Families Make the Difference

Parenting Implementation Guide

This document serves as a "how-to" guide for implementing the Families Make the Difference Parenting Skills Program. It provides step-by-step guidance on how to set up and implement the program. This guide is based on the IRC's experience of implementing parenting programs in Burundi, Liberia, Syria, Tanzania and Thailand.

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Program Start Up

Before starting a parenting program, organizers must determine whether such a program is feasible. If so, it is critical to build a deep understanding of needs, local definitions and indicators in relation to child and family well-being. The process outlined below provides basic guidance on how to determine need and feasibility for the Families Make the Difference program.

Basic Needs Assessment

The first step to successful program implementation is assessing the needs of the community. Organizers might ask community leaders, religious leaders and families the following questions:

1. Does this community have families with children in the appropriate age rage?

2. What support is available for parents and children in your community?

3. Do parents in your community struggle to discipline and communicate with their children, and to keep them healthy and safe?

4. Would parents in your community benefit from information on child development and safe discipline practices?

5. Does the community seem supportive of a potential parenting program?

Based on their findings, the team will decide whether to move forward with a parenting program. Part of the consideration will be the availability of resources, both financial and human.

Program Commitment and Community Capacity

Implementing a parenting program requires significant commitment and capacity. Organizers need time to build community support, hire and train group leaders, and recruit families. They must decide to implement the program by themselves or with a community partner. Monitoring and supervision require significant staff time outside normal office hours. Families often are available to participate only in the evenings or on weekends. Drivers may have to work overtime. Other IRC program staff may need to adopt a flexible work week to compensate as well. The team must be fully committed to family-centered work, and must have the capacity to implement the program with fidelity in order to ensure its effectiveness. Cutting out key elements of the program model due to lack of commitment or resources is likely to result in poorer outcomes. Organizations interested in implementing a parenting program should therefore consider their operational and logistical capacity and flexibility.

Community Readiness

It is critical to engage key stakeholders in the community during the assessment, adaptation and planning phases. Key stakeholders include parents and grandparents, of course, but also local and regional government officials, village leaders, religious leaders, teachers, health workers, and/or other NGOs working in the community. You can survey community members or invite them to a meeting to collect gauge interest. See Appendix A for a sample script used in Thailand for parenting program implementation.

Having determined that the community is interested in implementing the program and having identified key stakeholders, organizers must next obtain written permission and agreements from regional and local officials. This written agreement should outline all project details, including:

> Which segments of the community are to be served.

> What will be the roles played by IRC and/or the government or other partners.

These written agreements are typically called Memorandums of Understanding (MOUs). It is critical that the MOU is in place before beginning the project.

A community advisory board (CAB) can be another useful element when implementing parenting programs. A CAB could be formed at the initial stakeholders' meeting and could include various members of the community drawn from child protection committees, churches and mosques, and parent teacher associations. CABs are helpful for the following reasons:

> Community support and feedback;

> Links to influential community leaders;

> Assistance with recruitment of parents and group leaders;

> Input on contextual and cultural adaptation processes;

> Monitoring of program implementation and goodness-of-fit (how well does the program meet the communities needs);

> General problem solving.

Tips for setting up successful CABs:

> Be sure members understand their roles in program planning and what is expected of them during the implementation process.

> Establish and maintain a structure that works for everyone, featuring regular meetings, a chair or co-chair who acts as the primary contact person, and a system to record the group's work.

> Provide regular updates and reviews of the program and let members know how their work has helped the process move forward.

Contextualization and Program Tailoring

Cultural adaptation to ensure maximum acceptability and effectiveness is necessary when implementing standardized parenting programs in different contexts. It is, however, important to balance this approach with respect for the key elements of the program as outlined in the Families Make the Difference: Core Theory of Change. The elements include the core interventions, skills and competencies as well as adult learning and teaching methods supported by parenting literature. The process outlined below provides basic guidance on how to ensure that the Families Make the Difference program is contextually and culturally relevant and sensitive.

Formative Research

Understanding the target population's level of literacy and education, as well as cultural norms related to men and women, are important when adapting content and delivery. It is necessary to engage those familiar with the target population, preferably community members themselves, to help conduct this analysis of current parenting practices and attitudes that need to be respected during the implementation of a parenting program.

Formative research, which is often mostly qualitative research, can include focus group discussions, questionnaires and interviews. When developing or tailoring formative research questions, translate and back-translate all materials to ensure that questions are understandable in the local language. Facilitators/enumerators should be trained to use basic research tools and methods and to take accurate notes during interviews. It is important to debrief facilitators at the end of each data collection day in order to discuss findings and address issues that may have arisen during interviews.

Examples of formative research from Thailand and Uganda

Thailand (Happy Families Program)

The IRC conducted qualitative research with Burmese migrant and displaced communities to understand cultural and gender-specific indicators of child and family well-being. Findings were used to select and adapt a family-based intervention with maximum cultural relevance, and to select, adapt and create culturally tailored measures for the impact evaluation.

The study's research questions were as follows:

> What are local definitions and indicators of child and family well-being in the sociocultural context of Burmese migrant and displaced communities?

> What are the protective processes and risk factors that enhance or limit resilience

among Burmese migrant and displaced children and families?

> What are common parenting practices among Burmese migrant and displaced communities, and what practices are considered to be detrimental to child well-being and development?

> How has the experience of conflict and displacement influenced parenting attitudes and practices of Burmese migrant and displaced communities?

Theory and Methodology

This study uses a socioecological framework to investigate the construct of resilience among Burmese migrant and displaced children and families. The socioecological model describes human development as influenced by different environmental systems ranging from the innermost levels (e.g., home or school setting) to the outermost levels (e.g., social, political, economic or cultural context). Resilience theory focuses on the interaction of protective processes and risk factors that influence the capacity of individuals to withstand and bounce back from adversity. Risk factors are any influences that can result in or aggravate a problem condition: these can include individual traits such as temperament, or environmental factors such as poor parenting or neighborhood violence. Protective processes, on the other hand, are individual or environmental mechanisms that promote resilience by mitigating the negative effects of risk factors: these can range from strong family relationships to religious or cultural beliefs and practices. The study aims to identify protective processes and risk factors for child and family well-being at various levels so as to inform the development of strategic interventions to promote resilience.

For the full qualitative research report and methodology, see IRC Thailand, "Children Are Puppets and Parents Move the Strings: Concepts of Child and Family Well-being Among Burmese Migrant and Displaced Communities in Tak Province, Thailand," published November 2011.

Uganda

In Uganda, the formative research and recommendations from the community indicated that the VSLA+ groups, which targeted young mothers, should include a small number of elder women trained as mentors in the parenting program. Moreover, the research indicated that discussion sessions should be adapted to include a focus on equal treatment of nonbiological children. The final evaluation reported reductions in feelings of resentment towards nonbiological children and in the use of harsh punishment. Qualitative reports from program staff indicated improved social support among participants.

Surface Adaptations

Surface adaptations refer to superficial changes to the training materials that do not fundamentally alter the structure or content of the program: making names, examples and illustrations culturally appropriate, incorporating familiar songs and games, and so on. Adaptations also include the decision to implement a parenting program through a VSLA or similar economic strengthening program, as well as considering the facilitators chosen to deliver the program to parents. Surface adaptations should be made based on the analysis of the target population. Again, these adaptations

should be made by staff familiar with the target population and in consultation with community members themselves.

Translate Materials

After all surface adaptations have been made, materials should be translated into the local language using simple or colloquial phrasing. The translator ideally should be from or familiar with the target population and should be trained to translate the materials in an accurate yet easy-to-understand fashion. Where words, phrases or concepts cannot easily be rendered into the local dialect, the translator and staff should discuss the best translation. Remember that the goal is not verbatim translation but rather one that reflects concepts and content accurately and appropriately for the target population.

Conduct a Pilot Test

A pilot test enables program organizers to test out training materials for acceptability, comprehension and relevance. To the extent possible, it is best to follow all implementation steps described below when conducting the pilot, so as to identify problems early and make necessary adjustments.

The pilot should implement the Families Make the Difference parenting curriculum in its entirety and as written, apart from surface adaptations. After each weekly session, the parenting facilitators and other staff conduct a debriefing and together prepare for the next meeting. See Appendix B for debriefing and prep agendas.

Further Contextualization and Tailoring

Based on the weekly debriefing sessions, further adaptations can be made to the training materials, such as reducing or increasing the amount of time allocated for activities; revising translation to more accurately or easily explain concepts; removing nonessential or repetitive activities due to time constraints; revising examples, role-plays or games to suit the social and cultural context. Tailoring the program to include stories, metaphors and proverbs from the local culture will be helpful.

For example, in Syria it is said, *"A child is like water: if you put sugar in, he will be sweet; if you put salt in he will be bitter."*

In Tanzania, they have a proverb, *"Anger leads to loss."*

Your parenting program should be tailored to the literacy level of your group members. There are a variety of activities and handouts that will help you do this and still maintain fidelity to the program.

Complete Translation of Materials

The final step is to proofread and finalize translations of training material.

WARNING

Unless absolutely necessary, adaptations that reduce the integrity of the intervention (e.g., structural changes such as omitting key components, changing the order of sessions, etc.) should be avoided.

Program Implementation

Managing the Program

The Families Make the Difference program will need a full-time project manager. Ideally, the manager will:

> Oversee the budget.

> Coordinate trainings and community meetings.

> Oversee any monitoring and evaluation.

> Write reports for donors and partners.

> Support and manage community mentors/coaches or clinical supervisors.

In general, there should be a project manager or clinical supervisor providing supervision and coaching to parent group facilitators. Depending on the degree of monitoring and evaluation, additional staff devoted to M&E may be required.

Recruiting and Retaining Parent Group Facilitators

Parent group facilitators oversee the training sessions for parents of children 0-5 years old. Typically, there will be one session per week. Two facilitators are required for each group of 10-15 families. In order to encourage and promote involvement of male parents, it is advisable to have both a male and female facilitator in each group. In Muslim cultures, a female facilitator will work with women's groups only and a male facilitator with men's groups. The ideal candidate will have knowledge of group facilitation, child development and the local community, although experience and knowledge will vary with context. If possible, pair an experienced IRC staff with a local community member/volunteer who has contextual knowledge. The Families Make the Difference: Facilitator Competencies document can serve as a guide to the competencies facilitators should have or develop.

The following are key considerations when recruiting and hiring group leaders (please see also the parent group leader job description in Appendix C and the sample interview questions in Appendix D):

> *Literacy:* Group leaders must be able to read and understand the Families Make the Difference Parenting Curriculum.

> *Experience with children:* Ideally, group leaders will have knowledge of child development and human behavior principles.

> *Language:* Group leaders must be able to speak the local language.

> *Interpersonal communication skills:* Group leaders must have the ability to engage others and create a feeling of safety.

> ❯ *Confidentiality:* Group leaders must maintain the privacy of all group members (see Appendix D for s sample confidentially agreement for parents and group leaders).

> ❯ *Local Knowledge:* Ideally, group leaders should be familiar with and respected in the community (that is, group leaders should be seen as positive role models).

Facilitators could be IRC staff or community volunteers, or a combination of both; the amount of training you provide will depend on the education and skill level of the facilitators you choose. It is important to consider community sustainability when interviewing facilitators for a parenting program.

The Hiring Process

When hiring community-based group leaders, announce the position at the community stakeholder meeting, distribute application forms and ask for referrals (see Appendix E for sample group facilitator interview guidelines). When hiring external group leaders, post the position on the usual job websites and circulate the listing among other agencies to obtain referrals of qualified candidates. Interviews with shortlisted applicants should include questions aimed at assessing experience and qualifications, as well as a "live" demonstration of an activity from the training manual. After the interviews, you can use a form such as the sample in Appendix F to appraise candidates. Before hiring, check all references, which should come from community leaders, community members and previous employers, to ensure that the candidate has a good reputation and has not engaged in child abuse, domestic violence or other forms of abuse.

Minimum Training Needed for Parent Group Facilitators

The minimum training recommended for facilitators is five days. A comprehensive training guide and PowerPoint presentation will help facilitators learn the Families Make the Difference curriculum as well as the skills needed to make use of the Families Make the Difference toolkit.

In addition to the above, all facilitators should have basic child protection and safeguarding training. For more information about this training, contact the country's child protection technical advisor and the IRC's child protection technical unit. Facilitators will also need training in confidentiality practices.

Supervision for Facilitators

Organizers implementing the Families Make a Difference program must also consider who provides coaching and supervising for the facilitators. All coaches and supervisors:

> ❯ Should receive training in the Families Make the Difference program.

> ❯ Should observe facilitators at least two to three times during the 10-week Families Make the Difference program.

> ❯ Complete the supervisor/coach fidelity monitoring form when observing facilitators (see Appendix G).

> ❯ Meet weekly with facilitators to discuss areas for growth and improvement.

> ❯ Communicate any questions or concerns to the child protection technical unit.

See Appendix F for a sample facilitator meeting guide. This form can help coaches and supervisors plan sessions with new facilitators in order to help them maintain model fidelity and improve their skills.

Recruiting and Retaining Parents

Regular and consistent participation of parents enrolled in the Families Make the Difference program is critical for them to acquire, practice and internalize positive parenting competencies. Group facilitators must track attendance for each session (see Appendix I for a sample attendance sheet). They should explain to parents that certificates of participation will be given only to those who attend all sessions. Please note that group meetings should be scheduled at times most convenient for families.

When you are recruiting parent group facilitators, it is important to select facilitators who are positive and enthusiastic. This parenting program supports nonviolent discipline methods and positive interactions between family members; parent group leaders need to embody this ethic and lead by example. Please see the group facilitator competency document that is part of the Families Make a Difference toolkit.

It is also essential to support parents throughout the program. If a parent is absent from a session, facilitators should follow up with that parent within a day or two of the missed session. Group facilitators should remind parents that they can catch up on missed information in their parent support groups; group facilitators also can conduct a home coaching visit to provide parents with the missed information.

Facilitators recruiting participants should explain the program structure and emphasize the following:

> The time commitment;

> The location of group meetings;

> The attendance policy.

In addition, facilitators should explain that:

> The program will conducted in participants' language and there will be no reading or writing requirement.

> There is no cash incentive for this program.

> Participants may be asked to complete research questionnaires or take part in discussion groups to inform the effectiveness of the Families Make the Difference Program.

Please see the document on setting up parent support groups in the Families Make the Difference toolkit. Support groups can build cohesion between group members and encourage increased participation in parenting sessions.

Example from Tanzania

In Tanzania, organizers of parenting groups requested nearby villages to send one male and one female each to be trained as facilitators in order to encourage parent participation. As a result, 30 percent of group participants in Tanzania were fathers.

Preparing for the First Session

The Schedule: After you have confirmed the registration and enrollment of parents, the next step is to hold a meeting with participants to review the program logistics and schedule the first session. It is extremely important that weekly sessions are scheduled **according to the families' availability**. Decisions about scheduling should be made by consensus among all participating families. Be sure to discuss and plan for childcare needs.

The Venue: It is important to secure a training space that can be used for the duration of the program, that is easily accessible, and that is safe and provides privacy. The space should be large enough to accommodate 10 parents and 2 facilitators. You will need to prepare the training space for the first session, making sure it is clean, well maintained and provides access to safe drinking water and toilet facilities. Facilitators might be required to supply floor mats or other additional items. If childcare is a consideration, ensure an adjacent space is available and suitable. Please consult the site checklist in Appendix B.

Materials and Incentives: Group leaders may need the following materials: flip-chart paper, markers, tape, blank A4 paper, color pencils, scissors, rulers and toys (this is not an exhaustive list). You may decide to give group leaders a training kit including all necessary materials. **Warning:** it is not advisable to provide cash per diems for participation. If you choose to use incentives they should be explained in terms of small tokens of appreciation for consistent attendance and participation, not bribes or compensation. Small tokens could be essential household items like soap.

Reminders: Be sure to remind parents about the date, time and location of the first session and to get them excited about starting the program!

At the end of the first session, a facilitator will introduce the concept of parent support groups and home coaching visits. See Families Make the Difference: Parent Support Group Guide and Families Make the Difference: Home Coaching Visit Guide for further information.

Managing Risk of Harm

It is likely that cases of violence or abuse will be revealed during the course of the program. It is important to train group leaders to identify risk and to immediately report it through the appropriate (and confidential) channels.

1. *Identifying Risk of Harm:* Children experiencing physical abuse, sexual abuse, neglect, exploitation, intention to self-harm or commit suicide, serious crime (e.g., murder, rape, kidnapping). Group leaders should be trained to identify which cases require mandatory reporting.

2. *Reporting and Referral:* This will depend to some extent on the program's organization or structure, as well as on applicable mandatory reporting laws in the country of implementation. The specific reporting and referral pathways should be carefully designed to ensure all principles of informed consent, confidentiality and best interest of the child. In general, group leaders should not act as caseworkers, as they may not have case management expertise and casework may conflict with their role as training facilitator.

Program Monitoring and Evaluation

It is important to define what data will be collected based on your monitoring and evaluation objectives. Outline how each piece of data will be used; it is highly recommended that you only collect data useful to improve outcomes for parents and children. When determining methods of data collection, consider their cultural appropriateness, the reading levels of participants asked to complete forms, and the time needed to complete those forms. You will also need to consider translation and contextualization of measurements/ assessments.

Decide who will be responsible for collecting data. Data collectors/enumerators should not be in a position of power in relation to families attending the Families Make the Difference program; it is best if they are independent, such as trained community volunteers or IRC staff outside the program. The Families Make the Difference Facilitator Training Guide and PowerPoint presentation offer pertinent suggestions on training data collectors, including the following:

1. Data collectors should occupy nonthreatening positions in the community. Parents need to feel comfortable with the data collectors about discipline practices and related subjects.

2. Data collectors should be trained in unbiased collection methods.

3. Data collectors should be trained in ethical practices, including confidentiality.

It is highly recommended that collectors make use of an electronic data collection tool to improve the quality of both data and analysis.

There are different types of assessments helpful when implementing and evaluating parenting programs, as outlined in the following table:

Measurement Categories	Description	When/How	Tools
Accountability	The IRC is accountable to participants, community stakeholders and donors to deliver the Families Make the Difference program as planned.	Staff are accountable for activities and time frames in the work plan.	Project work plan Pre- and post-tests selected for the project (see Appendix J for suggestions)
Fidelity	Monitoring the program provides facilitators and overseers with the data to ensure that the intervention is delivered as intended.	Supervisors/coaches are trained to conduct monitoring visits and complete monitoring forms. A monitoring schedule should be developed based on the dates and times of program activities.	Facilitator fidelity checklist Supervisor/coach fidelity checklist
Program Monitoring	Monitoring ensures the target population is reached and documents progress and qualitative characteristics.	Facilitators document attendance for each session. Supervisors/coaches document on-site monitoring.	Attendance sheets, activity reports and project monitoring tools
Program Improvement	Monitoring and participant feedback helps program developers make changes and improvements as needed.	Participant feedback should be obtained midway and at the end of the program to assess satisfaction and identify areas for improvement. Participant satisfaction surveys should be conducted by someone other than the parenting facilitators.	Parent Satisfaction Survey Form (see Appendix K) Pre- and post-focus group discussions
Program Evaluation	Evaluations focusing on the effectiveness of a particular intervention help identify whether outcomes for parents and children were achieved in accordance with the theory of change.	Program staff, ideally with an academic partner, should carry out pre- and post-treatment and control tests to measure any changes related to the program. Ideally, staff will also conduct a post-intervention follow up 6 or 12 months after the end of the program. The most rigorous form of outcome evaluations are Randomized Controlled Trials (RCTs).	See Appendix J for previous measures that the IRC has used in several contexts when evaluating parenting programs.

To consult the WHO guide on evaluating outcomes of parenting programs, see: http://www.who.int/violence_injury_prevention/publications/violence/parenting_evaluations/en/

The IRC child protection technical unit can assist you with designing an impact evaluation as well as the other monitoring and evaluation categories listed above.

Budgeting Considerations

Refreshments for groups and other materials

Sites should provide participants with something to drink during each two-hour session. If there is money available, facilitators can provide a light snack or even a meal before sessions. Other expenses to consider:

> Flip charts

> Markers

> Tape

> Toys (can made from local resources)

> Notebooks and pens (a common request of parents in the villages in Tanzania)

Many parents will bring their infants to group meetings. It can be helpful to supply baby toys and/or diapers (if in a context where parents use diapers).

Childcare

Some sites may provide childcare if funding is available. It will be hard for parents to attend groups without childcare, but also hard for parents to concentrate during sessions if children require attention. If considering childcare, program organizers must allow:

> Time to screen childcare staff or volunteers;

> Budget for childcare staff, toys, snacks and diapers (when appropriate);

> Most importantly, a safe and secure space with access to clean water and a toilet.

Travel-related expenses

Depending on the context, program organizers may need to consider transportation-related costs for:

> Maintenance of a vehicle that can travel dirt roads in the rainy season;

> Fuel to cover transportation for participants who travel from distant villages or refugee camps to the meeting space.

Translation and contextualization of all materials

This includes the facilitator manual, parent handouts and measurements/assessments. Program materials are currently written in English, French and Kiswahili.

See sample budgets in Appendix L.

▶ Program Sustainability

Planning for program sustainability is not a single event but a continuous process where many activities overlap. Sustainability planning must be fluid and specifically tailored to local needs and the environment. Many factors already discussed in this implementation guide can help to create a sustainable program:

1. Community needs assessment;

2. Community advisory boards/leadership teams (stakeholder buy-in);

3. Monitoring and evaluation plans and the careful selection of group leaders.

In addition, organizers planning a parenting program should:

1. Be adaptable.

2. Integrate program services into existing community structures/groups.

3. Create strategic partnerships.

Community needs change overtime. It is important to continually ask and assess what is important to the parents and children in a community. You can do this by:

1. Implementing pre- and post-tests after each 10-session parenting program.

2. Periodically conducting focus groups with parents and children in the community.

3. Speaking with community leaders and the stakeholders that make up your CABs.

Seeking out existing groups/programs in a community where parent skills training can fit is often helpful. The IRC has piloted parenting programs in VSLA groups in Burundi, for example.

Example from Tanzania

In Tanzania, the IRC partnered with the Institute of Social Work (ISW), which trains most social workers in Tanzania and was eager to make parenting part of its curriculum. The ISW and IRC developed a Memorandum of Understanding (MOU) prior to implementation to clearly outline the responsibilities of each partner and support the use the parenting programs within the government for sustainability. A sample of this MOU can be made available upon request from the Child Protection and Youth Development Unit.

Appendix A

Community Stakeholder Meeting Script

The script dramatizes a prototypical meeting with community stakeholders, including religious leaders, school directors, teachers, community health workers, community mobilizers/advocates and others. The meeting is to explain the purpose and structure of the Families Make the Difference program and the procedure for recruiting parents and obtaining their permission and cooperation. Facilitators should emphasize that parents' participation in the program is welcome. (Note: the script can be adapted for individual meetings if appropriate.)

Script

Hello, and thank you for coming to this meeting. Most of you already know about the IMPACT project from previous community meetings. In this meeting, we are going to talk about the family program, which is part of the IMPACT project. I'm sure you agree that having a strong, united family is important for raising healthy, happy and respectful children. That is why we are offering a program in your community that will help parents and their children learn important skills to become better families.

Important information about the program

I'm going to tell you more information about this program. First, it is important to know that this program is helpful for <u>all</u> families, not just those with lots of problems. The program is for families that want to have a more peaceful, harmonious and united life together. Second, the program is 14 weeks long, and the sessions last two hours every week. Participating families will start with a meal together, then parents will join the parent group for one hour, and children will join the children's group for one hour. After that, parents and children will reconvene for the second hour. Families should be ready to make a commitment to attending every session for 12 weeks. We will try hard to make it worthwhile for families to attend— for example, we will provide small gifts to families, especially those who attend and participate every week, gifts such as rice, washing powder, cooking oil, etc. <u>However, we will not be giving cash to families.</u> We will also provide babysitting services for younger children so that both parents can attend. The program will be conducted in Burmese at a time that is most convenient for the participating families. We will discuss with the families what time will be most suitable for them. Families do not have to read and write in order to participate— the program is to all regardless of education or literacy levels. Finally, we will be asking families who are recruited, some questions before and after the program to learn if any of their attitudes or behaviors changed as a result of the program.

Who can attend the program

We will be able to accommodate 12 families. We are specifically looking for families that have children between the ages of 8 and 12. The parent can be a biological parent, a relative (uncle, aunt, grandparent) or a caregiver— as long

as he or she has primary responsibility for the child. We strongly encourage both parents or caregivers to attend together. Families with more than one child aged 8 to 12 can attend, and it doesn't matter if the children are in school—all are welcome. We hope some of you in this room will choose to participate and set a good example for the rest of the families in the community!

How we will recruit families

We want all families in the community to have the chance to participate in the program. We also want to make sure that families are motivated and committed to participating. So first, we will spread the news about this program to the whole community. Then, on a specific date, we will ask all interested families to sign up for the program. Families will be accepted into the program on a <u>first-come, first-served</u> basis. If a family that signs up is not eligible (e.g., that is, does not have a child between 8 and 12), then the next family will get the opportunity to participate. We hope this is a fair way to ensure all interested families have the chance to take part in the program.

What help we need from you

We ask for your cooperation in telling the families in your community about this opportunity and encouraging them to sign up. Please explain to your neighbors that this program is not just for "problem families" but for <u>all</u> families that want their children to be happy, polite and well-behaved, and that want to be united and strong. We hope you will set the example for others by signing up for our program! If people see their leaders participating, then they will want to participate as well.

Other discussion points

Location: Groups need a space that is available for three hours once a week, with at least two separate rooms.

Considerations: Does the space have electricity? What does the space need to be made comfortable for families (e.g., that is, does it need floor mats)?

Food: Is money available to pay someone in the community to cook and supply drinks, plates, utensils, each week.

Childcare: Will people require childcare for young children (aged 0– 5)? Is there a trustworthy community member who can babysit young children? Would this be a service that families would use?

Permission: Are there absent community leaders who need to know about the program? Are there certain authorities (e.g., landowners, police) who must be consulted?

Next steps

Announce plans for a second community meeting to explain the family program and ask leaders to invite as many people as possible.

Materials required for community stakeholder meeting

> Refreshments

Appendix B

Readiness for Parenting Program Checklist

Families Make the Difference
Site Readiness Checklist

Name of community	
Type of space (e.g., school, clinic, church)	
Have you read the Families Make the Difference Implementation Guide?	☐ Yes ☐ No
Have you conducted a needs assessment and stakeholders meeting?	☐ Yes ☐ No
Have you secured funding for a parenting project and reviewed the sample budgets in this guide?	☐ Yes ☐ No
Have you created a theory of change, anticipated any necessary contextualization of materials, and arranged for parent group facilitator training with the CYPD technical unit?	☐ Yes ☐ No
Have you identified and secured (e.g., gained permission to use) a space to hold meetings?	☐ Yes ☐ No If YES, from who: _____
Does the space have toilet facilities nearby?	☐ Yes ☐ No
Does the space have hand-washing facilities?	☐ Yes ☐ No
Does the space have safe drinking water or are you prepared to bring safe water?	☐ Yes ☐ No
Is the space centrally located (that is, within walking distance for most people in the community)? If not, have you transportation available?	☐ Yes ☐ No
Is the space available and accessible on weekends and evenings?	☐ Yes ☐ No
Does the space need additional materials (e.g., floor mats)?	☐ Yes ☐ No

Appendix C

Sample Group Leader Job Description

Background

The objectives of the Families Make the Difference program are to increase knowledge of positive parenting skills and improve children's developmental outcomes and behavior. You will need to keep these objectives in mind when you are recruiting parent group facilitators.

Job Responsibilities

Group Leaders will:

> Undergo training to facilitate parenting groups and read training materials found in the Families Make the Difference toolkit.

> Facilitate parent skills training groups (two-hour weekly sessions) for approximately 10 weeks.

> Provide detailed feedback on the content and delivery of the training materials in order to improve the materials.

> Complete monitoring and evaluation forms after each group session.

Number of Group Leaders for Recruitment

Two for parent skills training groups; preferably one male and one female if appropriate.

Qualifications and Desired Profile

> Experience working in communities similar to the one in question.

> Experience conducting group trainings.

> Ability to organize and execute in a timely manner (including paperwork).

> Fluency in the local language.

> Excellent communication and interpersonal skills.

> Ability to empathize and get along well with others.

> A positive, encouraging attitude and enthusiasm for people-oriented work.

> Flexible work hours (e.g., must be willing and able to work in evenings or weekends).

Additional qualities desirable for Group Leaders but not necessarily requirements:

> Candidates are themselves parents.

> Candidates are between the ages 30 and 50.

> Males and females are equally represented among those hired.

Appendix D

Sample Interview Guidelines

Parent Group Facilitator Interview Guidelines for Community-based Recruits

The IRC _____ is starting a parenting program to help strengthen and support families in order to address the many different types of abuse, exploitation and neglect suffered by children in your region. The goal of Families Make the Difference program is to measurably improve the safety, well-being and development of girls and boys and to increase parental knowledge and confidence.

The information will help organizers of the program determine the most qualified applicants for the job of parent group facilitator.

NOTE: Before interviewing potential Group Leader candidates, it is important to talk with local government and village leaders to obtain recommendations and permission to proceed with interviews.

Name_____

Date of Birth _____

Gender _____

Marital status _____

Number of Children _____

Language(s) _____

Education _____

Address _____

_____

_____

Contact Number _____

Type of ID (if applicable) _____

1. What is your current employment or role in the village?

_____

_____

_____

2. Can you tell me about your experience working with parents and children?

_____

_____

_____

_____

3. Why are you interested in being a parent group facilitator?

_____

_____

_____

_____

Appendix E

Group Facilitator Interview Appraisal Form

Community	
Date	
Time	
Applicant	
Interviewer	

Professional Qualifications					
	1	**2**	**3**	**4**	**5**
General work experience					
Relevant work experienced					
Demonstrated understanding of the position					
Demonstrated understanding of migrant families					
Demonstrated understanding of migrant community					
Community organization skills					
Level of education					
Language skills					
Total score					

Personal Qualities					
Demonstrated enthusiasm					
Demonstrated facilitation abilities					
Self presentation					
Overall friendliness					
Demonstrated creativity					
Personal references					
Attitude toward parents, children and the community program					
Total score					

Interviewer comments

Appendix F

Sample Weekly Facilitator Meeting Agenda

Sample Weekly Debriefing Agenda

Persons present during the debriefing session:

1. _____

2. _____

3. _____

4. _____

5. _____

Participants absent from the weekly session and plans for updating them:

_____

_____

Have facilitators completed the fidelity checklist for this session?   yes_____   no_____

Note: If the checklist was not completed, please complete it now.

List changes facilitators made to the session's agenda and/or list activities or items that were not completed during session:

_____

_____

What went well during the session?

_____

_____

What improvements might be incorporated into the next session?

_____

_____

Signature of facilitator: _____

Appendix G

Supervisor/ Coach Fidelity Monitoring Form

Name of Community/Village: _____   Date: _____

Name of Group Leader 1: _____   Group Leader 2: _____

Name of Monitor: _____   Session #: _____

Please list at least three skills and abilities you observed the facilitators doing well and three areas for improvement.

Skills and Abilities		Areas for Growth and Improvement	
Facilitator 1	**Facilitator 2**	**Facilitator 1**	**Facilitator 2**

PROGRAM FIDELITY AND METHODOLOGY 1 = Yes; 0 = Needs Improvement; NA = Not Applicable[1]	Group Leader 1	Group Leader 2
1 Did the group leaders review the homework activity with the participants (e.g., ask participants if they did their homework, ask participants to share their experiences)?		
2 Did the group leaders follow the activities/exercises as described in the manual (e.g., follow the order of activities)?		
3 Did the group leaders clearly and accurately explain the information in the manual, using language that is appropriate and easy for participants to understand?		
4 Were the group leaders warm, friendly, nonjudgmental and respectful to participants (e.g., smiled, addressed participants politely)?		
5 Did the group leaders make the participants feel comfortable to ask questions and share their ideas (e.g., asked if anyone had any questions)?		
6 Did the group leaders demonstrate active listening when participants were speaking (e.g., make eye contact with participants when speaking)?		
7 Did the group leaders make sure participants understood and followed the session (e.g., ask open-ended questions)		
8 Did the group leaders provide supportive feedback to participants (e.g., praise participants for doing their homework or thank them for sharing their experience)?		
9 Did the group leaders set up the role-plays or practices as outlined in the manual?		
10 Did the group leaders play games, sing songs, or do other energizer and ice-breaker activities during the session?		
11 Did the group leaders give and explain homework activities to the participants at the end of the session?		
12 Did the group leaders manage time well (e.g., finish activities in the time allotted without rushing)?		
13 Were the group leaders prepared to conduct the session (e.g., prepare flip charts in advance, appear familiar with the topics and activities)?		
14 Did the group leaders support each other and equally divide facilitation of the activities in the session?		
GROUP PARTICIPATION Yes/No/NA		
15 Did the session start on time?		
16 Did the session end on time?		
17 Did all participants, both male and female, actively participate in the session?		
18 Did participants ask questions during the session?		
19 Did participants share their thoughts, feelings or experiences during the session?		

1   Only use NA if you were not in attendance during this part.

20	Did participants get along with one another in the group?	
21	Did participants appear to understand and follow the topics in the session?	
22	Did participants participate in the games, songs and other energizer or ice-breaker activities during the session?	
23	Did parents receive the handout for the session?	
ATTENDANCE (ask to see attendance log)		
24	How many parents attended today's session?	
25	How many children attended?	
26.	How many parents have left the group at this point in time (e.g., how many parents dropped out)?	

Follow Up Action Plan:

When will you provide this feedback to the group leaders? Date: _____

_____

_____

_____

When will you follow up on the feedback? When will you attend another session?

_____

_____

_____

Date: _____

What is the action plan? How will you help the group leaders make needed improvements?

Role-playing

Explanation of concepts, skills

Other:

Parent feedback about the session
(What did parents say they learned from this session?):

Appendix H

Confidentiality Agreement

Sample Confidentiality and Reporting Agreement

Group Facilitators must adhere to the following guidelines:

1. Group facilitators must immediately report any suspected cases of child abuse to the Families Make the Difference program manager and coach/supervisor without talking to anyone else about the child or family.

2. Group leaders are must keep all discussions in parenting groups strictly confidential; they must not repeat anything said in the groups outside of the groups.

3. Should any of the group leaders break this confidentiality agreement, that breach must be reported immediately to the Families Make the Difference program manager.

Group Leaders' Names:

Signature:

Date:

Coaches/Supervisors' Names:

Signature:

Date:

Healing Families Program Manager's Name:

Signature:

Date:

Appendix I

Sample Attendance Sheet

Families Make the Difference Attendance Sheet

Note to Facilitators: You will need to make a copy of this attendance sheet for each session. Please make sure that parents sign in using the same name each week. You can also print parents' name on the attendance sheets, allowing them to initial the sheets next to their names and then sign in any guests/children they bring.

Name	Age	Male (M) or Female (F)	Who is attending with you today?	Initials upon arrival	Initials upon departure

Appendix J

Parenting Program Measures

The following measurements were previously used by the IRC in Liberia, Thailand, Burundi and Tanzania. These are just a small sample of measurements available.

For more information about pre- and post-intervention measurements and instruments, please contact the HQ CYPD Unit.

Construct	Type of measure	Sample measures
Harsh punishment	Validated, quantitative parent and child report	MICS Discipline Module (UNICEF)
Positive parenting	Validated, quantitative parent and child report	Parental Acceptance and Rejection Questionnaire (Rohner)
Child mental health	Validated, quantitative parent and child report	Child Behavior Checklist (Achenbach)
Parent/Caregiver attitudes and beliefs about parenting Parent-child interaction	Validated, quantitative parent report Observation	The Adult Adolescent Parenting Inventory- AAPI-2 (Nurturing Parent Program) Dyadic Parent Child Interaction Coding System

Appendix K

Sample Parent Satisfaction Survey

Parent Satisfaction Survey

Facilitator Names: _____   Date:_____

Name of Community/Village: _____

Parent Name: _____   Parent's Sex: Male   Female

OVERALL PROGRAM SATISFACTION				
1	How satisfied were you with this program?			
	1	2	3	4	5
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
2	I learned useful information about parenting skills from this program.				
	1	2	3	4	5
	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree

GROUP LEADER SATISFACTION				
3	The group leaders were well-organized and prepared.				
	1	2	3	4	5
	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
4	The group leaders were knowledgeable about parenting skills.				
	1	2	3	4	5
	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree
5	The group leaders were friendly and helpful.				
	1	2	3	4	5
	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree

USE OF SPECIFIC SKILLS			
6	In the last two weeks, how many times did you play with *your child(ren)*?			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times

7	In the last two weeks, how many times did you praise your *child(ren)*			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times
8	In the last two weeks, how many times did you sing with or tell stories to your *child(ren)*			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times
9	In the last two weeks, how many times did you ignore your child's minor misbehavior (e.g., ignored him when he complained or whined)?			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times
10	In the last two weeks, how many times did your family have a meal together?			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times
11	In the last two weeks, how many times did you use one of the relaxation techniques discussed in the program to calm down when feeling angry, upset or stressed (e.g., positive thinking/talking, taking deep breaths, going for a walk)?			
	1	2	3	4
	Zero	One to two times	Three to five times	Six or more times

FEELINGS ABOUT SELF AND FAMILY

12	Since completing the program, my child has been obeying me…				
	1	2	3	4	5
	A lot less	A bit less	About the same	A bit more	A lot more
13	Since completing the program, I have been spending…				
	1	2	3	4	5
	A lot less time with my child	A bit less time with my child	About the same amount of time with my child	A bit more time with my child	A lot more time with my child
14	Since completing the program, I have been using…				
	1	2	3	4	5
	A lot more physical punishment (e.g., beating with hand or cane) to discipline my child	A bit more physical punishment to discipline my child	About the same amount of physical punishment to discipline my child	A bit less physical punishment to discipline my child	A lot less physical punishment to discipline my child
15	Since completing the program, my family is…				
	1	2	3	4	5
	A lot less happy and peaceful	A bit less happy and peaceful	About the same	A bit more happy and peaceful	A lot more happy and peaceful

16	Since completing the program, I feel…				
	1	2	3	4	5
	A lot less confident about being a parent	A bit less confident about being a parent	About the same	A bit more confident about being a parent	A lot more confident about being a parent
17	Since completing the program, I feel…				
	1	2	3	4	5
	A lot more stressed and worried about my children	A bit more stressed and worried about my children	About the same	A bit less stressed and worried about my children	A lot less stressed and worried about my children
18	What did you like most about the program?				
19	What did you like the least about the program?				
20	What was the most important or useful skill you learned in the program?				
21	What changes (both positive and negative) have you noticed in yourself, your child and your family since participating in the program?				
22	Sometimes participating in a program or training can have negative as well as positive effects on people. Can you list any negative effects this program may have had on you, your child or your family?				
23	Please describe the ways that you think we could improve this program.				

Thank you for your participation! If you have any other comments, please let us know:

Appendix L

Sample Budgets

Sample Budget from the Happy Families (HFP) program in Thailand:

Below is a sample program supplies budget for HFP in Thailand. Costs will vary (it is likely that costs in Thailand are lower than in many other contexts where the IRC works). Note that this budget is only for program supplies and does not include staff and operational support costs.

Budget for implementing the parenting program with one group of 12 families:

Line item	# Units	Days/ Months	Unit price USD	Item Subtotal USD
Group leader stipend	4	4	$70	$1,120
Family recruitment activities	1	1	$67	$67
Printing (e.g., training manual, flyers, posters)	1	1	$27	$27
Childcare provider stipend	2	12	$3.50	$84
Training venue	1	3	$16.67	$50
Training materials	1	1	$90	$90
Food for participants	36	11	$1	$396
Incentives for participants	1	11	$34	$374
Graduation supplies (e.g., food, gifts, certificates)	1	1	$68	$68
TOTAL				$2,276

Cost per family: $189.67

Sample outline of costs associated with parenting program implementation from Tanzania:

Personnel (salary and fringe benefits)
Program Manager (100%)
Clinical Staff/Coaches (100%) This number will vary depending on the number of facilitators.
Facilitators (100%) The number of facilitators depends on targets and availability of community volunteers . Community volunteers may also be offered stipends.
Equipment and Supplies
Computers for Program Manager and Facilitator Coaches/Supervisors
Desk furniture for Program Manager
Vehicle for Coaches/Supervisors, plus maintenance and fuel
Cell phones and usage plans (one for each facilitator plus the Program Manager and Assistant Coordinator)
Bicycles (one for each facilitator and community liaison)
Flip chart, easel and box of markers (for each facilitator)

Copies of Families Make the Difference facilitator manuals for each facilitator

General office supplies

Community Readiness Work

Community stakeholders meeting and needs assessment

Pen and notebook (for each participant)

Incentives for stakeholder participants (t-shirts, travel allowances, etc., optional depending on context)

Lunch (for each participant plus program staff)

Salary, travel, lodging and per diem for the qualitative researcher (during data collection for formative research at each implementation site)

Space rental (to hold focus group discussions/interviews)

Adaptation (cultural tailoring of materials)

Translation and back-translation of manuals into local languages (approx. 100 pgs.)

Drawings for parent handouts (tailored to localities)

Incorporation of formative research and community stakeholder ideas into manuals.

PLEASE NOTE: all modifications need to be done in collaboration with the CYPD HQ's technical unit as to ensure program fidelity.

Parent Group Facilitator Training (25 participants maximum, 5 days)

Rental of training space

Transport and accommodation for participants

Daily stipend for participants

Flip charts, easel, masking tape, markers

Pens and notebooks

Certificates of completion

Lunches and additional refreshments (for 5 days for participants plus trainers plus program staff)

Parent Group Sessions

Certificates of participation

Refreshments

Photocopying and printing (parent handouts and other program materials)

Notebooks and pens