Network for Empowerment & Progressive Initiative (NEPI)

Sustainable Transformation of Youth in Post-Conflict Communities

Transformation Program Training Manual

March 2019

By: Klubosumo Johnson Borh and Morlee Gugu Zawoo, Sr.

Contributing authors: Christopher Blattman, Tricia Gonwa, Julian C. Jamison, Katherine Rodrigues, and Margaret Sheridan

INNOVATIONS FOR POVERTY ACTION

Contents

Foreword from Founders of Program

At the young age of 19, we were forced to become fighters in one of our country's bitter civil wars. Fifteen years ago we managed to escape our combatant group and turn ourselves around. Each day since, we have worked to help other African youth do the same. It is with this goal in mind that we founded Network for Empowerment & Progressive Initiative (NEPI), a community-based organization dedicated to a non-violent, arms-free Liberian society. Since NEPI's founding, we have worked with thousands of street youth, ex-combatants, sex workers, drug dealers, and young men and women suffering from extreme poverty to transform their lives.

This manual is the result of 10 years of experience conducting, testing, and revising interventions addressing psychosocial wellbeing, life skills for social reintegration, civic and peace education, and the transformation of street and war-affected youth in post-conflict communities in Liberia. The Transformation Program Training Manual is a practical and relevant tool intended to equip trainers with knowledge and resources to facilitate successful interventions.

The Transformation Program works closely with the World Bank, UN agencies, INGOs, local NGOs, and other stakeholders to fill training gaps and address issues impacting war-affected youth and their reintegration in post-conflict communities. It is our hope that the dissemination of this program manual will strengthen these efforts and expand the availability of training and planning resources in the field.

This first edition training manual is meant for use by country directors, program managers, field supervisors, and other practitioners in the field. NEPI and Innovations for Poverty Action (IPA) will continue to refine the modules in this manual and add additional modules to the curriculum. A final and expanded version of the program manual will be published in the future.

Comments and feedback regarding this program manual are welcome and encouraged. If you conduct trainings using elements of this manual, please share your experiences with us. We are eager to hear about what worked, challenges you may have encountered, and lessons learned. Your contributions will help us improve subsequent versions of this manual. You may contact Johnson Borh at nepilib@yahoo.com or by phone at +1-715-977-1020.

Klubosumo J. Borh
Co-Founder
Network for Empowerment & Progressive Initiative (NEPI), Liberia

Morlee Gugu Zawoo, Sr.
Co-Founder
Network for Empowerment & Progressive Initiative (NEPI), Liberia

Foreword from Academic Partners

Poor and underemployed youth can be found at the hearts of riots, revolutions, civil wars, and crime. Such high-risk youth potentially pose a danger to society and themselves. In Liberia, which recently endured 14 years of civil conflict, the government and United Nations (UN) peacekeeping force consider these youth among the serious threats to peace and security in the country. While reducing crime and violence among disadvantaged young men is a policy priority, it is unclear which interventions work and why.

The Sustainable Transformation of Youth in Liberia (STYL) study investigates whether it is possible to shape the preferences, personality traits, and social identity of high-risk men in adulthood, and thus reduce the likelihood they commit crimes, violence, or other anti-social behaviors. We worked with 999 men in the markets and slums of Monrovia, the capital of Liberia. We recruited the poorest and most excluded men into our study. A majority engaged in petty crime, drug dealing, drug abuse, or begging. Many were also combatants during a long civil war.

We experimentally evaluate two interventions to reduce crime and violence among these high-risk men in Liberia. The first intervention was eight weeks of group cognitive behavior therapy, designed to promote future-orientation, self-discipline, and norms of non-violent, pro-social behavior. Following the therapy, the men participated in a lottery for an unconditional cash grant of $200. This cash was a treatment, to address another potential source of persistent poverty: credit constraints.

This design allowed us to examine the independent impact of behavioral treatment and unconditional cash transfer on behavior. Additionally, we were able to observe the impact of the combination of cash grant and behavioral therapy on behavior. Findings are reported in "Reducing crime and violence: Experimental evidence from behavior change and cash transfers," the latest version of which can be found at http://chrisblattman.com/research/. While this study is specific to the Liberian context, we hope the program intervention can be replicated elsewhere using this manual as a model.

Christopher Blattman
Columbia University, School of International and Public Affairs

Julian C. Jamison
Office of Research, Consumer Financial Protection Bureau

Margaret Sheridan
Harvard Medical School/Boston Children's Hospital, Department of Developmental Medicine

Acknowledgements

Although this manual is primarily authored by Klubosumo Johnson Borh and Morlee Gugu Zawoo, Sr., it builds upon a ten-year journey we undertook with our colleagues at the Network for Empowerment and Progressive Initiative (NEPI): Nelson B. George, Thompson Borh, Mabel C. Zawoo, Nicholas Vah, Eric Kolubah, Annie Zinnah, Patricia Temmeh, Tracy Kpahe, Theresa Nimley, O. Sam C. Kpannah, Stephen Borh, McCarty Harris, and Augustine Kpadeh among others. We offer our sincere gratitude for their numerous and diverse contributions to NEPI's collective knowledge.

We would also like to thank Dr. Christopher Blattman, Tricia Gonwa, Dr. Julian C. Jamison, Dr. Margaret Sheridan, and Dr. Jeannie Annan for their insightful feedback on drafts of this manual.

We are indebted to others at IPA who encouraged the creation of this guide in a multitude of ways and who made this an organizational priority. We would like to thank IPA for funding the development of this manual; without their generous contribution this would not have been possible.

We offer our thanks to Bartholomew B. Colley, Sunny A. George, William Saah, Sam Gbaydee Doe and other practitioners for building our capacity, enhancing our skills, and deepening our knowledge. Without their support and guidance, NEPI could not have developed into the learning community it is today.

The games, activities, and exercises in this manual have been developed and refined over a ten-year period. Many of the exercises were originally adapted, and have since evolved, from activities developed by others. These include: Lutheran Trauma Healing and Reconciliation Program of the Lutheran Church in Liberia, the Trauma Healing Manual from the Christian Health Association of Liberia (CHAL), Caritas Training Manual, Caring for Survivors of Sexual Violence in Emergencies Training Guide, When you are the Peacebuilder, as well as A Nuts and Bolts Guide from the Public Conversations Project: Fostering Dialogue Across Divides.

And finally, we would like to thank our donors. Their support has enhanced and accelerated our work, allowing us the opportunity to gather the lessons we have learned and make them available to others.

Terms and Abbreviations

AIDS	Acquired immune deficiency syndrome
ERIS	Electoral Reform International Services
GBV	Gender-based violence
HIV	Human immunodeficiency virus
INGO	International non-governmental organization
IPA	Innovations for Poverty Action
IRC	International Rescue Committee
NEPI	Network for Empowerment & Progressive Initiative
NGO	Non-governmental organization
PTSD	Post-traumatic stress disorder
STYL	Sustainable Transformation of Youth in Liberia
TP	Transformation Program
UN	United Nations
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees

1 INTRODUCTION

1.1 What is the Transformation Program?

The Transformation Program (TP) is an cognitive behavioral therapy and life-skills training program developed and implemented by the Network for Empowerment and Progressive Initiative (NEPI) with the support of Global Community. Academic collaborators from Innovations for Poverty Action (IPA) further refined and focused the program in particular areas. The TP aims to bolster youth's cognitive and social skills, raise their aspirations, and equip them to reach their goals. The curriculum includes modules on anger management, impulse control, future orientation, planning skills, and self-esteem, among others.

1.1.1 Content of the Program

The overarching goal of the transformation program is to help youth transition from living on the street and acting against the law as 'outcasts' to living within the bounds of society as functioning members. The program supposes that this requires an emphasis on (a) re-joining mainstream society and (b) increasing future orientation. Program participants are given practical tools to help them accomplish these goals. For example, they are encouraged to exercise control over their futures by setting goals and making plans. Youth are taught how to set reasonable short- and long-term goals. In addition, youth learn how to break down a large goal into steps that can be turned into plans. While program participants practice making plans for a variety of situations, financial planning is stressed. Moreover, savings strategies specific to the Liberian context, such as Susu (a community savings club that accumulates interest and pays members on an annual basis) are encouraged.

Additionally, the program helps youth change behaviors that alienate and isolate them, in an effort to help them become part of mainstream society. Youth are encouraged to present a public image that promotes positive social interactions and elicits trust amongst community members. For instance, the program emphasizes the importance of good hygiene and maintaining one's physical appearance in shaping perceptions. Taking the practical step of creating a positive public image may allow youth to expand their social circles, thereby generating new opportunities for them.

In addition to practical tools, youth are encouraged to examine the way they think and feel about themselves. For example, a module on self-esteem is included to teach participants to value themselves and their futures. This is in turn folded into the goal of future orientation by pointing out that once participants value themselves and their futures, they will want to make sacrifices in the present that may lead to a better life. In other words, youth are encouraged to prioritize future consumption over present consumption. Emphasis is also placed on curbing impulsive behaviors detrimental to one's future, such as gambling, substance abuse, violence, and committing crimes.

1.1.2 Implementation of the Program

The goals of the program are relayed to participants through group meetings and are re-enforced through the use of assignments and the presentation of role models who demonstrate the possibility of transformation. Assignments allow street youth to practice changes to their daily routines. For instance, after modifications are made to the street youth's appearances, they are encouraged to practice normal activities, such as washing themselves and their hair. Later they practice more complicated societally appropriate behaviors such as visiting the bank or the grocery store. These trips are intended to increase youth's self-esteem and to demonstrate that they can interact successfully with people outside of their immediate peer group, thus helping them transition from being a member of their peer group to being a member of society in general.

Group meetings typically occur in groups of 20 youth and are led by two counselors. This component of the program is conducted in half-day sessions three times a week for eight weeks, as half-day sessions are presumably the longest participants can afford to forgo their normal street activities. Moreover, trainings take place in the morning to mitigate the likelihood of participants attending sessions while under the influence of drugs or alcohol.

These sessions are made convenient for the street youth to attend. They are conducted in youth's neighborhoods, often in abandoned buildings and schoolrooms, since these settings are most comfortable for participants (thereby incentivizing program attendance). Furthermore, such locations are typically more practical given budgetary constraints. Lunch is also offered to participants as a small incentive to attend trainings. During trainings, catering is performed by local cook shops as a cost-saving measure and because these foods are most familiar to participants.

Program facilitators serve as participants' strongest positive role models; however, other former street youth may be invited to various classes to tell their stories of transformation. Ideally, repeated exposure to individuals who have made dramatic life-changes convinces program participants that change is within their reach. Introducing these guest speakers also allows participants to interact with individuals outside their peer group.

Since most of our beneficiaries have lower educational backgrounds, the transformation training relies primarily on information presented through visual and auditory means rather than written materials. While some written materials are used, it is imperative that trainees with limited reading and writing skills not be excluded.

1.2 Goals and Objectives

The program's primary goal is to help street youth transform their lives and become productive members of society. Building upon this goal, a fundamental objective of the TP is to show each participant they can, in fact, become a different kind of person. There are three key strategies used to promote this objective. First, role models demonstrate to program participants that other youth, formerly much like themselves, have been able to change their lives for the better through hard work and determination. Second, youth are provided with practical steps to change their lives and space to evaluate how they think and feel about themselves and their experiences. Lastly, through a series of assignments, youth practice these practical steps.

1.3 Target Population

As of mid-2012, the Transformation Program enrolled approximately 1,000 youth. Youth were recruited from urban areas where large numbers of underemployed individuals congregate. Participants were targeted for the program on the basis of exhibiting the following characteristics: persistently poor, homeless, lacking self-discipline, hostile, idle, and involved in petty crime or drug use.

1.4 History of NEPI

Network for Empowerment & Progressive Initiative (NEPI), formerly known as the National Ex-combatant Peace Building Initiative, was established in 2000 by Klubosumo Johnson Borh and Morlee Gugu Zawoo, Sr. in response to the 14-year civil war in Liberia that conscripted thousands of youth as combatants. Many of these youth were recruited from captured villages and urban slums. The physical and psychosocial effects of the war on these youth and ex-combatants were severe. Many have been conditioned to a culture of violence, lawlessness, lack of respect for the elderly, low self-esteem and self-image, teenage prostitution, drug abuse, and armed banditry.

NEPI was established at a time when violence was institutionalized in Liberia. With the aim of breaking the cycle of violence, NEPI began the difficult task of rehabilitating former fighters and reintegrating them into society through the use of strategic interventions. NEPI founders, ex-combatants themselves, also used their personal connections with fighters to encourage the rehabilitation and reintegration process.

NEPI was founded to serve as a catalyst for sustainable peace and development in communities devastated by civil conflict. Our organization helps war victims improve their coping mechanisms to trauma and fosters relationships between and amongst former fighters, conflicting parties, varying socioeconomic groups, and tribal factions. We promote peace and reconciliation principles as tools to effectively build, strengthen, and promote positive social change within communities and shape policy decisions that recognize and support the most vulnerable populations.

NEPI has served more than 30,000 ex-combatants and 14,000 youth in Liberia through work and support from donors and implementing partners, organizations and institutions such as ERIS Carter Center-UK, Global Community, IRC International, Landmine Action, Mediators Beyond Borders (MBB), Stanford University, the UNDP, the UNHCR, the World Bank, and now Innovations for Poverty Action (IPA).

As NEPI's needs evolve, we continue to adapt and improve our methodology. Our program employs various techniques including the Four D's method (Describe, Demonstrate, Develop, and Discuss), lectures, storytelling, slogans, songs, group work, assignments, one-on-one sessions, and follow-up visits. Over the years, we have come to realize that some techniques are more effective than others. Storytelling, for instance, is particularly effective in helping youth reflect upon their lives and build towards their futures. Stories of positive transformations inspire program participants and provide them with hope for lasting change. Listening to the stories of youth, one hears of the failures and triumphs on their quest towards transformation. It is through telling these stories that we become creators of history rather than objects of it. It is through storytelling that we spread a culture of peace.

1.5 History of the Transformation Program

The precursor to this program was first established in 2000 and it evolved over the course of nine years. The program has been adapted to particular populations (e.g. former fighters and war-affected youth) and also includes our own lessons and learning. We have conducted a version of the TP three times. The TP represented here has been specifically adapted to an urban street youth population. Other modules we've used in the past with different populations include: effective communication, community conflict, community healing (trauma), perception and role reversal, conflict analysis and transformation, posttraumatic stress disorder, early warning and early responses, peace building levels and approaches, truth and reconciliation, and career counseling. These modules were excluded from the current program since they were not as relevant to this particular population.

Over the years, the NEPI program has expanded to include social reintegration perspectives, peace and reconciliation, youth development, gender-based violence and protection, and HIV/AIDS initiatives. Our programs focus on the orientation of ex-combatants, life skills for social reintegration, community empowerment, mediation, human rights education, and psychosocial interventions. Research studies and surveys that helped inform our projects include the Ex-combatant Economic Reintegration Survey, the Community-Driven Development Survey, the Follow-up Evaluation Survey, and currently, the Sustainable Transformation of Youth in Liberia (STYL) study.

All of our programs are designed to ensure the communities we serve can manage and sustain their future development. Research teams from Colombia and Harvard universities are currently working with NEPI to study and evaluate our innovative programs in a randomized control trial.

As mentioned, the NEPI approach has been developed and refined over a ten-year period. Some of the training techniques and methodologies were originally adapted, and subsequently evolved, from methods developed by others. The following organizations and programs have strongly influenced NEPI's methodology:

- ❖ The Lutheran Trauma Healing and Reconciliation Program (1998, November). Training of Trainers Program in Peacebuilding, Totota Bong County, Liberia.
- ❖ Neufeldt, R., Fast, L., & Cilliers, J. (2006). Peacebuilding: A Caritas Training Manual
- ❖ Inter-Agency Standing Committee (2010). Caring for Survivors of Sexual Violence in Emergencies: A Training Guide.
- ❖ Herzig, M. & Chasin, L. (2006). A Nuts and Bolts Guide from the Public Conversations Project: Fostering Dialogue Across Divides.
- ❖ Vann, B. (2004). GBV Technical Support Project: Training Manual Facilitator's Guide
- ❖ Ayindo, B., Doe, S. G., & Jenner, J. (2001). When you are the peacebuilder: Stories and reflection on peacebuilding from Africa.

1.6 Overview of Approach

This Transformation Program Training Manual is intended for use as a facilitator's guide that addresses the needs of program participants. Facilitators must be creative and practical in presenting the forthcoming modules, while encouraging participation and input from participants. Repetition and reinforcement of the subject matter is essential in helping youth envision a transformed future and actively seek new ways to achieve it. Trainers must also model positive behavior—good role models are essential for an effective and impactful training. As the Caritas Training Manual notes:

> "We do not teach just by what we say, we also teach by what we do. If our behavior contradicts the message we are trying to convey, we undermine our message and lose the respect of those with whom we work." (Caritas, p. 13)

Most psychosocial training in Liberia centers around crisis management, focusing on issues like substance abuse, PTSD, child abuse, and domestic violence. The Transformation Program, on the other hand, has a different orientation: rather than individually addressing these acute problems, which are pervasive in a country emerging from civil war, this program attempts to address the types of chronic problems that prevent street youth across the developing world from participating productively in society. The Transformation Program Training Manual is designed to engage street youth who are vulnerable and lack opportunities for socioeconomic survival and empowerment, 'transforming' them from excluded individuals living at the fringes of society to those working and living within the social and economic mainstream.

1.7 Theory Underlying the Transformation Program

The Transformation Program (TP) is an eight-week group psychosocial intervention for youth, who may have participated in armed conflict, living in resource-poor environments with limited capacity and training. The central focus of the TP is 'transformation' or the movement from a position as an outcast member of society to an economically and socially integrated member of mainstream society. A second orientation of this intervention is to shift street youth living within a present-oriented framework to more future-oriented goals and subsequently, behavior. The creators of the TP have identified this transition and lack of future-orientation as being of central importance in changing risky behaviors such as drug and alcohol use and abuse, criminal activities (e.g. stealing, coning), violent criminal activities (e.g. instrumental violence), and vulnerability to recruitment into armed conflict among disenfranchised youth. In addition, we have identified these factors as central to eliciting positive behaviors such as establishing long-term social and economic relationships with others and contributing meaningfully to community-level goals.

Under the umbrella of these two tenants, the TP has several more practical sub-goals. First, facilitators encourage participants to exhibit behaviors that signal they are operating within societal norms. These include reducing substance use and abuse, improving body cleanliness and the cleanliness of the area in which they live, and managing their anger without resorting to violence. Second, facilitators encourage participants to engage with society in ways that they are unaccustomed to, to test out their negative thoughts and beliefs about themselves and to give them practice engaging in new ways with their surroundings. Third, facilitators teach a series of simple skills around planning and goal setting that allow participants to continue to conceptualize themselves as members of society while also giving them new tools for changing their behavior. After teaching general lessons in planning and goal setting, facilitators spend several sessions having participants practice these skills in the context of earning and saving money. In a final section, facilitators anticipate potential for setbacks and challenges and try to help participants problem solve in advance for when these happen.

The twin goals of shifting societal re-integration and future orientation reflect the fact that out-group status and impulsivity are two known risk factors for violence, criminal activity, and a lack of economic integration. Out-group status, or a lack of economic and social integration is conceptualized as a risk for engagement in violent conflict in rational choice theory. Rational choice theories suggest that violence is instrumental, or purpose-driven, and that the poor are more likely to engage in predatory activities because they have a lower opportunity cost of participation – an idea rooted in economic theories of crime (Becker 1968). This "opportunity cost" hypothesis is highly influential, and the central mechanism in the most prominent formal theories of state formation, political transitions, ethnic struggle, and economic development (Acemoglu and Robinson 2006; Bates 2008; Esteban and Ray 2008; Besley and Persson 2010). In psychological theory out-group status is also conceptualized as a risk factor for violence.

1.8 Structure of the Document

This manual shares knowledge and skills gained from several years of experience conducting trainings. It presents the essential practical and theoretical methods to conduct a transformation program. Section 1 introduces the Transformation Program, its goals and objectives, target beneficiaries, history, approach, and underlying theory. Section 2 focuses on participant recruitment and how to engage communities and other local stakeholders in this process. Section 3 describes the process of recruiting, training, and evaluating transformation trainers. Section 4 outlines the logistics involved in planning and managing a workshop. Section 5 provides a summary of the eleven course modules of the Transformation Program. Section 6 discusses out-of-classroom engagement with participants, including one-on-one and follow-up visits. Section 7 shares some of the challenges and constraints the program has faced, lessons learned, and testimonies from transformation trainers. Section 8 presents an outline of the transformation course, lecture content, exercises, and activities. Finally, the annexes include a trainers training guide and standard forms used in the training process.

2 PARTICIPANT RECRUITMENT

2.1 Communities

Working with communities during the recruitment process provides access to potential program participants. Communities may also offer public venues for trainings that are familiar to, and therefore more comfortable for, participants. Additionally, holding trainings in local communities where participants reside reduces the burden of transportation to and from the training site. Using a public space offered by the community also reduces the cost of paying for a venue. Local cook shops may also provide catering as a further cost-saving measure.

2.2 Identifying Communities

Program staff targeted "slums" and war-affected communities in order to recruit "hard-core" and vulnerable street youth for the Transformation Program. In Liberia, some of these communities include Paynesville Red Light, Central Monrovia, West point, Vai Town, Clara Town, New Kru Town, and Duala.

2.2.1 Community Leader Engagement

Community leaders are key stakeholders who represent the voices and values of their communities and should be actively engaged in the recruitment of program participants. Initially, program staff should schedule an informational meeting with community leaders to discuss the program, its purpose, and the potential impacts it could have on the community, as well as the types of respondents they wish to recruit. The program team should field any questions and address any concerns of the community leader. Staff may request a formal gathering with the community to inform them about the project and an appropriate venue in which to do so. Additionally it is recommended that practitioners ask community leaders about any youth who may be eligible for, and could benefit from, participation in the program (see Annex 2 for a sample "Community Leader Engagement Script").

2.3 Participants

The Transformation Program Training Manual is designed for use with "hard-core" street youth from urban areas, who are typically persistently poor, homeless, underemployed, idle, hostile, involved in drug use and crime, and are thought to be a danger to society and themselves.

2.3.1 Recruitment

Recruitment of program participants should be done through community leaders living in neighborhoods with "hard-core" street youth, and through local organizations working with these youth. Local organizations typically have firsthand knowledge about the communities where youth can be found and appropriate community entry strategies.

2.3.2 Registration

During registration, trainers document who will participate in the TP intervention and conduct follow-up calls with participants who have been assigned to the TP, but are not available at the onset of the program. This process is particularly relevant when the TP is conducted as part of an experimental study.

2.3.3 Orientation

After registering for the TP, participants partake in an information session introducing them to the program. The one-day orientation session provides participants with information about the project, its goals and objectives, and expected impacts. During the orientation, trainers set the tone for the workshop and clarify the workshop plan, including the schedule and agenda. Participants are then given the opportunity to choose the session (morning or afternoon) they would like to attend. Orientation also provides trainers with an opportunity to interact with participants and get to know them before the program begins so trainers and participants become acquainted with each other, and participants begin to develop trust in the trainers – which is fundamental to the program's success.

3 TRAINERS

Trainers serve to model transformative behaviors and are a core component to our theory of change. Therefore, training of facilitators is one of the most strategically important parts of this intervention. The following section is designed as a guide for recruiting, training, and evaluating facilitators working in the field. Desirable attributes and experiences held by transformation trainers are discussed, followed by strategies for recruiting trainers. Next, we provide an overview of the Training the Trainers Guide (see Annex 1 for the complete guide). Lastly, methods for assessing the performance of trainers are reviewed.

3.1 Recruiting Trainers

By design, many of the TP trainers were not highly experienced, traditional professionals from the NGO sector. Some did not have high levels of education or regular employment. Often times, they were former fighters and street youth, and in some cases were even graduates from previous TPs. On the other hand, some of our trainers were college graduates with extensive experience both inside and outside of Liberia. These trainers held management-level positions in the program and often served as lead facilitators.

Organizations may choose to compose their training staff of experts in different fields (e.g. psychosocial, life-skills, and social reintegration specialists). Such a multi-disciplinary approach is recommended to ensure trainers possess a diverse set of skills and expertise across the field of youth development. Ideally, transformation trainers should have prior training in youth development as well as firsthand experience interacting with vulnerable youth in a professional capacity.

Trainers may be recruited in several ways, depending on the organization's needs. If possible, recruitment should be conducted from among a pool of professional and experienced trainers within the organization. However, if organizations do not have a group of trainers from which to draw, recruitment should be done through community-based organizations, especially those involved in youth development.

3.2 Training the Trainers

The Training for Trainers Guide (see Annex 1) is a practical tool designed to take existing trainers to the next level. It aims to help facilitators refine their training techniques, learn new techniques, and gain the confidence to create dynamic and stimulating training sessions. We hope organizations will find this information useful in training facilitators, whether they are experienced or novice.

The Training for Trainers Guide focuses on the core skills essential to transformation trainers and tips for effective facilitation. The role of the transformation trainer is defined and techniques for creating purposeful exercises, as well as managing group dynamics and workshops in general are reviewed. Finally, the importance of trainer motivation, critical awareness, and the use of trainer notes are discussed.

The number of trainers per training workshop will depend on the program context and available resources. It is recommended that each training workshop is limited to 35 trainers to allow for sufficient interaction between trainers and the chance for trainers to practice and use their skills.

3.3 Trainer Evaluation

The ensuing section outlines the process of evaluating facilitators at the end of the training workshop. Evaluations are important because they assess how well trainees understood the material and their level of mastery of the various tools and techniques presented. Moreover, evaluations reveal how effectively trainers can manage training sessions, and their strengths and weaknesses. This process is also helpful when pairing trainers together. Lastly, evaluations provide an opportunity for facilitators in training to learn from other experienced trainers.

Following the trainers' workshop, newly trained facilitators present a topic of their choice to their colleagues and a panel of expert trainers who evaluate their performance. These evaluations serve to assess the effectiveness of the trainers' workshop and gauge whether newly trained facilitators are prepared to engage in the TP. The evaluation process also provides facilitators in training with an opportunity to reflect and provide feedback on the panel's observations.

A combination of self-reflections and feedback from colleagues and expert trainers allows for a comprehensive evaluation of facilitators in training. While receiving feedback from colleagues can be challenging, this strategy provides a learning opportunity for both the presenter and their peers to more fully internalize the workshop content. It is important to note, however, that evaluation feedback should focus on the overall performance of the presenter and workshop content, rather than personal attributes.

3.3.1 Frequency of Evaluations

Conducting ongoing evaluations throughout the training workshop allows facilitators to understand how well the training is going, how effective each pair of trainers are, the strengths and weaknesses of each facilitator, and any changes that need to be made. Evaluations can also be used to help participants remember material covered during the training when evaluator feedback is tied deliberately to the training content. Ideally, trainer evaluations continue throughout the TP intervention as a quality control measure and learning tool.

3.3.2 Means of Evaluation

Feedback can be given verbally or in written form, individually or in groups, and publicly or anonymously. Each of these approaches has benefits and drawbacks. Getting suggestions in writing allows the facilitators in training to process feedback over a longer period of time. However, receiving feedback verbally gives the trainer an opportunity to probe colleagues and gain a better understanding of the feedback. Public feedback, whether written or verbal, provides trainers with a chance to expand on what others have said, and find out whether other trainers agree or disagree. While anonymous feedback allows evaluators to feel freer in sharing their opinions, knowing that they will not be identified and held directly accountable, it does not allow the facilitators in training to discuss their opinions or experiences with others or gather the group's opinion on an exercise or learning experience.

This part of the learning process is often the most challenging since soon-to-be trainers must not only put into practice what they've learned, but also receive constructive criticism from their peers. Although time-consuming, this activity is worthwhile since group members learn to observe themselves and to recognize their strengths and weaknesses as facilitators. It should be emphasized that these exercises also fulfill a secondary purpose for soon-to-be trainers: developing keen observational skills and providing constructive feedback is of great value to their roles as future trainers. Ideally, the contents of the exercises should relate to real situations trainers may encounter in their work and result in practical outputs, which may be used in the future.

If one has the technical capacity to use video, it can be immensely helpful for group members to see themselves facilitate. Videos are also a useful tool for expert trainers to use during debriefings with the group members in training. Observation guidelines should also be prepared to assist in evaluating the facilitators in training (see below for an example).

Trainer evaluations should consist of three parts: (1) self-evaluation, (2) feedback from other group members participating in the evaluation process, and (3) feedback from expert trainers – each of which is discussed below.

Self-evaluation

Invite each trainer to sit down in a quiet space after her facilitation and write down everything she observed during the process. This first summary should be a rough draft (e.g., what worked and what didn't work). She should then go through the detailed observation guidelines and repeat the exercise of writing down her observations. The last step involves watching a video of the exercise – if it was taped – and refining the trainer's written observations.

Feedback from peers

All of the soon-to-be trainers participating in the evaluation process should read through the observation guidelines and note their comments on a piece of paper during and after the presenter's exercise. Prior to beginning the evaluation, expert trainers should emphasize that positive comments are as important as negative ones. After the trainer being evaluated has presented their exercise, collect all comments, check them for fairness, and keep them for the debriefing with the expert trainer.

Feedback from expert trainers

First, an expert trainer should sit down in a quiet place with the facilitator receiving feedback and remind her that no one starts off as a great facilitator. Being an effective facilitator requires a long process of practice, evaluation, and self-reflection. Expert trainers should emphasize that in this context, no mistake is a bad mistake as long as one is prepared to learn from it.

Invite the trainer being evaluated to offer her own observations, starting with what was good. Then share the expert trainer's observations, along with those of other group members. If there is a large discrepancy between the facilitator's self-assessment and the perception of others, try to discuss why this is so (if there is a video of the event, have a look at it together). Discuss the negative observations in the same sequence. Then invite the participant to come up with her lessons learned and add these to the trainer notes, if necessary.

Guidelines for Observation

Observation feedback should address the facilitator's presentation structure (i.e. whether the facilitator kept the group on track and whether the group was able to achieve their objectives within the given timeframe), as well as the facilitators' performance in fostering a positive working environment and constructive group dynamics.

Questions to Guide Observations of Group Dynamics

- Was the working environment/ sitting arrangement positive? If not, did the facilitator try to improve it?
- Do you have the impression that all group members were clear about the task/ exercise/ tool they were to carry out?
- Did all group members participate equally?
- Did the facilitator try to encourage quieter participants?
- Were there persons dominating the discussion? If so, did the facilitator try to reduce their influence?
- Were all ideas taken up and discussed? Were all ideas equally taken into consideration?
- Were there tensions within the group? Was there a sense of achievement, disappointment, or frustration?
- Did the group look after the less experienced persons?
- Were there factions emerging or opposing subgroups?
- Did all participants seem to be following the topics being discussed?
- Did the facilitator succeed in balancing guidance with low-profile management? How so?

Questions to Guide Observations of the Working Process

- How did the facilitator explain the activities to be undertaken?
- Was there agreement on the steps to be taken and the timeframe?
- Did participants start work immediately or was there some reluctance? If there was reluctance, how did the facilitator respond?
- What did the facilitator do to enhance progress (e.g. technical hints, examples, etc.)?
- Were there deviations or side-discussions that did not contribute to the actual objectives of the task? If so, how did the facilitator resolve the situation?

- ❖ Did the group encounter any problems during the working process? If so, what kind of solutions did the facilitator offer?
- ❖ Did the facilitator summarize the key points, achievements, and opinions shared during the training session?

Feedback Rules

- ❖ Feedback is preferably just between two people
- ❖ If you provide feedback, imagine yourself in the position of the receiver
- ❖ Watch the other person carefully and try to ensure you are not upsetting her
- ❖ Give personal messages, so called "I-messages." In other words, make it clear that what you say is just your personal opinion. Start your statements with "I have the impression that..." or "It seems to me as if..."
- ❖ Avoid statements like, "You always do..." Refer to concrete situations instead, such as, "When you were talking about x and y, you did..."
- ❖ Try to avoid adjectives that have a strong negative connotation, such as "bad," "boring," or "wrong," as they may hurt the feelings of the trainer being evaluated and thus distract attention or create a defensive reaction. Instead, talk about how the presentation affected you. For example, instead of saying "Your presentation was boring," you could say, "In my opinion, your presentation could have been more lively. Therefore, it was difficult for me to concentrate at times."
- ❖ Adapt your feedback to each trainer's personality and demeanor. For example, a very self-confident person may tolerate stronger words and clearer messages, while a person who is already very critical and unsure about his own style of facilitation, might feel demoralized by tough and adverse commentary.

4 PROGRAM LOGISTICS

Appropriate logistical planning is a crucial component of training delivery. If participants are not comfortable physically and at ease psychologically, they will not benefit fully from the training content. The first step in planning a training workshop is to develop a timeline, outline what needs to be completed by what date, and assign responsibilities for each task. There will likely be occasions when you have little or no control over logistics, in which case, it is best to be flexible and work with your participants to make the most of situations.

Below are some key logistics that should be in place before implementing a program.

Sample Logistical Checklist

- ❖ Set a date for the training
- ❖ Procure supplies and equipment (flipcharts, paper, pens, markers, tape, etc.)
- ❖ Identify and book a suitable venue for the program (ensure adequate space for classroom and group activities)
- ❖ Set up training rooms (tables, chairs, and equipment) and assemble learning materials
- ❖ Check to ensure all equipment (e.g. overhead projectors) is properly working
- ❖ Invite guest speakers to present; schedule deadlines for submitting any materials presenters will hand out and summaries of talking points for pre-approval
- ❖ Register participants and confirm their attendance
- ❖ Procure refreshments and glasses
- ❖ Set up and confirm catering for lunches
- ❖ Copy handouts and other training material, as needed

- ❖ Develop a trainer evaluation form
- ❖ Create certificates of completion, if applicable

4.1 Venues and Classrooms

Choosing an appropriate training venue and maximizing the potential of the space you're working with is vital. If one cannot check the venue in person beforehand, it is advisable to get to the venue early on the day of the training to sort out any potential issues. Do not be afraid to reorganize furniture, and open or shut windows and doors to ensure that participants are comfortable. If participants are too hot or cold, can hear outside noise, or are sitting on chairs that are too soft or hard, these factors may negatively impact their concentration.

Below is a list of considerations when selecting an appropriate venue.

Venue-related Questions to Ask Oneself

- ❖ How many rooms will I need?
- ❖ Do I need break out or syndicate rooms for small group work and discussions?
- ❖ What size should the rooms be?
- ❖ What is the furniture like? Do participants have somewhere to rest and to write? Are the chairs comfortable?
- ❖ What is the best way to arrange the furniture (lecture style, around a large table, in a circle)?

4.2 Training Equipment

When planning a training workshop, one needs to ensure trainers and guest speakers have the necessary equipment to support their presentations. If needed, check with the venue before booking and make sure to put equipment requirements in writing. Even if one has planned well and the venue is reliable, equipment can fail, so one must check that equipment is working early on the first day of training. It is also a good idea to have identified a technician early on to solve technical issues that may arise. Well in advance of the training day, one should also ensure the training program files are compatible with the hardware and software at the venue. It is important to have a back-up plan and to take along extra materials.

4.3 Breaks and Catering

Whilst it is possible to serve lunch in the training room, it is usually better to have lunch in a different space – particularly as delivery of the food and crockery can be distracting. Moreover, if the remains are not promptly cleared away, this can create unpleasant odors in the training room.

Meal-related Questions to Ask Oneself

- ❖ Should we have a more formal sit-down meal, or a casual meal?
- ❖ Should the food be hot or cold?
- ❖ Should the food be light or heavy?

You will also need to work out where the restrooms are located and let the class know at the beginning of the course.

4.4 Schedule

The Transformation Program is intended to run for eight weeks in total. Each week participants undergo one four-hour training session on a variety of different topics (see Section 5, Summary of Modules, for more information). Two training sessions – one in the morning and one in the afternoon – are typically offered. Generally, the first training session runs from 9:00 AM to 1:00 PM, whereas the second session is from 1:00 PM to 5:00 PM. These sessions include a 10 to 15-minute break, a 30-minute lunch break, a half hour for wrap-up activities, and a period for questions and answers. It should be noted that participants are asked to arrive a half-hour before the training begins to ensure latecomers do not hold up the training.

4.5 Monitoring and Evaluation

Monitoring the training program is an ongoing activity, which starts at the very beginning of the training and continues up until the end. The monitoring and evaluation process will help assess: (1) the program's impact on participants, (2) whether the goals set out for the program and trainees are being met, and (3) whether there are any unexpected or inadvertent effects of the program that need to be addressed.

The transformation team hosts bi-weekly staff reflection and program evaluation sessions with the program manager to review and discuss lessons learned, ensure progress towards program goals and objectives, and address unexpected events and challenges. Additionally, tracking forms are used to keep records on attendance, course delivery, and behavior change. These forms are used during the training sessions as well as during private sessions with program participants. Trainers should constantly look out for changes in trainees: in their minds and attitudes, dress, physical appearance, communication, behaviors, actions, etc. Special concerns are documented and participants who begin to adapt gradual change are given small rewards (such as a program T-shirt with a motivational inscription) as motivation for transformation. The other participants are encouraged as well, and if they continue to be successful, they are also recognized and given small rewards.

5 SUMMARY OF MODULES

The training modules are intended to provide participants with practical knowledge and skills to transform their lives and create better futures. The modules also include exercises and case studies that draw on participants' knowledge and provide opportunities for practical application. During the training sessions, facilitators present information on the basic course content. Training sessions are centered around 11 different topics, or modules: (1) Transformation, (2) Substance Abuse, (3) Body Cleanliness, (4) Garbage/ Dirt Control, (5) Anger Management, (6) Self-esteem, (7) Planning, (8) Goal Setting, (9) Money Business, (10) Money Saving, and (11) Challenges and Setbacks.

Trainings begin with an orientation and information session in which program beneficiaries receive information about the program, its goals and objectives, and expected impacts. This initial session is designed to generate awareness about the program, set the tone for the workshop, and help participants become acquainted with one another and develop trust in the trainers.

Module 1 is focused on engaging youth and encouraging them to develop positive attitudes and behaviors that will eventually lead to more fulfilling and productive lives. This module introduces the concept of transformation, its significance, and the processes involved in transforming oneself.

Module 2 defines substance abuse and discusses its effects, as well as steps for moving past it. This module is designed to help participants understand the dangers associated with drug, alcohol, and tobacco use, and encourages participants to reduce or stop their consumption of these substances.

Module 3 explores the health, psychological, and social benefits of maintaining body cleanliness. Participants are encouraged to change behaviors that alienate them, and to present a public image that promotes positive social interactions with community members, allowing them to become a part of mainstream society.

Module 4 highlights the importance of exercising control over the garbage in participants' lives and environments, and the effects of living in a dirty environment. The aim of this module is to increase participants' ability to maintain clean, healthy, and orderly living spaces.

Module 5 discusses the causes and effects of anger and provides participants with tools to manage their anger. The purpose of this module is to increase participants' abilities to control their anger and prevent them from acting out in ways they may later regret.

Module 6 emphasizes the need for participants to discover themselves in order to begin the path to recovery. This module helps participants improve their self-esteem in order to gain respect, pride, and confidence in their selves.

Module 7 reviews the steps and components necessary for planning and implementation. The goal of this module is to build participants' capacity to develop short- and long-term plans and understand the processes involved in executing these plans.

Module 8 outlines tools participants can use to develop goals, objectives, and indicators for measuring success in their own lives. Participants are taught how to set reasonable short- and long-term goals and are encouraged to exercise control over their futures by setting realistic goals and making plans to achieve them.

Module 9 stresses the importance of engaging in positive spending habits and appropriately managing money. Participants are encouraged to make plans and prioritize their needs and wants prior to spending their money.

Module 10 introduces participants to various saving options and encourages them to reflect on the most suitable saving method for their lives. Ultimately, this module seeks to provide youth with the knowledge and abilities to make informed decisions about savings that will positively impact their lives in the future.

Module 11 explores life's inevitable challenges and setbacks as well as the skills and positive coping mechanisms needed to effectively overcome them. In this module, challenges and setbacks are framed as a test of one's maturity, potential, and abilities, and an opportunity for improvement.

6 OUT-OF-CLASSROOM ENGAGEMENT

Out-of-classroom engagement is a core part of the program. These interactions allow trainers to follow up on issues that emerged during the training, such as improper behavior or traumatic experiences shared by a participant, and assess the intermediate impact of what respondents are learning – that is, whether participants are adapting practices they have learned into their daily lives. Private out-of-classroom engagements also allow trainers to more fully understand trainees. There are two main forms of out-of-classroom engagement: one-on-one visits, and follow-up activities, both of which will be discussed below in more detail.

6.1 One-on-One Visits

One-on-one visits serve as a conduit to providing care. These visits help facilitators: (1) build participants' confidence; (2) encourage and motivate participants to attend classes; (3) observe the trainees' lives; (4) hear stories that may have been held back during training sessions; (5) analyze critical cases that need more attention; and (6) mediate conflicts in participants' personal lives. Private visits outside of the classroom also help the trainers enhance and accelerate their relationships with participants, participant's family members, and the community. Such visits help reduce the community's fears regarding the respondents behavior since the facilitator's presence is a testament to the participant's process of transformation.

Engaging participants in private sessions allows trainers to gain a deeper understanding of participants' lives and advance strategies for coping and transformation. Private visits also allow participants to narrate traumatic stories they did not feel comfortable sharing during group sessions. One-on-one sessions create an environment where trainees feel free to discuss their personal lives and behaviors outside of the classroom. As such, these sessions also provide an opportunity for trainers to discuss the positive and negative impacts of the participant's behaviors.

One-on-one visits may also be conducted if a participant has been misbehaving in class (e.g. has come to class under the influence of drugs or alcohol), or has missed sessions. In such instances, a facilitator would encourage the respondent to improve his behavior. Lastly, one-on-one sessions may be used to assess whether certain homework assignments, such as using a trashcan in one's living space, have been completed.

6.2 Follow-up Visits

Follow-up visits involve trainers privately meeting with participants once the TP is complete to provide guidance, support, and motivation to former trainees and help them apply the course material in their everyday lives. These 21 days of follow-up activities are conducted over the course of seven weeks, averaging three follow-up activities a week. Trainers visit former participants in convenience locations, such as their homes or place of employment.

During these visits, trainers may follow up on several issues, such as behavior patterns, level of community acceptance and engagement, participants' means of employment, hygiene practices, etc. Facilitators may offer advice, guidance, support, encouragement, or motivation. The trainer's presence also serves as an accountability mechanism and helps promote lasting change in the lives of participants.

7 EXPERIENCES

7.1 Challenges and Constraints

Every organization inevitably encounters challenges and constraints to program implementation. The following is a list of those experienced by counselors during the Transformation Program:

- ❖ Program staff had to make adjustments to the program timeframe due to national and religious holidays.
- ❖ The Transformation Program implementation began prior to signing an official contractual agreement with our partnering organization.
- ❖ Our partnering organization experienced delays in procuring essential items for program participants, such as toiletries and towels.
- ❖ Initially, trainers were not provided with sufficient phone credit to conduct reminder calls, provide encouragement, and schedule follow-up and private appointments with program participants.
- ❖ Trainers were not adequately equipped to address withdrawal symptoms of participants who terminated drug and/ or alcohol use.
- ❖ Referral support for drug addicts was, and still is, seriously lacking in Liberia.
- ❖ A few program participants were arrested and imprisoned during the course.
- ❖ Two participants died during the course. These events were traumatic and seriously disruptive for staff and program participants.

7.2 Lessons Learned

Throughout the implementation of the Transformation Program, several lessons were learned, a few of which have been included below:

- Program T-shirts not only serve as promotional material, but also promote greater motivation and unity amongst participants.
- Knowledge and skills gained from the Transformation Program trigger participants' desire to re-connect with their families.
- Despite our best efforts, some of the street youth will choose to be in the street.
- Facilitation of learning activities is done best in small groups where group members are provided with opportunities to assume different roles including observer, leader, and participant.
- If participants are actively engaged in the group facilitation process, everyone tends to learn more from the exposure to different perspectives.
- Linkages matter in that no single organization or institution can transform the lives of youth in isolation.
- Collaboration, coordination, and commitment amongst partner organizations contributed significantly to the TP.

7.3 Testimonials from Trainers

This section includes testimonials from trainers reflecting on their experiences with NEPI's Training for Trainer workshops.

"I must confess, the training acquired through NEPI workshops have sharpened my skills as a trainer and rekindled my passion to transform the lives of vulnerable populations into useful citizens. The NEPI training workshops have stretched my reality much more than I thought. It was very thorough and self-empowering, and I am using what I learned to impact the Transformation Program positively." Annie Zeaneh, NEPI Trainer

"The series of trainings I attended and the knowledge and skills I acquired from these training workshops was, for me, inspiring, thought-provoking and filled with doses of innovations for anyone wishing to work for the empowerment and transformation of vulnerable youth. These thoughtful workshops have given me the tools to unleash the creative talents within me, which has served as a boost to my self-confidence and effective facilitation skill in the Transformation Program. Whenever I reflect on courses, like role reversal in perception, self-esteem, effective facilitation and facilitation skill & techniques, I get re-energized. Thanks to NEPI for these training that has turned me into a trainer." Thompson Borh, NEPI Trainer

"The training from NEPI has really fueled my passion as a trainer. It has helped me overcome my fear of inadequacy and develop my skill and knowledge. At first, I thought to be a trainer was only for people with big degrees in certain fields of study. The NEPI training workshops has proven me wrong. It demonstrates that training is done mostly by people with passion, not necessarily professions. The skill and knowledge I acquired from topic like: transformation, self-esteem and its building process, substance abuse, body cleanliness, etc. in the NEPI workshops have made me effective in the Transformation Program." Eric Kolubah, NEPI Trainer

8 NEPI TRAINING COURSE OUTLINE

Week 1, Day 1- 6 Street Youth Awareness and Orientation

Overview:

- Program beneficiaries will be provided with practical, clear, and precise information regarding the program goals and objectives, activities, target beneficiaries, and expected benefits.

Purpose:

- Create a general awareness about the program.

Objectives:

By the end of the training session, participants will:

- Be acquainted with each other
- Begin developing trust in the trainers
- Understand the workshop plan, including the schedule and agenda

Procedures:

Session 1.1 Staff Introduction

1. Begin the orientation by greeting participants.
2. Introduce yourself and any other workshop staff working with you.
3. If the workshop is being sponsored by an organization, someone from that organization should make a few remarks and welcome the participants.

Session 1.2 Partner Organizations

1. Introduce the staff from partner organizations.
2. Each organization should clearly explain their role in the program.

Session 1.3 Program Goal

1. Introduce the program goal: transforming street youth into more productive citizens.
2. Discuss the goal in detail so participants have a deeper understanding.

Session 1.4 Course Objectives & Expected Impacts

1. Explain that in order for the program to reach its goal, the objectives of the program need to be well understood.
2. Review the program objectives and ensure participants' understanding.
3. Facilitate discussions to clarify any questions, concerns, or misconceptions about the program.

Session 1.5 Beneficiaries

1. Inform participants of the program's target beneficiaries, the total number of beneficiaries at the training site, and the TP's current class size.

Session 1.6 Training Schedule, Sessions, Time, and Location

1. Explain the training schedule throughout the entire program.
2. Describe the various sessions that are available to participants.
3. Review the timing for both sessions (morning or afternoon).
4. Disclose the training location if it is different from where the orientation is being held.
5. Ensure each participant identifies a session to be admitted into.

6. Participants' names should be recorded under their chosen session until all of the participants are placed in a session.

Session 1.7 Training Facilitation, One-on-One, and Follow-up Visits

1. Help participants understand that the training will involve lecture sessions, storytelling, pictorial displays, group work, assignments, songs, slogans, role play, etc.
2. Inform participants that out-of-classroom engagement, including one-on-one sessions and follow-up visits will be conducted. One-on-one visits occur throughout the program, as necessary. Whereas follow-up visits begin once the eight-week program has been completed. Each participant can expect to be visited approximately three times per week for seven weeks after the training is complete to ensure training material is being applied in participants' daily lives.

Week 2, Day 1 Introduction

Overview:

- ❖ This section will set the tone for the training. Participants will learn about each other and about the trainers. Trainers will take attendance, introduce welcome songs, lead participants through an overview of the 11 courses, establish ground rules, and practice slogans and songs.

Purpose:

- ❖ Set the tone for the training and establish a suitable training environment.

Objectives:

By the end of today's topic, participants will:

- ❖ Understand a general overview of the course modules
- ❖ Get to know their peers and facilitators
- ❖ Understand the expectations and ground rules for the course
- ❖ Begin familiarizing themselves with the songs, slogans, and icebreakers that will be used

Procedures:

Session 2.1 Attendance

1. The list of participants attending each session (compiled during orientation) should be available.
2. Check the pictures and ID cards of all participants to avoid intruders.
3. Enter participants' names into an attendance sheet and mark them present for the day.

Session 2.2 Prayer

1. Offer prayer at the beginning and end of each session. If there is more than one denomination represented in the group, a participant from one of the denominations can offer prayer in the morning, and the other can offer prayer at the end of the session.

Session 2.3 Welcome and Introduction

1. Begin the session by greeting participants and introducing the trainers leading the session.
2. Conduct an introductory activity so participants can get to know each other.
3. Teach and sing the "Kelema Song."

Session 2.4 Overview of Courses

1. Provide an overview of the 11 course modules, their purpose, goals, and the expected impact each will have on participants.

Session 2.5 Expectations and Ground Rules

1. Ask participants to share one expectation they have for the training.
2. Write these expectations on a flipchart.
3. Explain whether or not the training will address each of the participants' expectations. If it will not, explain why and how interested participants can gain access to such knowledge.
4. If there are other expected outcomes of the training not mentioned by the participants, you can mention them.
5. Explain that in order for the training to go well, participants need to follow certain rules.
6. Write on a flipchart the following list of rules and explain each as you write them:
    a. Be on time – respect time, start on time, end on time
    b. Respect each others' views and those of the facilitator
    c. Talk loud enough for all to hear
    d. Be recognized before you speak – talk one at a time
    e. No distracting noise – turn off cell phones, do not drag your feet while walking in the room
    f. Participate
7. Ask participants if there are any other rules they would like to suggest; discuss and agree on these rules.
8. Write the participant-generated rules on a flipchart.
9. Ask participants if they agree to abide by the ground rules.
10. Post the ground rules list on the wall in the training room.

Session 2.6 Slogans, Songs, and Icebreakers

1. Teach participants the slogans. Make sure participants know the slogans before using them in the session. For example, during the "Hello & Hi" slogan, trainers say, "Hellooooo" and participants respond by saying, "Hi." The trainer then says, "Hi" and the participants respond with, "Hellooooo."
2. Teach participants the songs that will be used throughout the training.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 2, Day 2 Module 1: Transformation

Overview:

- ❖ This module introduces transformation, reasons for transformation, its importance and the processes involved in changing from a negative to a positive way of life and identity.

Purpose:

- ❖ Change the mindset and attitudes of program participants.
- ❖ Discourage negative behaviors, such as drug and alcohol use, petty crimes, and violent activities.
- ❖ Encourage youth to develop positive attitudes and behaviors that will eventually lead them to become more productive members of their communities.

Objectives:
By the end of today's topic, participants will understand the:

- ❖ Meaning of transformation
- ❖ Reasons for transformation
- ❖ Process of transformation
- ❖ Importance of transformation

Key Message: "*A changed mind makes a changed man*"

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and story
Time: 4 hours

Procedures:

1. Distribute the workshop agenda or write the agenda on a flipchart and post it on the wall.
2. Review the daily schedule with the participants, making sure to note any overall themes.
3. Explain how the workshop sessions will build upon each other to achieve the workshop objectives.
4. Discuss the day's agenda.

Module 1.1 What is Transformation?

1. On a flipchart, write the word "Transformation."
2. Ask the participants to explain the meaning of the word and write their responses under the word.
3. Explain that transformation is the complete and positive change of mind, attitudes, and behaviors.
4. Repeat Steps 2 and 3 for the reason for transformation.

Module 1.2 Reasons for Transformation

1. Review the following reasons for transformation:
    - ❖ Ending bad thoughts, habits, behaviors, and activities
    - ❖ Respecting yourself and others
    - ❖ Changing minds and attitudes
    - ❖ Improvement, development, security, and rehabilitation
    - ❖ To have a better future

Module 1.3 The Process of Transformation

1. Tell a re-entry story for hardcore youth, community dwellers, and war-affected youth.
2. Recount "The Day of the Cobra" story (which is a story of transformation).
3. Allow the participants to reflect on the story.
    - ❖ Do you want to be caterpillar or black snake?
4. Make sure the reflections take into consideration:
    - ❖ Willingness
    - ❖ Decision
    - ❖ Cooperation
    - ❖ Determination
    - ❖ Change

Module 1.4 The Importance of Transformation

1. Conduct a group exercise on self-recovery.
2. Each participant receives a piece of paper and a pen.
3. Provide assistance for those that cannot read or write.

4. Each participant writes down their “street name” or another nickname that people use to identify them – those nicknames represent their old selves, and all of their old and bad behaviors.
5. A fire is set in a safe location.
6. Each participant is invited to throw his piece of paper into the fire. This represents a new beginning for the participants.

Key Discussion Points:

- The Importance of Transformation
    - It brings about self recovery in one’s life
    - You become welcome, appreciated, loved, admired, celebrated, respected and trusted by others
    - It helps build your credibility for empowerment, which leads to smooth reintegration, etc.

Slogans:

- *“Change is possible”*
- *“A changed man makes a changed family”*
- *“A changed family makes a changed society”*

- Wrap up: Q&A
- Review the next session’s agenda

Week 2, Day 3 Module 2: Substance Abuse

Overview:

- This module discusses drugs, alcohol, and tobacco and their effects on the lives of program participants.

Purpose:

- Participants become aware of the danger of using alcohol, tobacco, and drugs.
- Trainees reduce and abstain from the use and abuse of drugs and alcohol.
- Reunification occurs among families with broken relationships.
- Peace, respect, and trust between the beneficiaries and community members are restored.

Objectives:

By the end of today’s topic, participants will understand the:

- Meaning of substance abuse
- Types of drugs and alcohol
- Causes of drug and alcohol use

Key Message: “*Do not allow alcohol, tobacco and drugs to spoil your life.*”

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play

Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap lessons learned from the previous day.
3. Discuss the day’s agenda.

Activity: The Blind Walk Exercise

1. There should be a piece of cloth long enough to blindfold one of the participants.
2. Choose two volunteers from among the participants.
3. Blindfold one of the volunteers.
4. Allow the other volunteer to lead the blindfolded volunteer around the classroom and around the training site.

Key Discussion Points:

- ❖ The Blind Walk is an exercise that portrays how participants are blindly driven into drug and alcohol use without understanding the devastating effects this may have.

Module 2.1 What is Substance Abuse?

1. On a flipchart, write the words "Substance Abuse."
2. Ask participants to explain the meaning of substance abuse. Write their responses under the words.
3. Explain that substance abuse is the overuse of drugs, alcohol, and tobacco, and leads victims to different actions and reactions.

Module 2.2 Types of Drugs and Alcohol

1. On a flipchart, write the words "Types of Alcohol" and "Types of Drugs."
2. Ask the participants to list all the types of drugs and alcohol they can think of.
3. Write the list under the appropriate category.

Types of (Liberian) Drugs:

- ❖ Marijuana (Opium, Grass, Weeds, Bongo, Ganja)
- ❖ Duji (Coco, Buza, Deza)
- ❖ Diazepan (Bubble, D-10)
- ❖ Heroin (Italian White)
- ❖ Cocaine (Blanche, Bazooka)

Types of (Liberian) Alcohol:

- ❖ Cane juice
- ❖ Manpower
- ❖ Jumping Deer
- ❖ God Father
- ❖ Vodka (Make My Mind Crazy)
- ❖ Lemon Twist
- ❖ Night Train
- ❖ Bitter Kola
- ❖ D Love
- ❖ Big Mama
- ❖ Apple Fresh
- ❖ Tu – Apple
- ❖ Tonic wine
- ❖ Bitter Root

Module 2.3 Causes of Drug and Alcohol Abuse

1. On a flipchart, write the words "Causes of Drug Abuse."
2. Ask participants to explain the causes of drug abuse. Write their responses under the words.
3. Explain the causes of drugs abuse:

- Parental influence (e.g. parents using drugs around their children)
- Peer pressure
- Coping mechanism
- Self satisfaction
- Lack of awareness
- Lack of legislation and drugs enforcement policies

Activity: Role-play - Say No to Drugs

1. Ask for volunteers from among the participants.
2. Assign each volunteer a role including a drug and alcohol dealer, a drug and alcohol buyer, three followers, and two volunteers to explore ways to say, "No" to drugs and alcohol when actors are performing their roles.
3. The facilitator helps participants process the experience by asking questions.

Key Discussion Points:

Say No to Drugs

- When offered, the volunteers will say, "No" to drugs and alcohol.
- Discuss the emotional experiences of volunteers during the role-play.
- Ask participants what they learned and what they might have done differently.

- Wrap up: Q&A
- Review the next session's agenda

Week 3, Day 1 Module 2: Substance Abuse Continued

Objectives:

By the end of today's topic, participants will be able to understand the:

- Effects of drugs and alcohol
- Testimony of the case study presenter / motivational speaker
- Way forward

Procedures:

1. Conduct prayer.
2. Have a participant recap lessons learned from the previous day.
3. Discuss the day's agenda.

Module 2.4 The Effects of Drugs and Alcohol

1. On a flipchart, write the words "Effects of Drugs and Alcohol."
2. Ask the participants to state the effects of drugs and alcohol. Write their responses under the words.
3. Explain the potential effects of drug and alcohol use:
    - Brain damage
    - Lung cancer
    - Heart disease
    - Tuberculosis
    - Lack of appetite
    - Poor physical appearance and health
    - Rudeness and violence
    - Lack of trust, respect, and responsibility
4. Ask participants some of the ways drugs and alcohol have had negative effects on their lives. Participants share their own experiences.

5. Ask participants how one can cut down on drugs and alcohol. Participants share their own experiences.

Discussion: Case Study / Testimony from a Motivational Speaker

1. Introduce the speaker.
2. Briefly explain what information will be shared.
3. The speaker shares an account of transformation from engaging in substance abuse to being a productive member of his/her community.
4. Former drug users come in to talk about their problems with substance abuse.

Key Discussion Points:

Case Study:

- ❖ Summarize the case and have participants discuss and analyze it from their perspectives.
- ❖ Focus on the detrimental effects of drugs or alcohol on the speaker's health as well as the difference between the speaker's former and present life.
- ❖ Provide tips on how to cut back or quit drugs and alcohol altogether.

Activity: Group Assignment

1. Participants should think about a time that someone else's drinking or drug use affected their lives negatively.
2. Next, participants should think about whether there has ever been a time when their drinking or drug use has affected anyone else's life negatively.
3. Finally, participants should be prepared to share these experiences in class if they feel comfortable.

Module 2.5 The Way Forward

Key Discussion Points:

The Way Forward

- ❖ **Learn how to say, "No":** Even if your friends are drinking or using drugs, you don't have to. Tell them that you don't feel good when you drink or use drugs.

- ❖ **Find other activities you enjoy:** Instead of drinking or using drugs, think of other fun things to do, like play football or kickball, chatting with others, or using the money you would've spent on drugs/alcohol to go to the video club.

- ❖ **Get support:** Seek out other people who do not drink or use drugs to support you. Find recreational activities to do with these people. Go lecture with them when staying away from drinking or drugs seems hardest.

- ❖ **Avoid temptation:** Stay away from environments that make you want to drink or use drugs. Make a plan for how you will resist temptation. Plan out what you will say if your friends try to convince you to drink or use drugs with them. Practice ahead of time if you need to.

- ❖ **Don't give up:** You can cut back or even eliminate drinking and drugs from your life. Don't give up even if it seems too hard.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 3, Day 2 Module 3: Body Cleanliness

Overview:

- This module explores the health, psychological, and social consequences of inadequate hygiene practices. Understanding the nature and extent of these potential consequences will enable participants to understand the urgent need for basic hygiene.

Purpose:

- The purpose of this module is to change the behaviors that alienate and isolate street youth, helping them become part of mainstream society. Youth are encouraged to present a public image that promotes positive social interactions and elicits trust amongst community members.

Objectives:

By the end of today's topic, participants will understand the:

- Meaning of body cleanliness
- Causes of body uncleanliness
- Effects of body uncleanliness
- Importance of body cleanliness

Key Message: *"To be Healthy is to be Wealthy"*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play

Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lessons from the previous day.
3. Discuss the day's agenda.

Module 3.1 Definition

1. On a flipchart, write the words "Body Cleanliness."
2. Ask the participants what body cleanliness is. Write their responses under the words.
3. Explain to participants that body cleanliness means having clean clothes, neat hair, brushed teeth, and an overall good appearance.
4. Emphasize total body cleanliness (bad odor can come from your mouth, armpits, toes, clothes, shoes, etc.)

Slogan:

- *"Your Health is your Wealth"*

Module 3.2 Causes of Uncleanliness

1. On the flipchart, write the words "Body Uncleanliness."
2. Ask the participants what causes body uncleanliness. Write their responses under the words.
3. Explain to participants the causes of body uncleanliness:
    - **Lack of resources**: No soap, no clothes to wear while washing other clothes, no clean place to sleep or live.
    - **Trauma**: Some people keep themselves dirty because of traumatic experiences that lead them to feel worthless or hopeless. Trauma can lead to depersonalization, or feelings of lacking control over one's life.

- **Developed habits**: Some people have formed habits of uncleanliness due to experiences in their lives. For example, during the Liberian wars, people rarely took baths because they were running from place to place. After the wars, this became a habit for some people.
- **Traditional or cultural reasons**: Some people were told not to bathe as a strategy to protect them during wartimes.
- **Laziness**
- **Ignorance**
- **Peer Pressure**

Module 3.3 Effects of Uncleanliness

1. On a flipchart, write the words “Effects of Body Uncleanliness.”
2. Ask the participants what the effects of body uncleanliness are. Write their responses under the words.
3. Explain to participants the effects of body uncleanliness:
   - **Illness**: Uncleanliness, especially not washing hands before eating and after using the toilet, can contribute to illnesses such as the common cold, diarrhea, typhoid, and other sicknesses.
   - **Community alienation**: People may not want to identify with you, they may think badly of you, or see you as a threat. People in the community may drive you away, try to move away from you, or not allow you to associate with them.
   - **Poor health**: Chronic illness can make you weak over time, and this is bad for the body.
   - **Bad odor**: Not smelling nice.

Module 3.4 Importance of Cleanliness

1. On a flipchart, write the words “Importance of Body Cleanliness.”
2. Ask the participants what the importance of body cleanliness is. Write their responses under the words.
3. Explain to participants that body cleanliness promotes good health, moral respect, and recognition from one’s peers, family, and community members.

Activity: Body Cleanliness – Hair and Nails Cutting

1. Bring in a hair cutter, an electric shaver, and a set of nail clippers.
2. Each participant gets cleaned up and has his hair cut and nails clipped after the lecture.

- Wrap up: Q&A
- Review the next session’s agenda

Week 3, Day 3 Module 4: Garbage/Dirt Control

Overview:

- This module uses a simple visual tool to demonstrate the importance of, and strategies for, keeping one’s environment clean and free from garbage.

Purpose:

- Help respondents understand the importance of “garbage control” in their lives and their environments.
- Improve participants’ abilities to maintain clean and orderly spaces.

Objectives:
By the end of today's topic, participants will understand the:

- ❖ Meaning of garbage or dirt control
- ❖ Causes of a dirty environment
- ❖ Effects of having a garbage-filled or dirty environment
- ❖ Way forward

Procedures:

1. Conduct prayer
2. Have a participant recap the lesson from the previous day
3. Discuss the day's agenda

Key Message: "*Bad odors create bad feelings*"
Methods: Lectures, group discussions, slogans, songs, exercises, icebreakers, and role-play
Time: 4 hours

Activity: Homework Assignment – Personal Hygiene Improvement

1. Participants should come to class prepared to say something about their personal hygiene improvement (e.g. how they felt once their hair and nails were cut, how they're taking care of their bodies, clothes, and shoes, etc.)

Module 4.1 Definition

1. On a flipchart, write the words "Garbage or Dirt Control"
2. Ask the participants what garbage or dirt control is. Write their responses on the flipchart.
3. Explain to participants that garbage control means having the space you use and inhabit orderly, clean, and free from dirt.

Module 4.2 Causes of Dirty Environment

1. On a flipchart, write the words "Causes of a Dirty Environment."
2. Ask the participants what the causes of a dirty environment are. Write their responses on the flipchart.
3. Explain to participants the causes of dirty environment:
    - ❖ Laziness
    - ❖ Ignorance
    - ❖ Lack of personal value and dignity

Module 4.3 Effects of Dirty Environment

1. On a flipchart, write the words "Effects of a Dirty Environment."
2. Ask the participants what the effects of dirty environment are. Write their responses on the flipchart.
3. Explain to participants the effects of a dirty environment:
    - ❖ **Bad odor** – Waste makes the environment stink and look unsightly.
    - ❖ **Insects –** Mosquitoes, roaches, mice, and flies come around dirty places and stagnant water.
    - ❖ **Bad relations with the community –** People may not want to spend time with you if you emit a bad odor.
    - ❖ **Illness** – Typhoid, cholera, worms, and other sicknesses are caused by dirty environments (and the insects that are attracted to waste).

Activity: Group Exercise – Display of Homes and Street Pictorials

1. Present the trainees with pictures of dirty and clean homes, businesses, and streets.

2. Ask trainees to point out environments that are clean and dirty.
3. Trainees should demonstrate how the dirty environment should be made clean.

Module 4.4 The Way Forward: How can you control your dirt?

1. On a flipchart, write the words "The Way Forward."
2. Ask the participants how they can control the dirt and garbage in their environments. Write their responses on the flipchart.
3. Explain to participants the way forward in controlling the cleanliness of their environments:
   - Identify a garbage can
   - Always use the garbage can
   - Do not allow the garbage can to spill over
   - Keep your food in a clean place
   - Do not urinate in the street
   - Do not throw dirt (waste) or garbage in the street
   - Do not encourage others to throw dirt or garbage in the street
   - Remind people to clean up their dirt or garbage

Activity: Homework Assignment – Identifying a Garbage Can

1. Participants should identify a garbage can, dirt bucket, or plastic bin and use it for one week in the place they reside.
2. Participants should take their trash to the dumping site at the end of the week.
3. Trainers should conduct follow-ups with participants the next week to ensure the homework assignment was completed.

- Wrap up: Q&A
- Review the next session's agenda

Week 4, Day 1 Module 5: Anger Management

Overview:

- This module discusses the importance of anger management.

Purpose:

- Provide participants with the tools to manage their anger and respond to anger positively.

Objectives:

By the end of today's topic, participants will understand the:

- Meaning of anger and anger management
- Causes of anger
- Effects of anger

Key Message: *"Don't worry, be happy!"*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play
Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.

Slogan:

- *"Give a smile to have a smile."*

Module 5.1 Definition

1. On a flipchart, write the word "Anger."
2. Ask the participants what anger is. Write their responses on the flipchart.
3. Explain to participants that anger is a common emotion or feeling we develop from threats we perceive, including threats to our safety and self-respect. Uncontrolled anger can seriously harm your personal and professional life, because it can become incredibly destructive to yourself and the people around you.

Anger Management:

1. On a flipchart, write the words "Anger Management."
2. Ask the participants what anger management is. Write their responses on the flipchart.
3. Explain to participants that anger management is the way we control our angry feelings to keep us from doing bad things that we may regret later on.

Activity: Exercise – Pictorial display of facial anger and reaction

1. Display pictures of angry facial expressions.
2. Display pictures with different emotions.
3. Ask participants to discuss and provide feedback on the images portrayed.

Module 5.2 Causes of Anger

1. On a flipchart, write the words "Causes of Anger."
2. Ask participants what the causes of anger are. Write their responses on the flipchart.
3. Explain to participants the causes of anger are:
    - Frustration overs our plans, future, or goals
    - Pain and hurt
    - Provocation and harassment
    - Personal attacks (mental or physical), sometimes through jokes
    - Threats to people such as one's lovers, family members, relatives, and friends

It is normal to get angry when something bad happens in our lives. Anger is a natural and healthy emotion. It is just not okay to let that anger take control of us and make us do things that we will regret.

Activity: Group Work – How do we respond to anger?

1. Gather some markers and flipcharts.
2. Divide participant into groups of four and supply each group with markers and a flipchart.
3. Each group should make a presentation regarding their responses to anger.
4. Participants then provide feedback on the presentations.
5. Trainers sum up the presentations.

Module 5.3 Effects of Anger

1. On the flipchart, write the words "Effects of Anger."
2. Ask the participants what some of the effects of anger are. Write their responses on the flipchart.
3. Explain to participants the effects of anger are destruction, pain, hurt, severe headaches, stomachaches, ulcers, heart attacks, high blood pressure etc.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 4, Day 2 Module 5: Anger Management Continued

Objectives:
By the end of today's topic, participants will understand:
- ❖ Anger management tools

Procedures:
1. Conduct prayer.
2. Have a participant recap the lessons from the previous day.
3. Discuss the day's agenda.

Module 5.4 Tools for Anger Management
1. On a flipchart, write the words "Tools for Anger Management."
2. Ask the participants what tools they can use to manage their anger. Write their responses on the flipchart.
3. Explain anger management tools to participants:
    - ❖ Count from one to ten before acting
    - ❖ Be open and discuss the issue
    - ❖ Breathe deeply
    - ❖ Listen to music
    - ❖ Watch television
    - ❖ Do something joyful
    - ❖ Take some time to think when you feel angry

Activity: Group Exercise – Story and Role Play on Anger Management
1. Trainers provide examples of good and bad anger management.
2. Participants reflect, discuss, and provide feedback on the stories.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 4, Day 3 Module 6: Self-Esteem

Overview:
- ❖ This module emphasizes the need for participants to discover themselves in order to recover.

Purpose:
- ❖ The purpose of this module is to teach participants to value themselves and their futures enough to make sacrifices in the present that may lead to a better life.

Objectives:
By the end of today's topic, participants will understand the:
- ❖ Meaning of self-esteem

- ❖ Types of self -esteem
- ❖ Process of building self-esteem

Key Message: *"Self-discovery leads to self-recovery."*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play
Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.
4. Facilitators report on participants' garbage can use.

Module 6.1 Definition

1. On a flipchart, write the word "Self-Esteem"
2. Ask the participants what self-esteem is. Write their responses on the flipchart.
3. Explain to participants that self-esteem is respect, pride, confidence, and satisfaction in oneself.

Slogan:

- ❖ *"If you respect yourself, people will respect you."*

Module 6.2 Types of Self Esteem

1. On a flipchart, write the words "Types of Self-Esteem."
2. Ask the participants what negative and positive self-esteem looks like. Write their responses on the flipchart.
3. Explain to participants what negative and positive self-esteem is.

Negative self-esteem often results in:

- ❖ Negative communication and relationships
- ❖ A poor physical appearance
- ❖ Begging, stealing, drug and alcohol use, fighting, insulting people, and other anti-social behaviors

Positive self-esteem often results in:

- ❖ Positive communication, thoughts, and attitudes
- ❖ Being polite and sincere
- ❖ Helping others and being kind
- ❖ Solving problems, developing and using one's skills
- ❖ Taking care of oneself and one's family, working and earning money

Module 6.3 The Building Process

1. On a flipchart, write the words "The Building Process."
2. Ask the participants how to build personal self-esteem. Write their responses on the flipchart.
3. Explain to participants the process of building self-esteem:
    - ❖ Have respect, pride, confidence, and satisfaction in oneself
    - ❖ Examine yourself, be forgiving, be faithful and honest, be consistent and persistent
    - ❖ Create love for others, acknowledge and realize what you are doing to and for others

- Stop cheating, make sound decisions, separate your wants from your needs, identify your values, have good priorities, learn from your failures and successes

Activity: Group Exercise – Images of Various Skills and Jobs

1. Present participants with several images of Liberians doing ordinary jobs.
2. Ask participants to take a look at the pictures and think about similar skills they have and jobs they have done. The pictures should portray activities such as:
   - Cutting trees, fixing cars, sewing clothes, cooking food, playing football, carrying something on one's head, fixing wires, teaching, going to the church/ mosque, farming, working on the computer, providing security, driving a vehicle, etc.

Activity: Homework Assignment

1. Split participants into two groups.
2. The first group will identify a local bank and make an inquiry as to how to open a new account (either a personal or joint account).
3. The second group will identify a GSM (phone) company and collect information on how to start a scratch card business (a phone credit business).
4. Participants will report their findings during the following session.

Activity: Shopping for Goods

1. Divide participants into groups of five.
2. Groups will go to a Liberian supermarket to purchase goods.
3. During the following class session, participants will present on their purchasing experiences.

- Wrap up: Q&A
- Review the next session's agenda

Week 5, Day 1 Module 7: Planning

Overview:

- This module reviews the steps and components of planning and implementation processes. It aims to help respondents understand that a productive and progressive life is not possible without proper planning.

Purpose:

- Build participants' capacity to develop and achieve short- and long-term plans and understand the processes to achieving them.

Objectives:

By the end of today's topic, participants will understand the:

- Meaning of planning
- Types of planning
- Planning process (5W & 1H)

Key Message: ***"If you fail to plan, you plan to fail."***

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play

Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.
4. Report on homework assignments from previous week.

Slogan:

- *"No planning, no money, no money, no planning"*

Module 7.1 Definition of Planning

1. On a flipchart, write the word "Planning."
2. Ask the participants what planning is. Write their responses on the flipchart.
3. Explain to participants that planning is thinking about steps to reach your goals.

Module 7.2 Types of Planning: Short and Long-term

1. On a flipchart, write the words "Types of Planning."
2. Ask the participants what the types of planning there are. Write their responses on the flipchart.
3. Explain to participants that there are both short- and long-term plans.

Module 7.3 The Planning Process (5W and 1H)

1. On a flipchart, write the words "Planning Process."
2. Ask the participants how we plan. Elicit their response and ask if they have examples of plans they have made (e.g. plans to visit someone, plans to buy new shoes, plans to cook rice, holiday plans, etc.)
3. Ask participants why they needed to plan and what the steps were.
4. Trainers should use the examples given by the trainees when explaining the planning process to participants:
    - What do you want to do? (activities)
    - Why do you want to do it? (objectives)
    - Who will do it? (responsibilities)
    - When will you do it? (duration or timeframe)
    - Where will you do it? (venue or location)
    - How will you do it? (strategies)

    Good Planning:
    - Think positive thoughts
    - Don't be afraid to fail
    - Make sure you have the things you need to execute the plan
    - Know the challenges ahead
    - Ask for help

Activity: Group Work – Organize a Football Match

1. Group the participants into four teams.
2. Participants are to make an action plan for organizing a football tournament.
3. Review the steps of the action plan before they begin.
4. Ask each team to present their plan to the larger group after 15 minutes.
5. Ask probing questions of the groups (e.g. Why did the group choose these planning steps?)
6. Ask the larger group what they liked about the plan and how they could improve it.

7. Ask each group how they will know when their plan is complete.

Activity: Homework Assignment – Survival Plan

1. The participants should identify an issue/ activity (e.g. I need to feed my family)
2. Why? (e.g. I want my family to be happy and healthy)
3. When? (e.g. before 5:00 PM)
4. Where? (e.g. the bank and supermarket)
5. How? (e.g. I will pick up pieces of scrap metal to sell. I will leave the house by 8:00 AM. Before I leave, I will eat breakfast. I will begin looking for scrap metal at…)

- Wrap up: Q&A
- Review the next session's agenda

Week 5, Day 2 Module 7: Planning Continued

Objectives:

By the end of today's topic, participants will understand that:

- Success involves planning, hard work, and overcoming inevitable challenges

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.
4. Participants present their individual homework assignment (Survival Plan).

Activity: Discuss the Successful Action Plans of Family and Friends

1. Ask participants to think about a successful family member and discuss what this person has been successful in, and what processes this person went through to reach success.
2. Repeat this same exercise with regards to one of the participant's friends.

Activity: Homework Assignments on Family Achievements

1. Instruct participants to talk directly to a successful family member or friend about their success:
    - How did the family member or friend start out?
    - What were their challenges?
    - What are their achievements?
    - How are they maintaining their successes?

Activity: Role Play

1. Participants should perform a role-play of the following persons:
    - A former sidewalk gas seller who presently owns a big gas station
    - A former rice seller who presently owns a large rice store
    - A former scratch card (phone credit) dealer who presently owns a large cellphone shop
    - A former commercial taxi driver who presently owns two of his own taxis

- Wrap up: Q&A
- Review the next session's agenda

Week 5, Day 3 Module 7: Planning Continued

Objectives:
By the end of today's topic, participants will understand:
- The positive outcomes that can result from good planning
- How to plan for success

Procedures:
1. Conduct prayer.
2. Have a participant recap the lessons from the previous day.
3. Discuss the day's agenda.

Activity: Report on Homework Assignment from Previous Session
1. Participants should talk about their family member or friend's successful achievements.
2. Participants discuss, analyze, and provide feedback on the achievements.
3. Summarize the discussion.

Activity: Group Assignment - Action Plan for a Micro-Business
1. Divide participants into groups of four.
2. Brainstorm and come up with a mini business plan for their personal or family success.
3. Each group makes a presentation.

Discussion: Case Study / Testimony from a Motivational Speaker
1. Introduce the speaker.
2. Briefly explain about what is going to be said.
3. The speaker provides an account of what good planning leads to and how good planning has impacted his life.

Key Discussion Points:
Case Study
- Summarize, discuss, and analyze the case from participants' perspectives.
- Focus on the impacts of good planning on the speaker's life.
- Highlight the difference between the speaker's former and present life.
- Provide tips on how planning can lead to success.

- Wrap up: Q&A
- Review the next session's agenda

Week 6, Day 1 Module 8: Goal Setting

Overview:
- This module contains concrete information that will help participants formulate goals, objectives, and indicators.

Purpose:

- Program participants are encouraged to exercise control over their futures by establishing SMART goals, objectives, and indicators.

Objectives:
At the end of today's topic participants will understand the:

- Meaning of a goal
- Types of goals
- Reasons for goal setting

Key Message: *"Goal getting is goal setting"*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play
Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.
4. Group Exercise: set short-term goals as a group and make a presentation.

Slogan:

- *"No goal no hope"*

Module 8.1 Definition of a Goal

1. On a flipchart, write the word "Goal."
2. Ask the participants how they define what a goal is. Write their responses on the flipchart.
3. Explain to participants that a goal is a target you intend to reach. For instance, getting a job, buying a phone, or earning a college degree.

Goal Setting

1. On a flipchart, write the words "Goal Setting."
2. Ask the participants what goal setting is. Write their responses on the flipchart.
3. Explain to participants that goal setting is choosing the targets you want to reach.

Module 8.2 Types of Goals: Short and Long-Term

1. On a flipchart, write the words "Types of Goals."
2. Ask the participants what different types of goals are. Write their responses on the flipchart.
3. Explain to participants that there are short- and long-term goals.

Discussion: Short-Term vs. Long-Term Goals

1. Ask participants to think about some short-term goals.
2. Provide examples of short-term goals, such as:
    - Washing dirty clothes
    - Purchasing a cell phone
    - Saving $500 LD for the week
2. Ask participants to think about some long-term goals.
3. Provide examples of long-term goals, such as:
    - Quitting the use of drugs or alcohol
    - Starting a small business
    - Earning a college degree
    - Improving relationships with family or community members
    - Learning a vocation

4. Ask participants to discuss what short-terms goals they might need to set if their long-term goal was to start a business.
5. Provide some examples, such as:
    - ❖ Save $200 LD every week
    - ❖ Learn a skill
    - ❖ Seek out advice
    - ❖ Open a bank account, etc.

Module 8.3 Reason for Goal Setting

1. On a flipchart, write the words "Reasons for Goals Setting."
2. Ask the participants why they should set goals. Write their responses on the flipchart.
3. Explain to participants that goals:
    - ❖ Are a way to help us achieve desires in life
    - ❖ Can be a reminder or a guide to help keep us focused
    - ❖ Serve as a benchmark for success

Activity: Short-Term Goal Setting

1. Divide participant into groups of four.
2. Participants should collectively set a short-term goal and present it to the class.
3. Participants should discuss, analyze, and provide feedback on each group's presentation.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 6, Day 2 Module 8: Goal Setting Continued

Objectives:

By the end of today's topic, participants will be able to:

- ❖ Understand the tools for goal setting (the SMART approach)
- ❖ Set SMART goals

Procedures:

1. Conduct prayer.
2. Have a participants recap the lesson from the previous day.
3. Discuss the day's agenda.

Module 8.4 Tools for Goal Setting

1. On a flipchart, write the words "Tools for Goal Setting."
2. Ask the participants what some of the tools for setting goals are. Write their responses on the flipchart.
3. Introduce the SMART technique as a tool for defining goals.
4. On the flipchart, write out SMART vertically.
5. Letter by letter, fill in the word across the page:

    S = Specific
    M = Measureable
    A = Achievable
    R = Realistic
    T = Time-bound
6. Talk about each characteristic of SMART goals one at a time and elicit examples of each from participants.

7. Let participants know that we can evaluate our goals and make better goals using the SMART criteria. One of the most challenging aspects of setting a goal is making sure it is realistic and achievable.

Activity: Group Exercise on Setting Realistic and Achievable Goals

1. Provide some examples of goals and ask participants to turn them into realistic and achievable goals. For instance:
    - *Goal:* Fred's goal is to start a large-scale farm in Monrovia, but he has no land for farming.
    - *Realistic / Achievable Goal:* Fred could start a garden in his backyard.

    - *Goal:* Betty's goal is to play football professionally, but he is old and overweight.
    - *Realistic / Achievable Goal:* Betty could find a team to play football with on the weekends.

2. Ask necessary probes, such as: Is this goal realistic and achievable? How long will this goal take?

Activity: Group Homework Assignment - Developing SMART Goals

1. Divide participants into four groups.
2. Each group develops a short- and long-term goal using the SMART approach.
3. Participants present their goals to the class.
4. The class discusses, analyzes, and provides feedback on the goals.

Discussion: Case Study / Testimony from Motivational Speaker

1. Introduce the guest speaker.
2. Briefly explain what is to be said.
3. The speaker gives an account of his past and present life and his personal achievments.

Key Discussion Points:

Case Study

- Summarize, discuss, and analyze the case from participants' perspectives.
- Focus on the speaker's successes and the difference between the speaker's former and present life.
- Provide tips on how to succeed in planning and achieving one's goals.

- Wrap up: Q&A
- Review the next session's agenda

Week 6, Day 3 Module 9: Money Business

Overview:

- This module focuses on impulsive spending and methods for managing one's money.

Purpose:

- Help participants develop positive spending habits, including planning before spending, prioritizing their needs, and managing their money.

Objectives:
By the end of today's topic, participants will be able to understand the:

- Meaning of "money business"
- Appropriate use of money

Key Message: *"Wulumonga – money be man"*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers and role-play
Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap on the lesson from the previous day.
3. Discuss the day's agenda.

Slogans:

- *"Money business is everybody's business"*
- *"People talk is money talk"*

Activity: Participants circle pictures related to their spending

1. Hand out sheets to participants with pictures of people buying various items (including food, drugs, clothes, alcohol, etc.)
2. Participants circle pictures of everything they spent money on in the last week.
3. Participants are instructed not to include their names on these sheets to maintain confidentiality and so participants feel comfortable being honest about their purchases.

Module 9.1 Definition of Money Business

1. On a flipchart, write the words "Money Business."
2. Ask the participants what money business is. Write their responses on the flipchart.
3. Explain to participants what money business is: Money business describes financial transactions between or amongst people.

Module 9.2 The Use of Money

1. On a flipchart, write the words "The Use of Money."
2. Ask the participants what they spent their money on in the last week. Write their responses on the flipchart.
3. Ask participants the following questions:
    - Do you have any regrets about what you spent your money on?
    - How do you wish you had spent your money?
    - Has there been a time when you wanted to spend your money on something and couldn't because you had already spent it? How did you feel when you couldn't buy what you wanted?
4. Emphasize that if you don't know how to use your money well, people may take advantage of you. For example, if you succumb to peer pressure to "put it in the hole" (gamble) or buy things when you don't feel like it, you may end up impoverished.

Activity: Drama

1. Participants should volunteer to participate in the exercise – these exercises should illustrate impulsive spending and better methods for managing money.
2. Explain the drama to the volunteers and assign roles (e.g. a gambler, friends, etc.), trying to involve as many members of the class as possible.

3. Respondents are encouraged to act out experiences they've encountered in their own lives with impulsive spending. To get participants thinking about such experiences, Skit I and II below may be read aloud to participants.

Skit I: "Put it in the hole" (15 min.)

John is tempted to bet on a sporting event. John's friend challenges him to a bet and he accepts. John gets very excited about his money and thinks of all the ways he could spend it. John eventually offers up money, shoes, and his cell phone. John's team loses and he gets into an argument with his friend, but is forced to give up his things. John goes home without any money; he doesn't even have enough money to buy food tomorrow.

Skit II: "Put it in the hole" (15 min.)

John is challenged to bet on a sporting event after he declares his team will win. When John's friend tells him to bet, John says he doesn't want to spend his money that way. The friend says John is afraid, but John responds that he has responsibilities at home. He has to buy food for children and make sure his wife has money to go to the market. John says he just wants to have fun watching the game with his friends and doesn't want to go home without any money. They have a good time watching the game and John was able to go home with money in his pocket.

Discussion:

- What have you learned from these positive and negative experiences?
- Have you had similar experiences? If so, how did you feel when you lost?
- What are some things you can do to prevent yourself from betting impulsively or losing all of your things? For example, go with a friend who will keep you from betting, think before making decisions, tell people you just want to watch the game, etc.

- Wrap up: Q&A
- Review the next session's agenda

Week 7, Day 1 Module 9: Money Business Continued

Objectives:

By the end of today's topic, participants will understand:

- Bad and good money spending habits
- How to use their money more appropriately

Procedures:

1. Conduct prayer.
2. Have a participant recap on the lesson from the previous day.
3. Discuss the day's agenda.

Slogans:

- *"Poor no friend: Do you want to be Mr. Poor no Friend?"*
- *"No money, no friends"*

Module 9.3 Bad and Good Habits with Money

1. On a flipchart, write the words "Bad and Good Habits with Money."

2. Ask participants to reflect on Skit I and II from the previous day, to think about their personal spending habits, as well as some good and bad ways to spend money.
3. Post the sheets respondents anonymously filled out the previous day on the wall under a "Good Habits" label or a "Bad Habits" label.
4. Explain to participants what good and bad spending habits are:

Bad Habits:

- Spending before thinking – buying something you didn't plan for
- Peer pressure – spending because your friends are spending
- Spending boastfully – spending to keep up with others
- Wasteful spending – trying to show off, having multiple girlfriends, etc.
- Alcohol and drug use
- Gambling
- Prostitution
- Bribery
- Black money

Good Habits:

- Planning before spending – prioritizing your needs
- Spending on materials that are of use to your life, family, and future
- Not spending just because others are
- Investing your money for future survival and protection
- Managing your money well

5. Ask participants to think of one thing they typically spend money on, but don't really need. This may be gambling, alcohol, girlfriends/ boyfriends, etc.
6. Ask participants the following questions:
   - What are things you don't want to spend your money on? Why?
   - How do you avoid such spending?

Activity: Role-Play

1. Ask for volunteers among the participants.
2. Explain the role of each participant involved in the role-play.
3. Participants discuss, analyze, and provide feedback.

Skit III: "Having many girlfriends" (10 min.)

A guy has a lot of girlfriends. Every night he is with a different girl and he is always giving money to them and buying them things. After spending all of his money on his girlfriends our man realizes he has no money and nothing to spend on himself or his girlfriends. The girls start refusing his calls and he turns into a beggar, hiding whenever the girls are around because he is ashamed of his condition.

Skit IV: “Having one girlfriend” (10 min.)

A man has just one girlfriend. They spend quality time together and he goes to the market with her to buy things to eat. They have a good time laughing and talking together. He is able to take care of her needs and his own needs and do things with her that don’t require money.

- Wrap up: Q&A
- Review the next session’s agenda

Week 7, Day 2 Module 9: Money Business Continued

Objectives:
By the end of today’s topic, participants will have:

- Reflected on ways to resist peer pressure to spend money

Procedures:

1. Conduct prayer.
2. Have a participant recap on the lesson from the previous day.
3. Discuss the day’s agenda.
4. Practice slogans, songs, and icebreakers.

Activity: Role Play – Peer Pressure & Resisting Peer Pressure

1. Participants should voluntarily participate
2. Facilitators explain the role of each participant involved in the role play
3. Participants discuss, analyze, and provide feedback

Skit V: “Peer pressure” (10 min.)

Peter and his friends go to an entertainment center. Peter’s friend insists Peter should have a beer on him and makes a big show of it. Later on, Peter says his friends should have a beer on him as well. By the end of the night, both Peter and his friend had spent every penny they had. Peter goes home to his family regretting that he spent all of his money. Peter’s friend also has no money for himself.

Skit VI: “Resisting Peer Pressure” (10 min.)

Peter and his friend went out. They had a lot of money and his friend decides to offer a girl who he just met a beer. The friend tells Peter to buy a drink for the girl’s sister. Peter says he is not interested because he has a family at home who depends on him to bring in money. The friend pressures Peter again to buy a beer, but Peter resists and instead drinks a Coke and goes home. Meanwhile, Peter’s friend stays out and gets drunk. He ends up sleeping at the club and the girl he met steals all of the money from his pocket. Peter, on the other hand, was able to go home to his family with cash in his pocket.

Activity: Group Exercise - Reflection

1. Participants are divided into groups of four.
2. Participants brainstorm and organize their ideas about experiences they’ve had resisting peer pressure to spend money.
3. Groups present their work to the class.

Key Discussion Points:

- ❖ Have you resisted peer pressure to spend money? If so, how did you do it?
- ❖ Come up with a budget/spending plan for your present living condition. What are the things you would like to spend money on?
- ❖ How much money do you need in a day, week, and month?
- ❖ How are you going to get that amount?
- ❖ How will you keep this amount?

Discussion: Case Study / Testimony from a Motivational Speaker

1. Introduce the speaker.
2. Briefly explain what is to be said.
3. The speaker provides an account of his past and present life and his success story.

Key Discussion Points:

Case Study

- ❖ Summarize the case, discuss and analyze from participants' perspectives.
- ❖ In particular, focus on the success story of the speaker's life and the difference between the speaker's former and present life.
- ❖ Provide tips on how to become successful in achieving one's plans.

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 7, Day 3 Module 10: Money Saving

Overview:

- ❖ This module discusses the many saving options available to participants, allowing them to reflect on the most appropriate saving method for themselves.

Purpose:

- ❖ To accelerate participants' knowledge, skills, and abilities to save as a means to improve their lives and fulfill their roles and responsibilities.

Objectives:

By the end of today's topic, participants will understand the:

- ❖ Meaning of money saving
- ❖ Types of money saving

Key Message: *"Your saving is your living."*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers, and role-play

Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap the lesson from the previous day.
3. Discuss the day's agenda.
4. Practice slogans, songs, and icebreakers.

Slogans:

- *“No saving, no living.”*
- *“To be saved is to save some money.”*

Activity: Part I – Money Saving

1. Participants volunteer for the activity.
2. Participants share their personal experiences saving money they would have otherwise spent on bad habits, such as using drugs.

Module 10.1 Definition of Money Saving

1. On a flipchart, write the words “Money Saving.”
2. Ask the participants what money saving is and write their responses on the flipchart.
3. Explain to participants that money saving is the act of keeping money.

Module 10.2 Types of Money Saving

1. On a flipchart, write the words “Types of Money Saving.”
2. Ask the participants what the types of money saving are and write their response on the flipchart.
3. Explain to participants that the types of money saving are:
    - Personal cash box savings
    - Susu (daily Nigerian Susu, Monthly Club Susu, Family Club Susu, Working or Employee Club Susu)
    - Banking (personal, joint, and institutional accounts)

Activity: Part II - Group Assignment on Money Saving

1. Divide participants into groups of four and assign each to a particular type of savings group:
    - Group 1: Nigerian Susu
    - Group 2: Monthly Club Susu
    - Group 3: Working or Employee Club Susu
    - Group 4: Local bank
2. Participants gather information on how to become a member of a savings club/bank, including the amount needed to begin saving and the rules of the savings club/bank.

- Wrap up: Q&A
- Review the next session’s agenda

Week 8, Day 1, Module 10: Money Saving Continued

Objectives:

By the end of today’s topic, participants will understand the:

- Reasons to saving money
- Process of saving money

Procedures:

1. Conduct prayer.
2. Have a participant recap on the lesson from the previous day.
3. Discuss the day’s agenda.
4. Practice slogans, songs, and icebreakers.

Module 10.3 Reason for Money Saving

1. On a flipchart, write the words “Reason for Money Saving.”
2. Ask the participants what some of the reasons for saving money are and write their responses on the flipchart.
3. Explain to participants that people save money for the future, for good and bad times, and for the improvement of one’s life.

Module 10.4 Process of Money Saving

1. On a flipchart, write the words “The Process of Money Saving.”
2. Ask the participants what some of the processes to save money are and write their responses on the flipchart.
3. Recap some of the processes one can use to save money:
    - ❖ Cash box saving
    - ❖ Susu saving (Nigerian Susu, Community Club Susu, Family Susu, Employee Club Susu)
    - ❖ Bank saving (personal, joint, or institutional account)

A strong and clear saving process must consider the 4W and 1H, meaning:

- ❖ What amount do you want save?
- ❖ Why do you want to save?
- ❖ Where do you want to save?
- ❖ When do you want to save?
- ❖ How will you save it?

Discussion: Case Study / Testimony from a Motivational Speaker

1. Introduce the speaker.
2. Briefly explain what is to be said.
3. The speaker provides an account of his past and present life and his success story.

Key Discussion Points:

Case Study

- ❖ Summarize, discuss, and analyze the case from participants’ perspectives.
- ❖ Focus on the speaker’s successes in life and the difference between the speaker’s former and present life.
- ❖ Give tips on how to become successful in achieving one’s plans.

Activity: Part III Homework Assignment on Money Saving

1. Divide participants into two groups.
2. Each participant in Group 1 will focus on saving money with a Susu, whereas Group 2 members will focus on banking. Note this assignment is to be completed individually.
3. Explain to participants that they should gather the following information on either Susu or banking (depending on their assigned group):

    Susu

    - ❖ If you are not a member of a Susu, go find a daily or Nigerian Susu in your community. Find out who runs the Susu and the process to join (e.g. what are the membership fees, etc.)
    - ❖ If you already do daily Susu, find out about a Susu club in your community, such as the name of the Susu club, how it got established, and how much it takes to join. Find out some of the rules of the Susu club.

Banking

- ❖ Learn about a bank. If you are not a member of a bank, go and find a bank in your community. Make note of the bank's name and what it takes to join.

Activity: Group Exercise - Moneymaking and Savings Plans

1. Participants are divided into four groups.
2. Participants discuss a moneymaking business and savings plan.
3. The groups present to the class.
4. Presentations should focus the following questions:
   - ❖ Do you have a moneymaking business that generates a profit?
   - ❖ Do you think about future business and profits?
   - ❖ Do you think about present business and profits?
   - ❖ How do you manage your business and profits?
   - ❖ If you don't use your business money wisely, what happens?
   - ❖ If you use your business money wisely, what happens?
   - ❖ Why should you be involved in saving (Susu or banking)?
   - ❖ If you are not involved in saving (Susu or banking), what happens?
   - ❖ Without savings, can a business survive?

- ❖ Wrap up: Q&A
- ❖ Review the next session's agenda

Week 8, Day 2 Module 11: Challenges and Setbacks

Overview:

- ❖ This module explores challenges and setbacks and the skills needed to deal with challenges so they do not result in a setback.

Purpose:

- ❖ To prepare participants to deal with challenges and setbacks positively.
- ❖ Participants should recognize that setbacks are a steppingstone and that failure is not final – it simply provides the opportunity to do better next time.

Objectives:

By the end of today's topic, participants will understand the:

- ❖ Meaning of challenges and setbacks
- ❖ Reasons for challenges and setbacks
- ❖ Positive and negative mechanisms for coping with challenges

Key Message: *"No condition is permanent"*

Methods: Lectures, group discussion, slogans, songs, exercises, icebreakers, and role-play

Time: 4 hours

Procedures:

1. Conduct prayer.
2. Have a participant recap on the lesson from the previous day.
3. Discuss the day's agenda.
4. Report on the homework assignments from the previous session.

Slogans:

- *"Let your setbacks be a steppingstone for your setup"*
- *"If you change your position, you are about to change your condition"*

Module: 11.1 Definition of Challenges and Setbacks

1. On the flipchart, write the words "Challenges and Setbacks."
2. Ask the participants what challenges and setbacks are and write their responses on the flipchart.
3. Explain to participants that challenges are the difficulties, hardships, and suffering we experience and setbacks are a lack of achievements or successes. The inability to deal with our challenges results in setbacks. If setbacks are not addressed, they can end up becoming failures.

Module: 11.2 Life Challenges and Setbacks

1. On a flipchart, write the words "Life Challenges and Setbacks."
2. Ask participants why there are challenges and setbacks and write their responses on the flipchart.
3. Explain to participants that challenges and setbacks in life test one's maturity, ideas, skills, potential, commitment, attitude, behavior, honesty, sincerity, obedience, character, transformation, place in the community, plans, goals, future, etc.

Module: 11.3 Reasons for Challenges and Setbacks

1. On a flipchart, write the words "Reason for Challenges and Setbacks."
2. Ask the participants what some of the reasons for challenges and setbacks are and write their responses on the flipchart.
3. Explain to participants some of the reasons for challenges and setbacks:
    - Losing parents, family members, and support
    - Losing of a job, business, or one's livelihood
    - Breaking up with a girlfriend/boyfriend
    - Broken promises, unfulfilled expectations
    - Dropping out of school
    - Conflict and violence (e.g. the Liberian Civil War)

Activity: Group Exercise – Community "A" vs. Community "B"

1. Display pictures of Community "A" and Community "B."
    - Community "A" includes pictures of young men working in shops, as taxi drivers, etc., whereas Community "B" portrays youth being arrested or committing violent acts, etc.
2. Ask participants which community they prefer.
3. Participants reflect on what can be done to live in Community "A."
4. Summarize the exercise.

Discussion: Case Study / Testimony from a Motivational Speaker

- Introduce the speaker.
- Briefly explain what is to be said.
- The speaker gives an account of his past and present life and his success story.

Key Discussion Points:

Case Study

- Summarize, discuss, and analyze the case from participants' perspectives.

- Focus on the speaker's success in life and the difference between the speaker's former and present life.
- Review the steps he/she went through to become successful in life.

Module: 11.4 Dealing with Challenges and Setbacks

1. On a flipchart, write the words "Dealing with Challenges and Setbacks."
2. Ask the participants how one can deal with challenges and setbacks. Write their response on the flipchart.
3. Discuss some positive and negative coping strategies.

Negative Coping:

- Refusing to accept one's bad experiences
- Lack of self-worth
- Constant regret, frustration, and weeping over a situation
- Alcohol use
- Drug use
- Aggression and violence
- Engaging in criminal activities

Positive Coping:

- Relationship building between facilitators and participants
- Valuing oneself and one's importance
- Creating a sense of safety
- Sharing stories with others who've had similar experiences and have overcome them
- Accepting one's reality and bad experiences
- Regaining hope, confidence, courage, strength, determination, and self-worth
- Overcoming challenges and setbacks in order to forge ahead, etc.

Activity: Story for Reflection

Little John the Medical Doctor (20 min.)

Little John lost his entire family during the Liberian Civil War. He had limited means of survival. In order to take care of himself, Little John had to go from house to house asking people for work to do like washing clothes or sweeping. A community elder, Old Man Flomo, noticed Little John's hard work and commitment and decided to help Little John. Old Man Flomo provided Little John with a scholarship to attend school. Little John worked very hard to maximize this opportunity for a brighter future. In the end, little John graduated from a medical college and became the chief medical doctor in one of the leading hospitals in Liberia.

Tamba the Renowned Businessman (10 min.)

Tamba was able to save a small amount of money from car loading, which he used to start a small gas business in Red Light. After awhile the business began expanding, but one day the police came and raided Tamba's gas business. He didn't give up. This time, Tamba went back into the car-loading field with decent attire and raised more money to resume his gas business in another location. The business flourished, and today Tamba is a well-known businessman with his own gas station in the Red Light Community.

- Discussion and provide feedback on the stories
- Wrap up: Q&A
- Review the next session's agenda – General Review and Evaluation

Week 8, Day 3 General Review & Evaluation Session

Overview:

- This session provides an overview of the entire eight weeks of training, focusing on what the participants have learned during the course of the training.

Purpose:

- To help participants reflect on the key messages learned during the 21-day program.

Activity: Reflecting on Lessons Learned

1. Ask participants what they've learned during the training. What are the key takeaway messages from each session? Key messages may include the following:

   Module 1: Transformation
   - A changed mind makes a changed man, total change, and positive change

   Module 2: Substance Abuse
   - Do not allow alcohol, tobacco, or drugs to spoil your life

   Module 3: Body Cleanliness
   - To be healthy is to be wealthy

   Module 4: Controlling Your Dirt
   - Bad odor creates bad feelings

   Module 5: Anger Management
   - Don't worry, be happy!

   Module 6: Self-Esteem
   - Self discovery leads to self recovery

   Module 7: Planning
   - If you fail to plan, you plan to fail

   Module 8: Setting Goals
   - Goal getting is goal setting

   Module 9: Money Business
   - Wulumonga – Money be man

   Module 10: Money Saving
   - Your saving is your living

   Module 11: Challenges and Setbacks
   - No condition is permanent

REFERENCES

Acemoglu, D. & Robinson, J. (2006). *Economic Origins of Democracy and Dictatorship*. Cambridge: Cambridge University Press

Bates, R. H. (2008). *When Things Fell Apart: State Failure in Late-Century Africa.* Cambridge: Cambridge University Press

Becker, G. S. (1968). Crime and Punishment: An Economic Approach. *Journal of Political Economy*, *76*(2), 169-217.

Besley, T. & Persson, T. (2010). State Capacity, Conflict and Development. *Econometrica*, *78*(1), 1-34.

Esteban, J. & Ray, D. (2008). On the Salience of Ethnic Conflict. *American Economic Review*, *98*, 2185-2202.

ANNEXES

Annex 1: Training for Trainers Guide

Facilitation and Training Skills

One of the most important skillsets for trainers are facilitation skills. Facilitators must have control over the course content and trainings sessions. They must be confident, approachable, flexible, and skilled at cultivating input and feedback from participants. Simply put, facilitators must ensure the training environment is conducive to learning.

The following facilitator skills and tips will help maximize trainer effectiveness:

1. Ask open-ended questions

A facilitator should ask questions that invite participants to reflect and share with the group, such as, "What do you think about x?" or, "How do you feel about y?" rather than close-ended questions that only require "yes" or "no" answers. Close-ended questions tend to stifle participation, so use them only when you want to control or end the discussion and move on.

2. Limit lectures

Never lecture for more than 20 minutes. During a lecture, listeners can't engage as much with the content, so they become passive rather than active participants in the learning process. Stop and provide a way for trainees to interact with the content, with you, and with each other.

3. Control discussions

No matter how much participation you encourage, you're still in charge and you can choose to change the subject when it's appropriate by saying something like, "OK, one more comment and then we have to move on to another topic." For instance, if the discussion becomes repetitive, you must take control and move on.

4. Remain neutral

If members of the group get into a debate, clarify and summarize both sides. Unless the debate concerns a factual matter with a clear "right" answer, don't express your own opinion – doing so prompts the participants who hold the opposite opinion to feel demoralized.

5. Provide structure

For your planned activities, participants will want to know exactly what they are supposed to do and how they are supposed to do it. Make sure your instructions for an activity are clear and keep them visible (e.g., posted on a flipchart) at all times during the activity. Move around the room during the activity, making sure all of the participants understand the exercise and clear up any confusion. Provide time warnings when participants' time is almost up so they can finish discussing and not feel interrupted.

6. Mix up groupings

Each time you form groups of participants for activities, mix them up so they're not with the same people each time. Also, let the content material dictate the size of the group. The more controversial, challenging, or uncomfortable the material, the smaller the group should be. Participants who are reserved will open up more in smaller groups.

7. Debrief thoroughly

Plan key questions that you'll ask at the end of an activity or exercise to ensure that the participants have understood all of the important points you'd like them to take away. In short, prepare debriefings in advance.

8. Plan personalization

Naturally, you want to personalize your training with your own "war stories," examples, and interesting facts, but these should be planned and prepared during the time that you are studying the program and preparing your facilitation.

9. Don't wing it

This is very tempting, especially for facilitators who are naturally good public speakers. However, skipping your preparation and speaking off the cuff carries some big risks: you might go on tangents that take too much time, you might lead yourself into a discussion that's not appropriate for the group or the subject matter, or you might prematurely discuss topics intended to be covered at a later time.

10. Watch and respond to body language

Facilitators may use participants' body language to assess how well trainings are going and react accordingly. Are people shifting in their seats? Are they bored? Tired? If a respondent looks confused, for example, you may need to stop and check in with the trainees to ensure everyone knows where you are in the agenda and that they're with you. Whereas if trainees seem restless or in a haze, you may need to take a break, or change the pace of the training.

11. Don't be afraid of silence

Sometimes silence means that people are simply thinking and need a little time. When you ask a question, mentally count to 10 (slowly) before re-asking or redirecting the question.

12. Use humor appropriately

Make humorous remarks to break tension or make a point—but never make fun of a participant or make inappropriate jokes.

13. Don't memorize a script

While a well-prepared agenda is essential to the success of any training, facilitators must also be flexible and natural. If participants sense that facilitators are simply reading memorized lines, they may be less likely to respond freely.

15. Always check in with the group

Be careful about deciding where the training should go. Check in with the group after each major component of the transformation training process to see if there are questions and confirm that everyone understands and agrees with the decisions being made.

16. Summarize and pause

When you finish a point, sum up what was done and any decisions that were made; then pause for questions and comments before moving on. Learn to "feel out" how long to pause – too short, and people don't really have time to ask questions; too long, and folks will start to get uncomfortable from the silence.

17. Be aware of your own behavior

Take a break to calm down if you feel nervous or are losing control of the training session. Be mindful not to repeat yourself too often, say "uh" between words, or speak too quickly. Watch your voice and physical demeanor. (Are you standing so close that participants feel intimidated? Are you making eye contact so people feel engaged?) How you act has an impact on how participants feel.

18. Occupy your hands

Hold on to a marker, chalk, or the back of a chair – don't play with the change in your pocket or engage in other distracting behaviors.

19. Use appropriate body language

Using body language to control the dynamics in the room can be a great tool. Moving up close to a shy, quiet participant and asking them to speak may make them feel more comfortable sharing because they can look at you instead of the big group. Also, walking around engages people in the process. Don't just stand in front of the room for the entire training.

20. Don't talk to the blackboard or walls

Always wait until you have stopped writing and are facing the group to address them.

21. Use the Four D's Approach

Participants retain more information when they learn by doing and training material is reinforced when participants have opportunities to practice what they have learned. As such, trainers should set the stage for effective learning by using the Four D's:

- Describe activities, transformation processes, and skills
- Demonstrate transformation processes and skills
- Develop skills through practice
- Discuss experiences, learning, and application

The first step of the Four D's methodology is to describe the transformation processes (e.g., the willingness and determination to change) and the skills participants are to acquire. The second step is to demonstrate these skills or processes and explain how they contribute to the participants' transformation. The third step is to provide the opportunity for all participants, in appropriate groupings, to develop transformation processes and skills through practice exercises, such as role-play, group work, and assignments. Finally, discussion allows the participants to analyze and share what they observed during the practice sessions.

Combining lecture with activities such as role-play, group work, and assignments will help participants develop a better understanding of how to apply transformation processes and skills in their real life experiences. This approach encourages participants to learn by doing and build upon the knowledge and skills they bring to the training.

The Role of a Facilitator

Developing and implementing a training that is participatory and interesting is not an easy task. Trainers will have to play multiple roles ranging from teachers and facilitators to mediators and participants. Effective transformation trainers involve participants in the learning experience, pay attention to both the learning process and the content of the training, and push participants to learn in a variety of ways.

The word to facilitate means "to make easier." A facilitator's role involves making discussion easier through the learning environment they create. A facilitator is someone who is concerned more with the process (how the group is discussing a topic) than with the content (what the group is discussing). That is, a facilitator acts as a process advocate, but remains neutral in terms of content. Content neutrality means not taking a position regarding the issues being discussed and not having a stake in the outcome. Whereas process advocacy entails supporting inclusive and open processes that allow everyone to participate in the discussions.

A facilitator has four main functions:

1. Encourage full participation;
2. Promote mutual understanding;
3. Foster comprehensive solutions; and
4. Teach the group new cognitive skills.

Facilitators play a central role in guaranteeing smooth and successful training activities that involve all participants. A facilitator is a group leader, content and process expert, agenda manger, and role model, who is tasked with creating a positive atmosphere where participants are fully engaged.

During training sessions, the role of the facilitator entails:

- ❖ Keeping personal opinions out of the training sessions
- ❖ Being a keen observer (keeping an eye on social interactions as well as the program content)
- ❖ Encouraging participants to exercise respectful behavior towards each other
- ❖ Reminding participants as often as necessary of the key principles and attitudes of the participatory processes (i.e., actively engaging in training, openly interacting, posing questions, etc.)
- ❖ Maintaining a balance between letting the group work on their own and actively assisting to avoid unnecessary detours from the program content
- ❖ Asking questions and facilitating discussion
- ❖ Sharing control with trainees by getting their input and structuring the learning environment accordingly
- ❖ Initiating conversation with trainees

Being an Effective Trainer

The focus of this section is on what goes into being an effective trainer, including reflecting on one's personal and professional qualities. Learning occurs in the circle of relationships between the trainer and participants. It is affected by trainers' attitudes, the environment the trainer and participants create, as well as the participants' motivation.

Facilitators should recognize their own style of interacting with others and resolving conflicts, as these will undoubtedly affect the workshop environment. Being a good trainer means being able to receive critical feedback from participants during evaluations without interpreting it as a threat and reacting in ways that create destructive cycles of communication.

Being an effective trainer also means ensuring important points are conveyed and understood, everyone has a chance to contribute and participate, and training sessions run smoothly. Trainers don't have to do all of the talking – as a matter of fact, the more trainers create opportunities for the participants to talk, the more engaged they'll be.

In addition to creating an engaging learning environment, facilitators should stress the importance of the course. Participants should understand the purpose of the program, what to expect, and how it applies to their lives. Facilitators should also provide participants with opportunities to truly know themselves, recognize their shortcomings, and realize ways to overcome such personal limitations.

Effective trainers elicit trust from program participants through a variety of methods, including sharing personal experiences. Since participants often view trainers as role models, hearing about trainers' successful transformations will likely motivate participants and provide them with hope. In other words, if participants identify with the trainer and see that, despite facing hardships, the facilitator was able to transform his life, participants will understand that such change is possible in their case as well. Sharing personal experiences also drives away participants' fears of being ridiculed and encourages openness between trainees and trainers. Facilitators can also gain participants' trust through close interactions, consistent follow-up visits, and displays of genuine concern for participants' wellbeing.

Tips for Effective Training

- ❖ If training is several days long, it is very helpful to summarize the activities and learning from the previous day, or part way through the training. One way of accomplishing this is to pick two participants each day who verbally or visually summarize the content for that day, and report their summary to the group first thing the next morning. This activity helps participants remember what they learned the previous day and, if written, can become part of a written report on the training. Another way of accomplishing this is to review the material halfway through the training as part of a mini-evaluation session. The summary can either be provided by the trainer or can be elicited from participants with the trainer's help.

- ❖ Trainers should also be critically aware that participants often come to trainings with very high expectations. Be clear about what participants can expect to get from the training without undermining their motivation for being there.

- ❖ For training to be meaningful it needs to be alive, dynamic, and deepen participants' understanding of the material. Routine training activities can become boring after awhile. Therefore, it is important to use a wide range of methods and techniques to introduce topics, such as eye-openers, energizers, brainstorming, case studies, slide shows, films, brain training games, visual aids, guest speakers, etc.

- ❖ Trainers should try to be objective and model the skills and values they are trying to transmit.

- ❖ Trainers should think of themselves as service providers, as opposed to teachers. The trainer's role is not to ensure trainees have memorized a set of facts, but to encourage and facilitate a mutual process of exchanging knowledge and experiences amongst trainers and trainees. Trainers should acknowledge that participants' contributions to the training process are just as important as the trainers', and interact accordingly.

- ❖ Trainers should restate participants' answers and input throughout the training sessions. This indicates that trainers value contributions made by others and are open to learning from program participants. While the trainer may be extremely knowledgeable on a particular topic, it is important to recognize that everyone has something to contribute.

- ❖ Because transformation often deals with very difficult and emotional events in people's lives, the pain and trauma of past experiences may surface in a training setting. It is the trainer's responsibility to be aware and prepared for this likelihood. Creating a safe and comfortable training environment for participants to share their experiences is one step. Additionally, trainers' behavior and empathy is a crucial element in setting the right tone and atmosphere. However, trainers are not counselors, and in some cases, it may be advisable to identify and approach outside resources to assist affected individuals.

- Creating a comfortable training environment will also help trainees concentrate on the training content. Distractions, either from negative feelings or uncomfortable working and sitting arrangements, should be minimized whenever possible.

- Trainers should build a strong rapport with participants and ask about their personal lives. Trainers should also understand the challenges that each participant faces. This information will provide trainers with clues as to how to approach the transformation process with each respondent. Trainers should emphasize strategies to move beyond these challenges and invest in their futures.

- Teams of facilitators can work well to balance training approaches and communication skills. If working in teams, it is important to agree on the content of the workshop, be clear on what training methods you will be using, who does what task, and how you can best work together. Training in teams also allows facilitators to share the workload and model good working relationships and cooperation.

Effective Trainer Exercise

Each of us has had good and bad learning experiences. The good ones leave an impression on us; they inspire us, or change the way we think about the world. The bad ones we typically try to forget. Yet these negative learning experiences can be very instructive in terms of what not to do in similar situations. Indeed, drawing on those past experiences is a useful tool for facilitators in determining what type of trainer they want to be. Try the exercise below with trainers to help guide them in this process.

Think back to the best trainer or training experience you've had and then answer the following questions:

- What were the teacher's/trainer's characteristics that made your learning experience so effective?
- How did the teacher /trainer interact with you as a participant? What roles did he or she play?
- What was it about the situation that added to the learning experience?

Now, think back to the worst training experience you've ever had:

- What happened?
- What were the teacher's/trainer's characteristics that made the learning experience so negative?
- What was it about the situation that was problematic?

Trainers should write down their answers to these questions in a place where they can refer back to them in the future, to reflect back on their own trainings. Trainers can also write their top ten ideas of what a high-quality learning environment looks like on a bookmark, or piece of paper, and carry it with them as a reminder.

Training Techniques

There are several techniques to either elicit participants' ideas on a subject or present material in a way that gets participants actively involved in discussions. Often people's attention begins to drift after 20 to 30 minutes of lecture presentations. Mixing up the way training material is presented and the way participants engage with the material is important. Lessons presented using a variety of techniques, as opposed to verbal delivery alone, are more likely to sink in for participants. These tools also help trainees see how to incorporate the lessons into their lives. Some useful training methods (many of which have been adapted from the Caritas Manual) are discussed below:

Eye-openers create awareness about an issue and attract the attention of participants for further information on the issue. For instance, asking participants to list off the various types of alcoholic drinks they consume typically results in a lively discussion and creates an entry point for further conversation about the topic.

Group exercises allow for the collection of participants' experiences to facilitate or elaborate on the topic under discussion. The appropriateness of using group exercises will depend on the topic being discussed. Group exercises may provide more participants with opportunities to participate and share their experiences among one another.

Trainee reports are trainee's experiences with homework assignments and/or personal experiences that relate to the topic under discussion. Hearing about peers' successful transformation experiences can be inspirational for youth.

Exchanging experiences entails sharing of life experiences across the class or session regarding a specific issue or situation being discussed. Participants share lessons learned and are able to learn from one another.

Films or documentaries relating to course topics allow participants to understand and further engage with the material. These activities can accelerate and enhance the learning process for participants and are typically enjoyable.

Brain training games improve participants' memory, concentration, thinking speed, and other cognitive skills. Brain training games are particularly useful when participants are having a difficult time concentrating. Playing brain games, such as "telephone," may also help facilitate active listening.

Guest speakers are asked to make motivational statements or facilitate a session in the program. Inviting facilitators from other programs to speak reinforces the messages participants are exposed to during the training and helps them understand that various groups of people are undergoing similar transformation program trainings.

Role-plays entail learners enacting various roles or activities to explore an issue, solve a problem, produce a result, or develop an interpersonal skill. They create excellent opportunities for participants to practice skills and put strategies into action without focusing too heavily on the details of a situation. For role-plays to be successful, participants need to be willing to take on an active role, which some may be reluctant to do. As participants become more comfortable with each other, and with role-playing in general, they will naturally become more active participants. Once the role-play is complete, the facilitator helps participants and observers process the experience by asking questions that highlight central themes and dynamics. This debriefing time is crucial to the learning value of role-plays.

Debriefings allow individuals to defuse and talk about the emotions they might have experienced during a role-play, to think about what they learned, and how they might act differently in the future. Facilitators can “hot seat” participants, which entails stopping the role-play and asking questions of the role-players who remain in their roles. This “hot seat” technique can help further develop participants’ understanding of their characters and help move the role-play along if participants are stuck on an undisclosed piece of information. As a facilitator, you either take on an additional role (e.g., a character like a military commander or government official who wants to know more about what the group is doing), or you can interrupt the role-play and ask participants to step out of the role. If you choose to do the latter, you should let participants know that you are stopping the role-play and entering as a facilitator. This is useful when emotions are intense or you sense high levels of frustration with how the role-play is progressing. Be sure to indicate when the role-play begins again and participants should return to their role.

Energizers are small games, tasks, or exercises, which usually bring together a high "fun factor" with a number of important physical and social functions. These activities may serve as a break, an intermission between sessions, or an introduction to new sessions. Energizers are meant to relax participants, get their bodies moving, and stimulate participants’ social functions. Additionally, engaging in these fun activities is intended to help break the ice between group members and lighten the overall training atmosphere.

Case studies provide participants with the opportunity to examine a particular scenario. Cases are often short written descriptions of either real or fictional situations that participants read, analyze, and discuss. Case studies should be related to issues and situations that participants are concerned with, and include problems they face. While some of the cases might be fictional – constructed in order to illustrate a lesson in the program – many case studies will examine real people's lives and transformations. In these cases, motivational speakers from other social rehabilitation and reintegration programs can come to share their experiences and challenges in social transformation. Hearing these guests share their experiences can be encouraging for respondents. The Transformation Program manager shall locate the potential speakers, share information about the street youth program with those speakers, listen to and write up the first-hand stories of those potential speakers, and finally arrange for them to share their stories through a case study presentation. Prior to the presentation, the presenter will be introduced with a brief explanation about what he/she is about to say or why he/she was invited. The presentation itself should last no more than 30 minutes, followed by a question and answer session. Afterwards, the case presenter is provided with a small contribution to thank them for their time, such as a program T-shirt or lunch. After the presentation is finished, the case will be briefly summarized, discussed and analyzed from participants' perspectives.

Simulation exercises are a variant of case studies and role-plays. Participants act out roles similar to role-plays, but make decisions and face the consequences in real time. Like role-plays, participants need to be actively engaged in simulations to make them successful learning tools. Simulations also need to be processed with participants to identify issues and experiences that parallel their real life experiences and discuss insights that emerge. As with role-plays, the importance of debriefing cannot be over-emphasized.

Brainstorming is a process that collects the ideas of a group fairly quickly. The purpose is to gather as many ideas as possible in a short time period. Participants call out their suggestions and someone writes them down for everyone to see. Creativity is encouraged in this format, and participants’ suggestions should not be judged or evaluated during the process. After the brainstorming session participants can further discuss and evaluate the ideas that participants generated during the session. Brainstorming works well with large and small groups.

Buzz groups refer to small group discussions that fill the room with noise as each group discusses specific questions amongst themselves. Buzz groups can range in size, but the important thing is to be small enough to allow each participant an opportunity to speak. Participants can exchange ideas, draw on their experiences, and generate new ideas and opinions. The facilitator's role is to manage the buzz groups' feedback, listen to some of the discussions, assess where participants are at, and watch the time. The buzz groups can report back to the whole group parts of their discussion. The size of buzz groups can vary according to the level of participation you want or your purpose of the small group discussion. Usually, the larger the group, the less individual members of the group will participate, and the more discussion time you will need to give the groups. In general, use pairs for interviewing, practicing skills, or more intimate sharing. Use groups of three for testing ideas before presenting them to the entire group or when you want each member of the group to participate.

Storytelling can be a valuable way to communicate information to participants by engaging with their emotional side as well as their rational side, as stated by the Caritas Manual:

> "Dramas and parables are ways of getting participants to engage with more than just logic. Dramas and parables encourage participants to think creatively and tap our emotions more easily. Storytelling also allows participants and trainers to discuss issues that might be very sensitive without naming them." (Caritas, p. 200)

Icebreakers are exercises or stories that introduce participants to each other in a non-threatening way, so that they are comfortable with one another and the process going forward. Icebreakers are best when they are amusing or high-energy, so that individuals feel energized for the training.

Trust building exercises create and foster a sense of oneness amongst participants and trainers. For participants to fully share their ideas and inspirations they need some level of trust. Trust-building exercises encourage participants to get to know each other and reduce their feelings of shyness. Trust-building exercises, in combination with agreed ground rules for discussion, are particularly important if participants come from groups that have historically faced challenges in coming together.

Visual aids help participants think about the messages in a different, visual way. These visual aids can complement other lessons about their lives, families, friends, communities, future etc. In the TP, for instance, trainers use images depicting particular lessons and experiences. Trainees are asked to study the images and use what they have learned to draw conclusions about what they see. For trainees that prefer visual to auditory learning, this component can be key to reinforcing information.

Homework assignments serve two main functions: (1) they reinforce lessons learned so that course topics remain on the forefront of participants' minds even when the course is not in session, and (2) they allow trainees the opportunity to practice what they've learned, so that they develop positive habits in their lives. During training sessions, respondents discuss and reflect upon their homework assignments with their peers. It should be noted that some trainees find the homework assignments easier than others. Furthermore, some participants are more reluctant to change their lives and adapt new habits and behaviors. These trainees should be encouraged to do the assignments at their own pace, even if the course has moved on. As these trainees complete crucial steps – albeit at a slower pace – they should receive the same recognition and encouragement as those who've completed the assignments at a faster pace.

Trainer Motivation

When trainers are de-motivated, management staff will be met with restlessness, frustration, and reluctance from trainees to take on new tasks. Low trainer motivation also results in the deterioration of work performance.

To ensure trainers are motivated and actively advance the organization's mission, management team should regularly reinforce the organization's plans and goals and explain why these are important to trainers. Trainers should also clearly understand their roles and responsibilities as well as those of the management staff. Additionally, the management team should provide accurate and timely feedback to trainers and praise them for high quality performance. Improvements in work quality should also be recognized. To further motivate trainers to produce high-quality work, assigned tasks and opportunities for promotion should also be based on trainers' abilities, regardless of seniority.

What does motivation "look like?" When trainers are motivated they:

- ❖ Feel useful
- ❖ Appear optimistic
- ❖ Freely volunteer to take on tasks
- ❖ React positively to requests and new assignments
- ❖ Take advantage of opportunities
- ❖ Look after the interests of other staff members
- ❖ Work cheerfully and efficiently

Self Reflection

Reflecting on one's training experiences is an important part of being an effective trainer. This process provides trainers with an opportunity to continue learning and improving. An efficient way for trainers to improve their performance is to take notes immediately after a training session and analyze their strengths and weaknesses – it is through analyzing our weaknesses and mistakes that we learn the most.

After each training session, facilitators should ask themselves:

- ❖ What went well?
- ❖ What could have been improved, and how?
- ❖ Was my pace too fast or slow?
- ❖ Did I allow sufficient time for questions, discussion, and reflection after exercises?
- ❖ Were the breaks too short or too long?

Exercise with a Purpose

Keeping large groups interested, motivated, and participating in workshop sessions can be a challenge. The following section provides some suggestions for using exercises to effectively and purposefully motivate participants and ensure participation.

Exercises may be used at any point during a training session. For example, exercises may be appropriately used at the after a break, mid-way through a particularly long discussion period, or to bring the group back together after small group breakout sessions. However, trainings should maintain a balance between action, discussion, and reflection.

If you have limited time, it is more effective to do one exercise well than to do multiple exercises in quick succession. As a trainer, you must be well organized and think about how the activities link with other parts of the training agenda. These exercises should support your agenda and not detract from it. In addition, the exercises and activities included below are only a sample of the many exercises that exist. Use your imagination and creativity to adapt or modify these exercises, or develop your own.

The first step towards successful facilitation of training activities is to provide clear working instructions. When you facilitate an exercise, encourage your trainees to organize the process of working together as team (e.g., allow group members to divide responsibilities among themselves).

During exercises, remain with the group, but keep a low profile. It is important that trainers give participants enough space to allow for discussions. Let the group start the exercise on their own and interject only when you feel the working process has not started, the group is lost and needs support, or the groups has asked for additional input. It is more important for participants to attempt the exercise and understand their limitations than to generate a perfect final product.

Factors that Influence Group Dynamics

This section addresses factors that influence group dynamics, styles of leadership, and activities that can be used to build trust and enhance group dynamics.

Several factors influence how group members interact with each other during training. Essentially, you as a trainer need to be aware of who is participating and how culture, gender, power, status, or emotions may influence participation and interaction. This is particularly important if the group you are training is multi-cultural or if you are from a different culture than the majority of your participants.

Culture

Culture influences how gender, power, status, or emotions play out in a social setting. You should attempt to be both respectful of cultural norms, but also encourage and create an atmosphere where all participants are comfortable – which may go against some cultural norms, such as having people from different status groups work together. As a trainer working in cultural settings different from your own, you should also be respectful of dress codes and social interaction prescriptions.

Gender

Different cultures have specific gender roles. Gender refers to the socially and culturally prescribed roles for males and females. Gender is not biologically determined. In some settings, cultural prescriptions dictate that women should not interact in a social setting with men. Other more subtle influences might be related to cultural prescriptions about the ways in which women contribute to discussions or the frequency of their contributions. As a trainer, you should be aware of how gender influences the ways women and men participate. The exercises you choose should not violate cultural or gender norms, such as having men and women touch each other. In some cases, you may want to adapt an exercise to respect these norms (like pairing men with men or women with women in exercises that require physical interaction).

Power

Power in trainings appears in different ways. In terms of group dynamics, several people tend to take on leadership roles, while others follow. Still others dominate discussions by interrupting fellow participants, speaking loudly or often. As a trainer, your role is to ensure that all individuals have the opportunity to participate and feel comfortable participating. Using activities to enhance group dynamics or ensure full participation will assist you in creating and maintaining a comfortable and safe atmosphere for all participants.

Status

Different cultural groups have different ways of measuring status. Possible indicators of status, caste, or class include: education level, family ties, political or economic clout, and ownership of land or other property. In some instances, individuals with a lower status may feel uncomfortable interacting with individuals with a higher status. While in other settings, the opposite may be true. Often participants will assume that you, as a trainer, have higher status and will defer to you. As a trainer, you need to be aware of status differences, but do your best not to imply or reinforce that some individuals have more worth because of their status. All participants have contributions to make in the training sessions and to peacebuilding programming.

Emotions

People vary on an individual level and on a cultural level in terms of their comfort with expressing emotions. Some individuals will not be embarrassed by showing intense emotion (e.g. crying to express sadness or anger), while others will. Indeed, in some cultures, argument or intense emotions are not negative, but instead express interest and involvement in a discussion or conversation. Know your own comfort zone with emotion because this will affect your ability, as a trainer, to deal with emotion.

Exercises for Developing Positive Group Dynamics

An essential part of training is developing positive group dynamics. The following exercises are useful for enhancing group dynamics and building trust among participants. Consider integrating these exercises into your training schedule during the planning stage, especially at the beginning of the sessions, to help individuals become familiar with each other and build trust. You should also be comfortable with these exercises and use them as appropriate during the sessions, such as recreating or reinforcing a sense of group cohesion after a divisive exercise.

Activities for enhancing group dynamics and building trust include the "Trust Walk" and "Rope Square," both of which are discussed below:

Trust Walk

Divide participants into pairs by asking individuals to select someone they have not yet worked with. In each pair, one person leads and the other person follows, with the follower keeping eyes closed. Leaders lead followers by placing one hand on their shoulder or under their elbow and guiding with a supportive hand. The exercise should be carried out in silence. Leaders take followers around the area at the follower's pace and guide them in touching, feeling, holding, and sensing objects or surfaces that are safely available (this may include objects or other people). As a trainer you can introduce other smells, noises, or objects for heightened awareness. Allow the first group of followers to be led for about 10 minutes, and then have participants switch roles (leaders become followers and followers become leaders). After both trust walks, you should debrief the exercise by asking participants how they felt in each of the two roles. Discuss issues such as trust, awareness (using other senses besides sight), inner thinking, sounds, smells, touch, feel, mental pictures, and rapport or trust building.

Rope Square

You will need a piece of rope that is tied so that it forms a circle long enough for half of the total group to hold onto it with both hands. This exercise takes about 20- 30 minutes. Divide the group into two – the silent observers and the square-formers. Lay the rope in a circle on the floor in the middle of the room. Ask the square-forming group to stand in a circle around the rope. The observers should stand back and watch in silence. Ask the square-forming group to pick up the rope circle with both hands, close their eyes, and walk around in a circle a couple of times so that they become slightly disoriented. Then ask the group to form a perfect square with the rope without looking. The other group should observe the dynamics, without commenting. Change the roles of the groups (observers become square-formers and vice versa) and then debrief. This is often a very powerful exercise that reveals a lot about the way the groups interact and the roles of different individuals within the group. There are almost always too many leaders. The point of the debriefing is not to single out individual group members, but to point out the range of qualities in a group and how they interact successfully or unsuccessfully in completing a task. Ask the following questions for debriefing:

- Who felt frustrated?
- Did the other group members give clear instructions?
- How did you respond to contradictory orders or requests?
- Who took the lead? Why? When?
- Who played a bridging role?
- Who kept quiet?
- Who cross-checked and evaluated orders from others?

Techniques for Managing Group Dynamics

Trainers should keep in mind that any group member may manage group dynamics. In fact, the facilitator is not always best equipped to manage the group. That said, there are many techniques to assist the facilitator in managing group dynamics. The following are a few methods available to facilitators:

Being creative and adaptive
Different situations require different techniques. With experience will come an understanding of how various methods affect group dynamics and when the best time to use them is.

Ensuring equal participation
The facilitator is responsible for the equal distribution of attention during training. Facilitators should call the group's attention to one speaker at a time. The "Grammar School Method" is the most common technique for choosing the next speaker. The facilitator recognizes each person in the order in which hands are raised.

Listing
To help the discussion flow more smoothly, those who want to speak can silently signal the facilitator, who can add the person's name to a list of those wishing to speak, and call on them in that order.

Stacking
If many people want to speak at the same time, it is useful to ask all those who would like to speak to raise their hands. Have them count off, and then have them speak in that order. At the end of the stack, the facilitator might call for another stack or try another technique.

Pacing
The pace or flow of the training is the responsibility of the facilitator. If the atmosphere starts to become tense, choose techniques that encourage balance and cooperation. If the training is going slowly and people are becoming restless, suggest a stretch or rearrange the agenda. If the pace is too fast, energy is high, and participants are speaking out of turn or interrupting one another, it is appropriate for anyone to suggest a moment of silence to calm and refocus energy.

Grouping Participants

Grouping participants together can be a powerful and productive tool to facilitators when appropriately used. The performance and output of a team is likely to be greater than the sum of its individual members, or as expressed in an African proverb: "Cross a river in a crowd and the crocodile won't eat you."

During training, facilitators will need to form groups of different sizes and composition. Trainers must be aware of group dynamics when helping to form groups. The mix of participants will have an important bearing on how well group members work together. Teams composed of the brightest individuals are not necessarily the most productive. Trainers should acknowledge that weaknesses within the group are acceptable so team members feel more comfortable and free to concentrate on their strengths. A team's strength is found in the relationships among the team members. A productive group is one with a common objective, whose members are very clear about working towards one purpose. Effective group members are also interdependent, relying on the strengths of each other to accomplish the objective at hand.

Trainer Notes

Facilitators are advised to develop and bring notes to each training session containing essential information for the day's lecture. Trainers' notes generally include an outline of the day's training plan, in addition to helpful reminders and main takeaway points for the lecture. For instance, trainer notes may include ideas on how to integrate course material into the training sessions, where exercises may best fit within the training, key concepts to be covered in each exercise, and alternative ideas for exercises. Trainer notes should also include a list of any follow-up activities, such as one-on-one visits, that should be scheduled with participants as well as participants' availability. Trainers should make note of when to conduct follow-up calls to arrange visits with participants and when to make reminder calls regarding training sessions. Additionally, trainers should take notes on how best to engage participants in private sessions.

Managing a Workshop

Workshop management involves ensuring the training program is well planned, organized, and centered around achieving its goals and objectives. Workshop management begins with a comprehensive understanding of the planning, organizing, and control processes of the program:

1. Planning
    - ❖ Specifying the results to be achieved
    - ❖ Determining staff and training schedules
    - ❖ Estimating the resources required

2. Organizing
    - ❖ Defining roles and responsibilities

3. Control
    - ❖ Relaying performance expectations
    - ❖ Monitoring actions taken and results achieved
    - ❖ Addressing problems encountered
    - ❖ Disseminating program information to relevant stakeholders

Good workshops don't just happen. They require a lot of preparation. To make a training workshop as effective as possible, a trainer should understand the target beneficiaries, training needs, locations, methodologies, and strategies to maximize outcomes. Workshop planning can be divided into four stages: (1) pre-workshop planning, (2) designing the workshop, (3) implementing the workshop, and (4) evaluating the workshop. Below are some guidelines for running an effective workshop at each stage of the process.

Pre-Workshop Planning

Pre-workshop planning helps ensure the training runs smoothly and gives trainers an opportunity to research participant expectations and then tailor the training to meet the specific needs and concerns of participants and their program. Trainers need to first identify the purpose and long-term aim of the workshop. There are several issues and tasks that need to be addressed in this stage:

- Identify participants, staff, and partners interested in the peacebuilding process. A group of 15 to 30 participants is typically optimal for training, although groups can be any size.

- Gather information about participants' needs, concerns, and hopes for the training. Determine their skill level and areas of interest. You can do this by including a questionnaire with the registration form.

- Use the information obtained from participants in designing your training, adapting the curriculum to reflect participants' expectations and interests.

- Plan the workshop logistics – identify a place to hold the workshop, staff needed, and the length of time required. Try to avoid planning workshops on major holidays or at particularly busy times of the year.

Designing the Workshop

Once a trainer is familiar with the program's vision and participants' needs, the workshop can be designed with this information in mind. Some basic considerations for designing a training workshop include:

- Providing participants with an opportunity to get to know each other and feel comfortable within the group.

- Using several training methods to meet a variety of learning styles.

- Incorporating a common experience – or several, depending on the length of the workshop – that participants can identify with. Common experiences provide something concrete that all the participants can relate to and engage in energetic discussions about. If participants don't know each other, case studies, role-plays, parables, or other group activities inside and outside the workshop setting create common experiences.

- Allowing time for participants to share information with each other, either during plenary or group work.

- Giving participants ample opportunities to reflect on their experiences and plan their future actions.

Implementing the Workshop

The purpose of planning is to ensure trainings run efficiently, leaving participants feeling energized and with newfound knowledge of the transformation process. Trainings should follow a relationship-centered and participatory model, which involves focusing on participants, eliciting their knowledge, and adapting the trainings to fit their needs. However, some general suggestions regarding implementing a workshop are outlined:

- Check on logistical details before the workshop starts, ranging from snacks to the materials needed for conducting exercises.

- Know and follow your workshop plan, but be flexible and prepared to make adjustments to meet the group's needs as they emerge. Integrate exercises that enhance group dynamics or energizing the group.

- Use mistakes as learning experiences. Everyone makes mistakes. When mistake happen, use them as an opportunity for group and individual learning rather than perceiving them as simply a negative experience.

Evaluating the Workshop

Program evaluations help administrators determine the areas that worked well and those that need improvement. Evaluations should take into account the perspectives of both the program staff and participants.

At the end of the workshop, participants should be asked to share what they learned from the trainings and evaluate the trainers and the workshop environment. Trainers may also provide feedback on how well the workshop was managed, any challenges that arose, and suggestions for improving the program. Lastly, senior staff should constantly evaluate the performance of trainers throughout the program and provide guidance for improving trainers' skillsets. Conducting evaluations and integrating staff and participant feedback will help ensure future trainings are as effective as possible.

Transformation Program Staffing

The Transformation Program staff is comprised of three main roles: (1) Trainers, (2) Site Supervisors, and (3) a Program Coordinator. The responsibilities of each are briefly discussed below.

Trainers are primarily responsible for facilitating trainings, conducting one-on-one and follow-up visits, and reporting to the site supervisor on the training progress.

Site Supervisors are experienced trainers who are responsible for overseeing the coordination and implementation of the Transformation Program. The Site Supervisor guides the program principles and implementation strategy, approves work plans and project expenses, and monitors impacts and outcomes of the project. Additionally, Site Supervisors coordinate training activities, fill in as a backup trainer as needed, provide guidance to trainers, and report to the Program Coordinator. One Site Supervisor should be assigned to each training site to supervise the trainers at that site.

The Program Coordinator is responsible for managing the program, including developing a budget and work plan, monitoring data, and representing the program in meetings with partners. This person is responsible for creating necessary forms, such as attendance sheets, and developing a database for tracking participants' progress. The Program Coordinator also manages the program sites, ensures staff members are fulfilling their duties, and maintains the general wellbeing of the program. Close coordination between upper, middle, and lower-level staff members is necessary to reach program goals and objectives.

Implementation

The Transformation Program is intended to run for eight weeks in total. Training sessions take place three times a week, with each session lasting four hours, including lunch and wrap-up activities. Therefore, a total of 24 training sessions are covered during the program. It is recommended that two transformation trainers lead sessions with about 20 participants.

Two transformational facilitators deliver the training through a series of practical lectures and demonstrations. Eleven distinct modules containing common underlying concepts and themes are covered (see the NEPI Course Training Outline section for additional information). Each of the transformation courses lasts for one to three days depending on its content and delivery. After each presentation, facilitators also allot time for Q&A, discussions, and feedback. Training days are comprised of three hours of presentations and activities, 30 minutes for lunch, and 30 minutes to wrap up.

Annex 2: Community Leader Engagement Script (in Liberian English)

Hello my name is ____________ I am working for an organization called _____________ right here in Monrovia. We are here to talk to you about some good things we can do for this community.

Thank you for meeting with us. Today we are here to let you know about an activity we want to conduct in your community. It is a program for urban youth that will help transform the lives of young people from a bad place to a good one.

This program has several components that are executed by different NGOs collaborating and working together. The Network for Progressive Initiative (NEPI), an NGO, is doing the Transformation Program. The research component – which is the way people go about asking questions to know how something is working or not and how to make it better in the future – of this program is run by Innovation for Poverty Action Liberia (IPAL) and the oversight of the program is the role of CHF.

The NEPI transformation involves counseling about choosing productive activities and avoiding destructive ones, saving and budgeting, planning for the future, owning one's decision, self control, and many other interactive homework assignments to practice new skills. Post program and individual follow-up sessions by NEPI staff encourage maintenance of behavior change.

The research component involves asking plenty small questions and playing some games to understand the lives of the people in the program, and how the program works and doesn't work, to help improve it in the future. These pieces of information can be shared with government and other NGOs about youth in Liberia.

Not everyone will enroll in this program because of limited space we have at a time. Therefore, a lucky ticket will be played for people who will be in the program and those who win will be enrolled in the program.

So we are here looking for a certain kind of young man, youth for a program we will be having over the next few months. We are looking for young men who are violent, or who could be recruited by people looking to cause trouble. We are also looking for young men who are having trouble, who might not have good places to sleep and maybe young men who are just facing many difficulties. We want to find these men because we have a program that can help them change their life and move them into a better stage. Some of them can be enrolled in this program and they will become better for the community and have better lives. So we came to you to ask if you can remember people in your community who are like that and who could benefit from a transformation program. If you know where in your community they often are, we can go to that place. Can you help us find these people?

We are also looking to find a place to set up an information session in this area. Can you show us any good place where people can be comfortable, that is clean and easy to find, and that we could use for a couple of days?

Thank you very much for helping us today.

Annex 3: TP Trainer Skill Set Identification Form

Purpose: The primary purpose of this form is to identify the skills that are required for a NEPI TP trainer and to give some feedback to NEPI trainers on how they can provide participants with the best possible chance of transforming their lives.

Instructions: The reviewer should make detailed comments at the start of each section, outlining the qualities displayed based on at least 1.5 hours of observation in the classroom and 1.5 hours of observation of follow-up visits. The reviewer should give examples and describe instances in which those skills were utilized, and how they were demonstrated with as much detail as possible.

Name of Trainer: _______________ **Name of Supervisor:** _________________

Name of Evaluator: _______________ **Date:** __________________

INSIDE THE CLASSROOM

Setting goals / Course Presentation
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Does the trainer understand the subject matter? __(1) __(2) __(3) __(4) __(5)

Is the trainer ensuring that the participants learn with clear messages? __(1) __(2) __(3) __(4) __(5)

Facilitation Method
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer concluding each session or day by telling the participants what has been taught? __(1) __(2) __(3) __(4) __(5)

Does the trainer use exercises, songs, or slogans to re-focus the group and do participants enjoy it? __(1) __(2) __(3) __(4) __(5)

Is the trainer firm with time keeping and controlling debates? __(1) __(2) __(3) __(4) __(5)

Understanding Your Participant
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer linking content with the participants' experience? __(1) __(2) __(3) __(4) __(5)

Does the trainer understand that participants learn more when they are enjoying themselves? __(1) __(2) __(3) __(4) __(5)

Does the trainer try to understand what participants are going through and the difficulties in their lives? __(1) __(2) __(3) __(4) __(5)

Identifying and Responding to Trainee's Needs
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer making an effort to empathize with participants? __(1) __(2) __(3) __(4) __(5)

In counseling, does the trainer attempt to understand the particular life circumstances of the participants? __(1) __(2) __(3) __(4) __(5)

Trainee Participation and Feedback
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer allowing the participants to apply new skills through discussion, role-plays, group work, or real situations? __(1) __(2) __(3) __(4) __(5)

Is the trainer using the skills and experience of the participants to enhance his/her lecture? __(1) __(2) __(3) __(4) __(5)

Is the trainer recognizing that participants have something to contribute? __(1) __(2) __(3) __(4) __(5)

OUTSIDE THE CLASSROOM

Setting Goals
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer encouraging participants to go beyond their comfort zones? __(1) __(2) __(3) __(4) __(5)

Does the trainer provide support and guidance to the participant as he seeks to transform his life? __(1) __(2) __(3) __(4) __(5)

Identifying and Responding to Trainees' Needs
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

How well does the trainer understand that different participants learn at different speeds? __(1) __(2) __(3) __(4) __(5)

Is the trainer respecting the fact that there are some things trainees will find difficult to do? __(1) __(2) __(3) __(4) __(5)

Trainee Participation and Feedback
Poor 1 Fair 2 Good 3 Very good 4 Excellent 5

Is the trainer trying to make a difference in the lives of his/her participants? __(1) __(2) __(3) __(4) __(5)

Does the trainer understand his/her participants' fears and concerns? __(1) __(2) __(3) __(4) __(5)

Does the trainer look for more effective ways to help participants learn? __(1) __(2) __(3) __(4) __(5)

Winning Participants' Trust

How do he/she win participants' trust during the facilitation?

Strengths

Please describe his/her strengths in trainings, follow-up, and other capacities within the team:

Weaknesses

Please describe the areas that he/she should try to improve on, in both training, follow-up, and other capacities within the team:

General Comments

Please comment on the overall qualities of the trainer in all aspects, especially items not included above (e.g., preparation, flexibility, boldness, creativity, risk-taking, self-confidence etc.):