and the Convention on the Rights of the Child and name methods of securing an environment that enables the realization, protection and development of children’s rights and dignity in order to ensure their holistic well-being and spiritual development.</li> <li>› Identify and reflect on the importance of the dignity of the child as a fundamental principle found in all religious and spiritual traditions, and understand how religious and spiritual traditions can help with protecting and affirming children’s dignity.</li> </ul>	Conceptual Framework and Learning Program for Adults	90 minutes for 1 activity, or 270 minutes for all three activities of the session.

SEGMENT	TOPIC	INSTRUCTIONS/LEARNING OBJECTIVES	RESOURCES	DURATION
Module 1: Importance of Children's Spiritual Development for the Protection of Children from Violence and for the Promotion of Their Holistic Well-Being	<b>Session 2: Early Childhood and the Holistic Development and Well-Being of Children</b>  Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Identify the critical importance of the early years for the development of children and for their spiritual and holistic well-being.</li> <li>› Describe the different aspects of holistic development and well-being and the central role that spiritual development of children plays in their holistic development.</li> <li>› Identify the role of parents, caregivers, educators and the community.</li> </ul>	Conceptual Framework and Learning Program for Adults	90 minutes for 1 activity, or 270 minutes for all three activities of the session.
	<b>Session 3: Spiritual Development in Children</b>  Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Understand the spiritual development of children, why it is important, and how it contributes to children's well-being.</li> </ul>	Conceptual Framework and Learning Program for Adults	90 minutes for 1 activity, or 270 minutes for all three activities of the session.
	<b>Session 4: Violence Against Children</b>  Note: You can use only one activity from this Module or the suggested 3.	<ul style="list-style-type: none"> <li>› Analyze the types of violence that children face and how those affect children's holistic development and well-being.</li> <li>› Identify how fostering children's spiritual development contributes to the protection of children from violence and their holistic well-being.</li> </ul>	Conceptual Framework and Learning Program for Adults  Note: As you conclude Module 1, remember to create time and space for the Learning Circle.	90 minutes for 1 activity, or 270 minutes for all three activities of the session.
	<b>Learning Circle</b>	<ul style="list-style-type: none"> <li>› Participants share their reflections on the session and connect with one another.</li> </ul>		30 minutes
Module 2: Nurturing One's Own Spirituality	<b>Session 5: My Understanding of Spirituality</b>  Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Explore and reflect on their own understanding of spirituality, practices and factors that foster its development.</li> <li>› Identify how their own religious and spiritual beliefs and practices contribute to their spiritual development.</li> <li>› Show a greater understanding of different religious and spiritual beliefs and new insight into their own and others' spirituality.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.

SEGMENT	TOPIC	INSTRUCTIONS/LEARNING OBJECTIVES	RESOURCES	DURATION
Module 2: Nurturing One's Own Spirituality	<b>Session 6: My Spiritual Well-Being</b>	<ul style="list-style-type: none"> <li>› Identify how, by fostering their own spiritual well-being, they can enhance their parenting practices and relationships with children, foster positive environments and experiences for them, and contribute to children's well-being.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.
	Note: You can use only one activity from this session or all 3.			
<b>Learning Circle</b>		<ul style="list-style-type: none"> <li>› Participants share their reflections on the session and connect with one another.</li> </ul>		30 minutes
Module 3: Conditions for Nurturing the Spiritual Development of Children in the Early Years	<b>Introducing Module 3</b>	<ul style="list-style-type: none"> <li>› Demonstrate understanding of the conditions for nurturing the spiritual development of children and articulate how they are critical for the unfolding of spiritual development and the nurturing of spiritual capacities in children.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.
	<b>Session 7: Nurturing Positive Relationships between Parents, Caregivers, Educators and Children</b>	<ul style="list-style-type: none"> <li>› Identify the benefits of positive and respectful relationships between parents, caregivers, educators, and children.</li> <li>› Identify concrete ways to build positive relationships with children that support their well-being and spiritual development.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.
	Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Show awareness of the importance of modeling values and behaviors that benefit children through example.</li> </ul>		
	<b>Session 8: Safe Environments</b>	<ul style="list-style-type: none"> <li>› Identify the factors that hinder or support the creation of environments for children that are safe, respectful and free of violence to enable their spiritual development.</li> <li>› Describe how the family and community, including religious and spiritual communities, contribute to children's spiritual well-being.</li> <li>› Explore and understand children's rights and name methods of securing an environment that enables the realization, protection and development of children's rights and dignity in order to ensure their holistic well-being and spiritual development.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.
	Note: You can use only one activity from this session or all 3.			

SEGMENT	TOPIC	INSTRUCTIONS/LEARNING OBJECTIVES	RESOURCES	DURATION
Module 3: Conditions for Nurturing the Spiritual Development of Children in the Early Years	<b>Session 9: Empowering Experiences</b>  Note: You can use only one activity from this session or all 3.	<ul style="list-style-type: none"> <li>› Identify what experiences enhance children’s ability to develop prosocial behaviors, ethical values and capacity for reflection.</li> <li>› Describe and understand the importance of using play to nurture children’s spiritual development, and how you can do it.</li> <li>› Analyze how the experiences children go through support them in developing their agency and sense of belonging, community, purpose and interconnectedness with others.</li> </ul>	Learning Program for Adults	90 minutes for 1 activity or 270 minutes for the three activities of the session.
	<b>Session 10: Exploring the Activities for Children</b>  Note: You can use only one activity from this session or the suggested 2.	<ul style="list-style-type: none"> <li>› Demonstrate familiarity with the Activities for Children and how to use them.</li> <li>› Identify and reflect upon diverse spiritual capacities.</li> </ul>	Activities for Children	90 minutes or 180 minutes for the two activities of the session.
<b>Learning Circle</b>		<ul style="list-style-type: none"> <li>› Participants share their reflections on the session and connect with one another.</li> </ul>		30 minutes
<b>Learning Approach, Process and Methodologies</b>	Adults’ learning styles and the Toolkit’s suggested learning approach, learning process and methodologies as you can find below on pages 39-42.	<ul style="list-style-type: none"> <li>› Guide participants in exploring how adults learn and how the methodologies and learning approach proposed in the Toolkit support active participation and involvement.</li> </ul>		120 minutes
<b>Design a Training Program for Facilitators</b>	Guided simulation	Guide participants as they practice planning and preparing to deliver a training program and plan sessions for facilitators.		120 minutes
<b>Monitoring and Evaluation</b>	<b>Part A: Understanding monitoring and evaluation tools to assess training programs</b>	<p>Explore the difference between monitoring and evaluation and its importance when implementing the Toolkit.</p> <p>Introduce the Toolkit’s approach to monitoring and evaluation.</p>	Monitoring and evaluation tools (online)	90 minutes



SEGMENT	TOPIC	INSTRUCTIONS/LEARNING OBJECTIVES	RESOURCES	DURATION
Monitoring and Evaluation	<b>Part B: Understanding tools for assessing parent, caregiver and educator learning outcomes and impact and benefits for families and young children</b>	Introduce concrete tools that facilitators can use in their programs to assess, monitor and evaluate parent, caregiver and educator learning outcomes, impact and benefits for families and young children.	Resources for Monitoring and Evaluation of Trainer and Facilitator Training Programs (annexes II, III, IV and V)	60 minutes
	<b>Part C: Training assessment</b>	Invite participants to assess the training, their progress and their takeaways	Evaluation Form for Participants (Annex V)	30 minutes

## Elements to consider for the whole training

### Elements for a successful journey

At the beginning of the training program, allocate some time to formulate a set of agreements to be respected by all participants. Ask the participants to propose the content, and complement as needed. This may include an agreement on punctuality, to ensure a timely start and closing of each session, the use of mobile phones, etc.

### House instructions

Provide information about specific considerations to be respected in the venue such as smoking restrictions and eating and drinking restrictions. Use this opportunity to inform participants about available places for prayer, the location of the toilets, secretariat, emergency exits, medical kits, and places where coffee/tea breaks and meals will be served.

### Morning reflections, meditation/prayer and silence

It is suggested to start each morning's session with a moment for participants to connect with themselves and prepare their minds for the day. You might also want to offer other such times during or at the end of the day. This can be a reflection, a meditation or prayer, or a moment of silence. You can use poems, stories, and songs and, when appropriate, interreligious prayers. You can invite the participants to organize these reflections.

### Cultural evenings

Residential and regional trainings may give the opportunity to organize a cultural evening. During this activity, participants can share some of their traditions and culture. This is a moment

for interconnectedness, appreciation of diversity and bonding. Participants should be informed prior to the training so they can prepare themselves.

### Interreligious visits

When the group is multi-religious and there is time available, you can organize interreligious visits. This experience can enhance participants' awareness of other religious and spiritual beliefs, challenge stereotypes and expand participants' circles of concern. You can ask some of the religious or spiritual leaders present in your training to help organize visits to their religious or spiritual communities.

### Community engagement

You may want to create opportunities for participants to engage in dialogue with the community, particularly to understand the role of religious and spiritual communities in supporting families in the upbringing of children. Engagement with the community is also important as it provides better linkages with critical community actors and can provide validation and support for the work.

### Context and community reality

Customization to the local reality is very important. When preparing the training, make sure to customize the content and calendar to address issues affecting children and families in the setting where programs will be implemented. Also be sure to take into consideration community and social dynamics, for instance issues of poverty and violence, policy frameworks, and various challenges. Use this information to customize examples, resources and activities.

We encourage you to include a session specifically dedicated to discussing the context and community realities and ways to connect programs with those.

## Learning approach

### Use the "Two Hats"

Create opportunities throughout the program and at the end of each session, for participants to reflect on the topics, introduced from two angles:

- What have I learned as a participant in this training; and
- What I have learned as a trainer who will be training facilitators to cascade the program with parents, caregivers and educators, looking at ways to introduce and explore the content with the target group.



By doing this, the trainers will support facilitators to connect with the content and be able to internalize it, avoiding simple replication with parents, caregivers and educators of what is seen and experienced during the training program. The trainers can use two hats to make it more visual, capturing participants' attention and curiosity.

## Considerations for adult learners

The learning approach is based on principles of adult learning emphasizing the need to: involve adults in the planning and delivery process; allow them to have control of their own learning; build on their own experiences and knowledge working with parents, caregivers and educators; encourage them to reflect on their own spiritual needs and development and those of other adults; tap into their internal motivation to help parents, caregivers and educators create conducive environments for nurturing spiritual development; and identify ways to use what they have learned to put it into practice.

## Learning process and methodologies

The learning process below suggests the journey that facilitators-in-training take to:

- Internalize the importance of the spiritual development of children
- Connect with their own spirituality and religious or spiritual beliefs, and challenge practices that condone violence and violate children's rights; and
- Strengthen their knowledge and skills to design and deliver programs to help parents and caregivers create the conditions for nurturing the spiritual development of children.

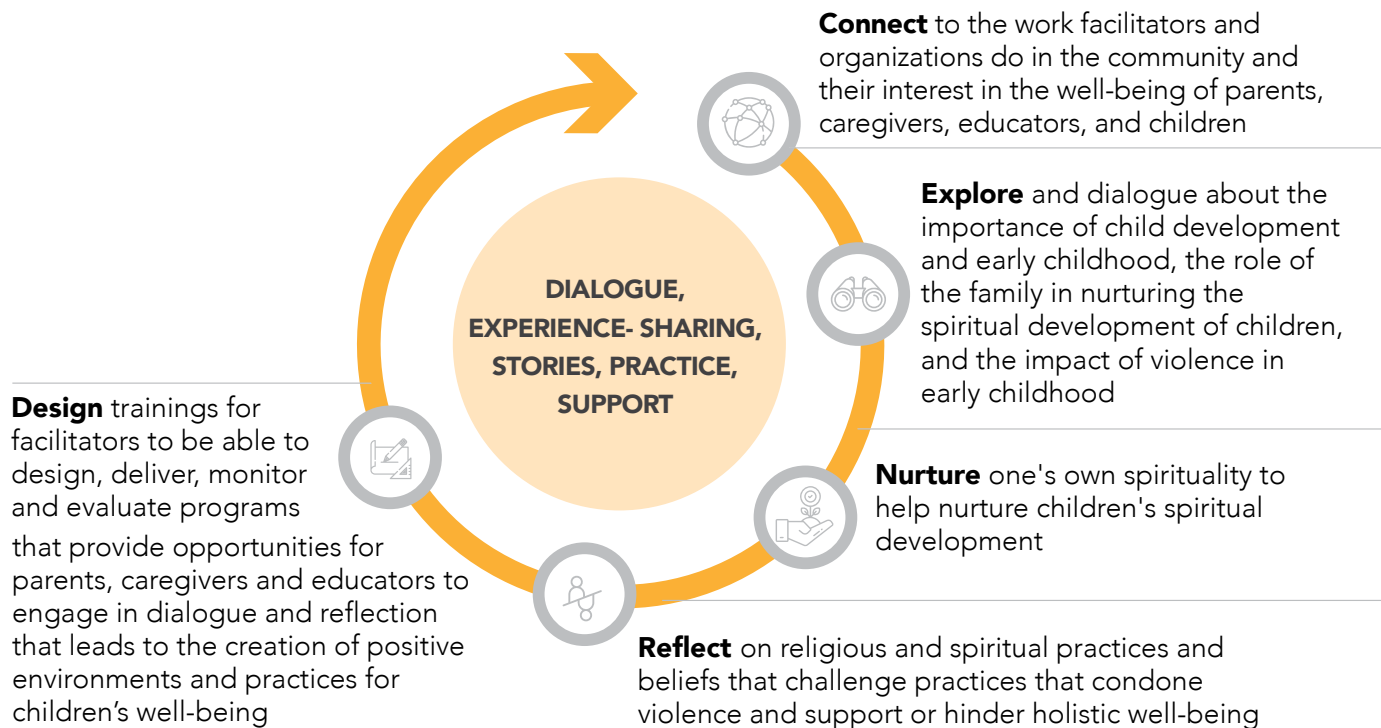
At the center of the learning and methodological approach is the use of **dialogue** as a tool to learn from one another, listen to oneself and to others' experiences, and experience encouragement and support. Dialogue is important to the Learning Program's emphasis on **internalizing knowledge, strengthening positive attitudes, developing new skills, and putting them into practice**. Some of these new skills focus on engaging adult learners in an effective manner. Others are skills for helping adults tune into their own spiritual life and reflect on the practical ways they can nurture children's spiritual development and the importance of doing so.

Within the sessions with participants, there are presentations of new topics, real-life examples, use of stories and case studies, role plays, experience sharing, and activities to build a support network. Participants are then encouraged to think about how these same processes may be offered to parents, caregivers and educators. These processes promote a change in ways of understanding children and their spiritual development, and the environment that they need to express and fully develop their spirituality.

Throughout the program, make sure to use methodologies that are interactive, collaborative, and encourage reflection. While doing so, you will be modeling behaviors and attitudes that support and enhance participation, explicitly express respect for the other and their opinion, show effective and ethical ways of handling any conflicts in the group, and work towards maintaining the safe learning space for the participants

## The learning process

The center, light-orange circle summarizes the methodologies used throughout the learning process, the stages of which are shown in the 5 outer sections.




The learning process illustrated above shows the journey participants go on through the training program, based on the Conceptual Framework of the Toolkit (see Booklet I).

- The motivation of facilitators-in-training stems from their interest in the well-being of children and the work they do in their communities. Trainers build on this motivation to engage participants in the activities and reflections.
- It is paramount that the training helps deepen their understanding of the well-being of children and the need for nurturing their spiritual development, connects with their religious or spiritual beliefs, and equips them to challenge practices that condone violence and violate children's rights. It is also vital that the training helps them understand the impact violence has on early childhood and the ripple effects it has on the wider community, as well as the ways in which the spiritual development of children can act as a preventive and protective approach against violence.
- Since the participants are facilitators who are going to be working primarily with parents, caregivers and educators, they will also need to learn about how adults' spiritual development affects children's spiritual development and well-being. The training should give them opportunities to reflect on this essential aspect of the sessions they will later provide: providing time and space for adult spiritual growth.
- As the facilitators journey on through the process, they will take time to re-evaluate how adult spiritual beliefs and practices influence, translate into, or are reflected in actual

interactions with children. All of these reflections and training experiences will then be used by facilitators to design their own training programs to equip parents, caregivers and educators to develop positive environments, practices, and experiences for young children.

All these processes are brought about using the methodologies listed at the center of the diagram. Holding respect, empathy, kindness and compassion for the other at the center of these interactions, trainers are helped to dialogue, share experiences and stories, and practice the art of facilitation and design of programs.



It is also important to take into consideration that adults may have had learning experiences that may be both positive and negative. It is important to recognize some of these to either utilize or address during the training.

## Learning log

One of the key tools used to support the internalization of ideas and to foster reflection is the learning log. Each participant should be given or bring a notebook, which they will use throughout the training and again as part of their work with parents, caregivers or educators.

The learning log is private and should be used at the end of every session by each participant to record their experiences and feelings by writing, drawing, or making a collage. The learning log is intended to strengthen the process of self-reflection. It should be completed right after the session, when the participants are alone and have time to reflect.

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The following are some examples of reflective questions and statements to use as prompts in the learning log.

- What did I learn from this experience?
  - Have my ideas changed? If so, why?
  - Did something go wrong? Why? How could I fix it? How could I overcome that situation?
  - One thing I learned today about myself is \_\_\_\_\_.
  - Today I had a problem trying to \_\_\_\_\_. Tomorrow I will solve that problem by\_\_\_\_\_.
  - The best part about \_\_\_\_\_ was \_\_\_\_\_.
  - I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.
  - Today I changed the way I \_\_\_\_\_ because \_\_\_\_\_.
-

## Monitoring and Evaluation

A critical aspect of training is conducting monitoring and evaluation to ensure that necessary adjustments can be made throughout the process and that the learning outcomes and results of the program can be utilized for improvement, evidence-building, replication, and scalability.

Monitoring refers to the collection of information on the processes and results of sessions implemented in relation to what was planned in terms of content, activities, and resources allocated. This information allows trainers and facilitators to make necessary adjustments to the activities during the training to ensure their relevance and effectiveness. This is essential for identifying areas that need to be strengthened and introducing any needed adjustments into the calendar and adapting facilitation techniques to ensure a successful learning experience.

Evaluation refers to the assessment of participants' actual learning outcomes and the competencies they have developed, compared to the intended objectives of the program. It can also help understand any potential impact on children. Evaluation takes place at the end of the program. It provides input to the trainers which helps to measure the success of the program and to see to what extent the main objectives have been accomplished.

→ The online tools M&E tools provided at (<https://childspiritualdevelopment.org>) give comprehensive information regarding monitoring and evaluation for programs directly implemented with parents, caregivers and educators as well as some that can be used to understand impact on parents, caregivers and educators' attitudes, behaviors and practices toward children, and benefits to children.

The forms found in the annexes in this booklet can also support the assessment of the training program.

- Annex II. Attendance Sheet - To track participation and retention quantitatively
- Annex III. Trainer Reflection Form - To help trainers reflect on and monitor progress as they proceed through the modules and sessions
- Annex IV. Evaluation Form for Participants - To assess the satisfaction of participating facilitators-in-training, main learnings and takeaways qualitatively.

## Annex I. Program Planning Template

<b>Dates:</b>	
<b>Duration:</b>	
<b>Objectives:</b>	
<b>Location:</b>	
<b>Trainers:</b>	
<b>Number of Participants:</b>	
<b>Context:</b>	What are the participants' socioeconomic background, age, religious or spiritual background (if available)? What are main issues affecting young children and families in their context?
<b>Selected Sessions:</b>	Identify the time allocated to each session you will work with based on your objectives.
<b>Selected Activities:</b>	Select the activities from Booklet II that will support the delivery of the content of each of the selected sessions

## Annex II. Attendance Sheet

Date:

Trainer name(s):

Location:

Module number:

Session number/title:

NUMBER	NAME OF PARTICIPANT
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	



## Annex III. Trainer Reflection Form

Trainer name(s):

Location:

Date:

Module number:

Session number/title:

Number of participants who attended the session:

Was I able to prepare for the session in advance? Yes or no? Why?

Was I able to complete all activities? Yes or no? Why?

What went well in this session?

What were the key challenges in this session and what did I learn from them?

What did I see participants learning during the session?

What attitudes and behaviours among the participants were challenging for me as a trainer?

What reflections (testimonies, experiences, stories) from participants caught my attention the most? Why?

What activities helped participants to engage more in dialogue and open up? Why?

What activities were more difficult to conduct? Why?

What topics were more challenging for participants to discuss and understand? Why?

How did you address those challenges?

What changes did you perceive in participants at the end of the session?

Any suggestions on how to improve the delivery or content of this session:

# Annex IV. Evaluation Form for Participants

At the end of the training program, invite participants to share about their experience. You can use this form, or various other creative ways to collect helpful information, as well.

## Evaluation Form

LOGISTICS	RANK*			COMMENTS
How was the place/venue where the sessions took place?	1	2	3	
How was the food (if any)?	1	2	3	
Did you like the materials shared with you?	1	2	3	

\* 1. I did not like it | 2. It was ok | 3. It was good

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### GENERAL CONTENT

Did you like what you learned during the training? Yes or no? Why?

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Did you feel involved in all sessions? Yes or no? Why?

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Did you expect this kind of experience? Yes or no? Why?

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Was the content of the sessions interesting for you? Yes or no? Why?

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Did you have fun/enjoy the experience? Yes or no? Why?

---

Which session(s) did you enjoy the most?

---

Did you experience anything that was difficult for you during any of the sessions? Please explain.

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Did you feel safe and encouraged to be yourself during the program? Yes or no? Why?

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### LEARNING

What did you learn? Why was that important to you?

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Can you use/apply what you learned? How are you planning to use it?

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Is there anything else that you would like to share with us?

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# About the International Consortium on Nurturing Values and Spirituality in Early Childhood for the Prevention of Violence

The Consortium, convened by Arigatou International, brings together civil society and faith-based organizations, religious communities, multilateral organizations, academia and individual experts to foster collaboration, share good practises and develop evidence-based and innovative approaches to integrate values-based education and spirituality in early childhood for the protection of children from violence and the promotion of their holistic well-being.

**CONSORTIUM**

on Nurturing Values and Spirituality in Early Childhood  
for the Prevention of Violence