



ToT on Training Methodologies and Facilitation skills for Trainers of Child Resource Centre- HCM RIPA

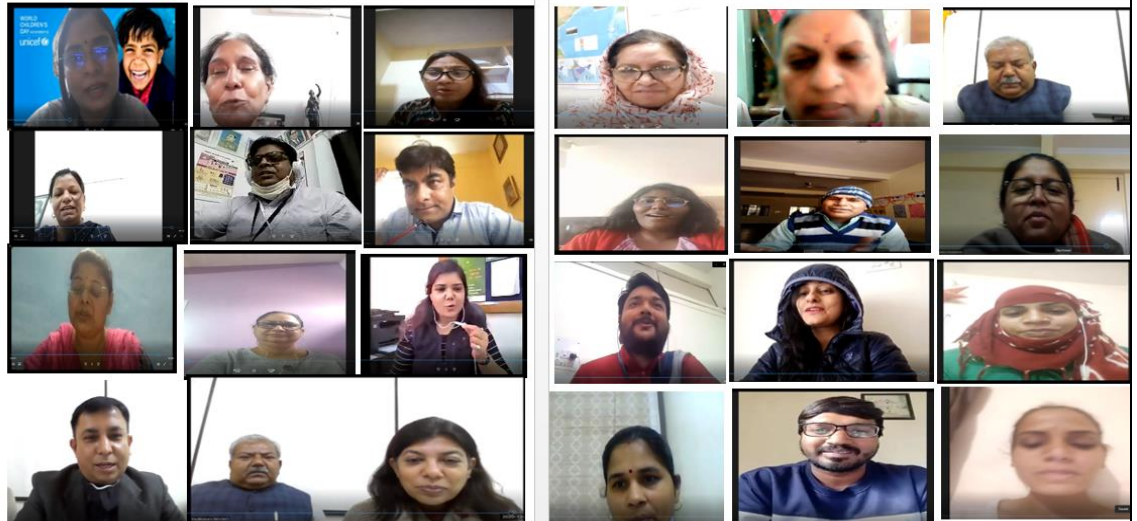
8-11 and 14-18 December 2020



Training of Trainers on Training methodologies and facilitation skills-CRC-HCM RIPA –Rajasthan

Date	8 th – 11 th December 2020 and 14 th -18 th December 2020	
UNICEF Representatives	<ul style="list-style-type: none"> • Ms. Manjaree Pant, C4D Specialist • Mr. Sanjay Nirala, CP Specialist • Mr Manna Biswas 	
Facilitator Team	<ul style="list-style-type: none"> • Dr. Amar Nidhi, Lead Trainer, NCCDC • Sanjay Sharma, Lead Trainer, NCCDC • Kamal Kishore Singh, Lead Trainer, NCCDC 	
Participant profile	Organisation/ Affiliation	Numbers
	-trainers of Child Resource Centre, HCM RIPA	26 in the first phase and 17 in 2 nd phase
Training Needs Assessment	<p>A training needs assessment was carried out earlier in the year in January 2020 with a group of trainers at HCMRIPA at Jaipur. The findings of the needs assessment showed that the trainers had ample understanding of technical aspects of child protection. They however required capacity building in facilitation skills and communication skills. On the basis of the findings of the needs assessment, the session plan for the nine-day training was worked out.</p>	
Methodology	<p>The nine day virtual Training of Trainers on the training methodologies and facilitation skills was held in two phases from 8th to 11th December and 14th to 18th of December 2020 respectively. The participants of the workshop constituted - resource persons cum trainers of the child rights centre, Harish Chandra Mathur, Rajasthan Institute of Public Administration, Jaipur, Rajasthan.</p> <p>The nine-day agenda focused on building skills of the participants on the training needs assessment, training methodologies and usage of the various facilitation skills for trainers. The training focused on basics of facilitation skills, what makes a good facilitator. <i>Refer Annexure 1 for the detailed session plans for both the sessions.</i></p> <p>The sessions were a mix of participatory and lecture method, with participatory constituting a large part of the methodology. Despite the training being a virtual one, it was possible to engage with the participants effectively over the nine days.</p> <p>Introduction and Ice breaking</p>	

The workshop was initiated by the C4D Specialist, Manjaree Pant, UNICEF. She introduced the team of facilitators and spoke briefly about the purpose of this training and what was



expected from the workshop over the course of the next four days. She reminded the participants to make the most of the learning sessions as not only they have already been playing an active role in the field of child protection but shall also be contributing in a big way as trainers.

The first session of the day was in getting to know the participants and encouraging participants to know each other. As part of the introduction exercise, participants were asked to introduce themselves and also share their two qualities. It helped the participants to think about themselves and many participants shared that before this, they had never thought about their own qualities or strengths. The participants appreciated this part of the introduction and ice-breaking exercise.

The link for the pre test form was shared on whatsapp group made with the participants. The same was repeated as post-test on the last day of the phase 1 of the workshop. Similarly, a pre-test and a post-test was separately conducted for the phase-II also. A marked shift was noted in the post-test on the last day in terms of increase of knowledge.

Pre-Post Score Analysis:

Phase I:

Total participants- Pre Training: **28**

Total Participants- Post Training: **21**

Total Participants participating in both Pre & Post Training Evaluation: **21** (Remaining participants dropped out after initial 1-2 days). It is pertinent to mention here that a non-negotiable commitment to remain an active participant was sought from the participants before the training for atleast 8.5 days out of the nine day training and those not able to keep it up were given the option to opt out. This commitment was reiterated on the first day of the training also, as a gentle reminder to the participants.

Phase II:

Total participants- Pre Training: **18**

Total Participants- Post Training: **13** (Remaining participants dropped out after initial 1-2 days of phase –II, with a couple of them having medical emergency)

However total participants for participating in both Pre & Post Training Evaluation of phase II was **9** only.

Total participants present for both Phase-I & Phase-II (including both Pre & Post Training Evaluation): **9**

Summary Analysis of Pre-Post test (both phases):

Note: For the purpose of this analysis, only those participants have been considered who participated in both Pre & Post Training Evaluation of Phase -I as well as Phase-II.

Phase I:

Total number of participants who participated in both Pre & Post Training Evaluation of Phase-I were 21. In the pre-training evaluation of Phase-I, 10 participants scored 50% and above while 11 scored less than 50%. The maximum score was 80% and the minimum score was 10%, scored by 1 participant each. 6 participants scored 30%, 4 participants scored 50% and 3 participants scored 60%. In the post-training evaluation of Phase-I, all the participants scored 50% and above. 6 participants scored 60%, 5 participants scored 80%, 4 participants scored 50% and 3 participants scored 70% and 90% respectively. The highest score was 90%. The average score for pre-training evaluation was 43.3%. The average score for post-training evaluation was 68.6%. Thus, there was an increase of **25.3%** points in the participants' performance.

Phase-II:

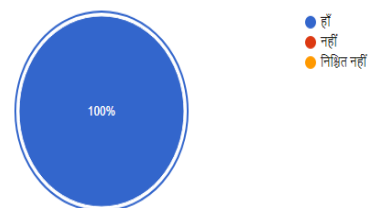
Total number of participants who participated in both Pre & Post Training Evaluation of Phase 2 were 9. In the pre-training evaluation of Phase 2, all the participants in this group scored 60% and above. 3 participants scored 70% and 80% respectively. One participant scored 100% and 90% respectively. The lowest score, 60% was scored by 1 participant. In the post-training evaluation of Phase 2, all the participants in this group scored 70% and above. 2 participants scored 100%. 3 participants scored 80%, while 2 participants scored 70% and 90% respectively. The average score for pre-training evaluation was 77.8%. The average score for post-training evaluation was 84.4%. Thus, there was an increase of **6.6%** points in the participants' performance.

The questions that had 100% correct answer in the pre-test:

Whether TNA is an important constituent for planning a training

S4 प्रशिक्षण की आवश्यकता का आंकलन (TNA) किसी प्रशिक्षण कार्यक्रम का एक महत्वपूर्ण घटक है।

31 responses



Questions that had majority correct answer in the post-test:

Power Point Presentation is the most effective tool for facilitating a training

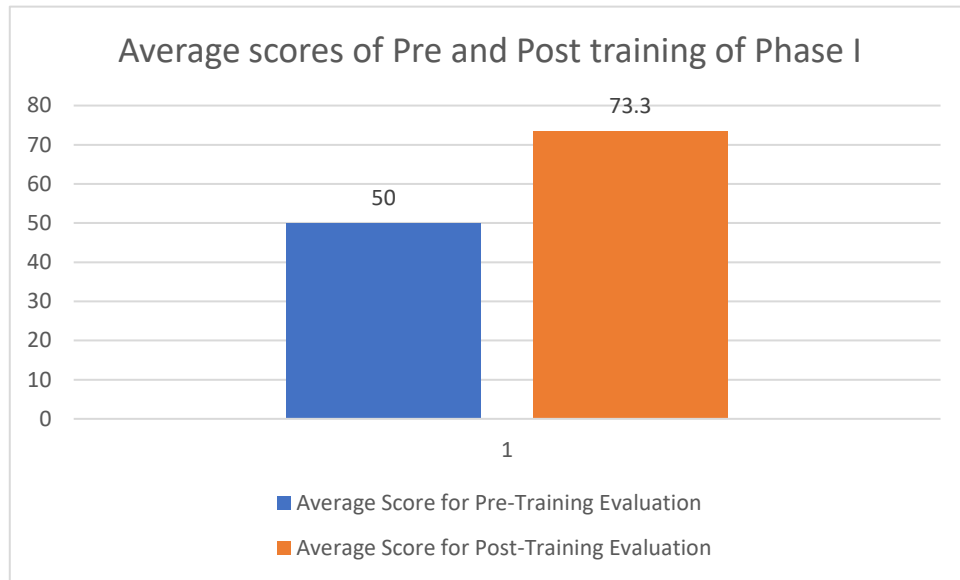
Comparative Analysis for Participants present for both Phase-I & Phase-II (including both Pre & Post Training Evaluation) and the 'Rest of Participants'

Participants present for both Phase-I & Phase-II (including both Pre & Post Training Evaluation)

Phase I:

Average Score for Pre-Training Evaluation: 50%

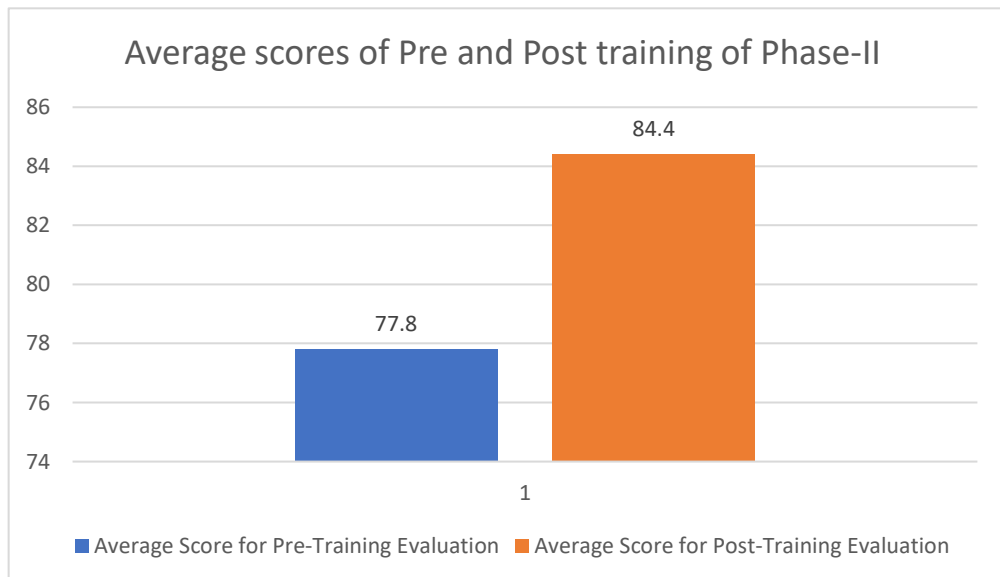
Average Score for Post-Training Evaluation: 73.3%



Phase II:

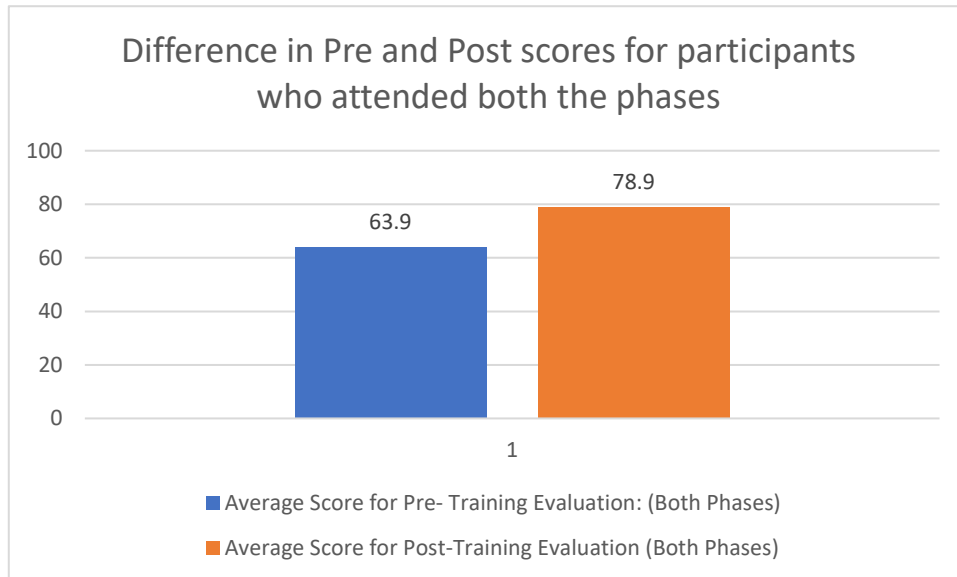
Average Score for Pre-Training Evaluation: 77.8%

Average Score for Post-Training Evaluation: 84.4%



Average Score for Pre- Training Evaluation: (Both Phases): **63.9%**

Average Score for Post-Training Evaluation (Both Phases): **78.9%**



Rest of Participants:

The scores for participants who were present in only one of the phases:

Phase I:

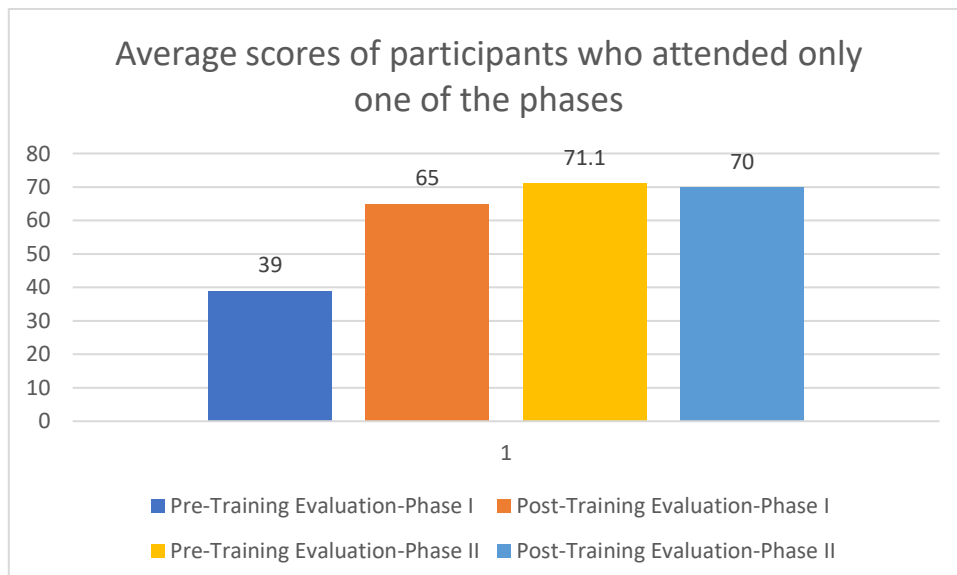
Average Score for Pre-Training Evaluation: 39%

Average Score for Post-Training Evaluation: 65%

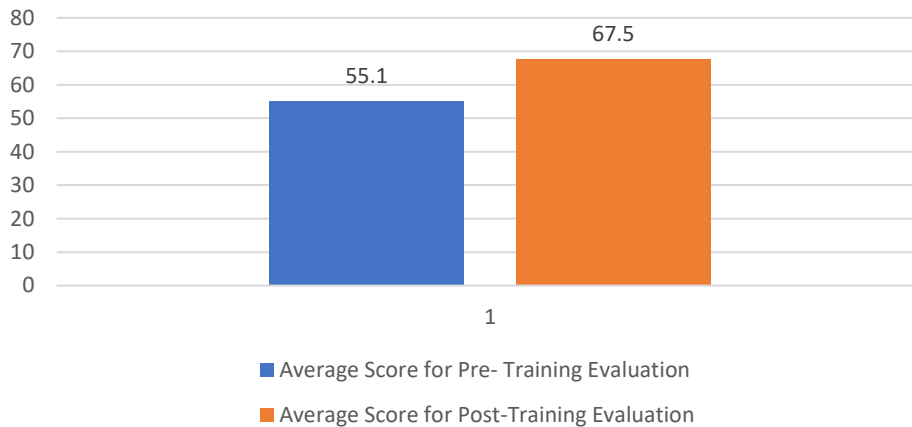
Phase II:

Average Score for Pre-Training Evaluation: 71.1%

Average Score for Post-Training Evaluation: 70 %



Cumulative scores of participants who attended only one phase

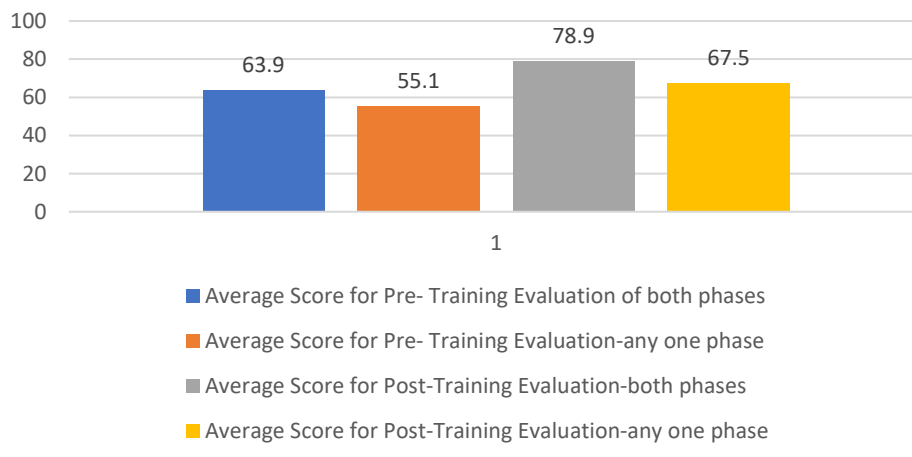


Average Score for Pre- Training Evaluation: (Both Phases): **55.1%**

Average Score for Post-Training Evaluation (Both Phases): **67.5%**

It is clear that the overall performance of participants present for both Phase-I & Phase-II (including both Pre & Post Training Evaluation) is better than the rest of participants. Their average score was 8.8% more than the rest for Pre-Training Evaluation while their average score was 11.4% more than the rest for Post-Training Evaluation

Average scores of participants who attended both phases Vs Participants who attended only one phase



Features of Zoom application that were used for virtual training:

The zoom platform was used for facilitating virtual training. Various features used to ensure that training content was delivered in an interactive manner were:

- Breakout rooms
- Poll Questions
- White board

Additionally, the facilitators ensured to engage, ask questions and seek inputs from the participants so that the interest of the participants was retained.

Approach:

The phase-I of the training focused mainly on sharing knowledge for planning a training while the phase –II was more focused on skill and perspective building. Topics covered during the phase-I:

- What is TNA and how to conduct TNA
- Developing Objectives of the training from TNA
- Understanding various training methodologies using a healthy mix of audio, visual and kinesthetic styles of learning
- Developing session plan/agenda of the training using above-mentioned methodologies.

Topics covered during the phase-II

Demonstration of sessions using various training methodologies

Facilitation skills

Understanding gender and gender stereotypes

Understanding Social and Behaviour Change Communication.



Session on Facilitation skills

In the session on facilitation skills, the participants were introduced to the skills of being a good facilitator through brainstorming and using an exercise to understand the linkage between visual, auditory and kinesthetics methodologies used by a facilitator. It was emphasized that a good facilitator would make use of all the three qualities in a training to enable all the participants understand the concepts well as different participants have different dominant learning styles. The facilitator also talked about adult learning principles and highlighted that a facilitator must always keep in mind that the participants sitting in the hall are all adults. The adults learn in different manner from the children and therefore could not be forced to learn a particular concept or skill. The facilitator then talked about various skills that a communicator must have, specially in context of carrying our IPC using the communication tools given in Tarunya package. The participants were also introduced to the concept of active listening, where in a person not just hears the other person but also uses all their senses to support the hearing – observation of body language, gestures, environmental surroundings and other factors that can influence a communication session positively or

	<p>negatively. The facilitator showed the video of song from Arth film, ‘tum itna jo muskura rahe ho, kya gam hai jisko chhipa rahe ho’ to demonstrate active listening.</p> <p>Session-7: Qualities of a Facilitator</p> <p>The last session of day one focused on understanding the competencies that a good communicator needs like knowledge, skills and the right values and attitudes. While many of the participants were able to identify the values and attitudes that are often looked for in professionals during recruitment, they were unable to explain why that is so. This was explained to them and participants were asked to identify the best combination of the three that would make a good facilitator.</p> <div data-bbox="858 219 1495 689" style="text-align: center;"> <p>किस सुगमकर्ता का प्रदर्शन बेहतर होगा?</p> </div>
	<ul style="list-style-type: none"> • For those district coordinators who have less than 2 years of experience more handholding would be required both for gender issues as well as issues on communication tools being used. • Another round of planning session in consultation with the departments to be involved would be required to develop a robust communication plan for each district. <p>A full two days orientation on Gender and its impact on social norms and on adolescent empowerment needs to be undertaken.</p>
Key observations	<ul style="list-style-type: none"> • Virtual training is not a substitute of a face to face training though in emergency situation, the online platform can be used to facilitate • Technology glitches, internet connectivity are a hindrance for continuous participation • The participants shortlisted must be available to attend training and also to impart training. • Although there were about 28 participants out of the list of 40, on the first day of the training, only about 15-16 remained by the end of the training. Out of these too, many participants remained logged in but had minimal participation.
Suggestions and recommendations	<ul style="list-style-type: none"> • The participants who were present for all the nine days can be empaneled/ given higher preference at CRC and given regular opportunities to facilitate trainings in the field based on their domain areas. • A few observation sessions that include review of preparation and includes overall feedback mechanism on atleast a couple of trainings by the selected trainers to see how the skills learned by the trainers are being implemented and also to provide handholding for further improvement. • Of the 40 participants, 9 showed the desired commitment and prioritized the intervention. An internal reflection on the selection of participants and planning process can be useful for future endeavors. Suggestive methods for CRC RIPA in ensuring participants give commitment could be:

	<ul style="list-style-type: none"> • Screening of participants on the basis of availability- some of them were working professionals who were logged in but attending official tasks which required their focus and attention leading to their availability in the training limited to marking their presence by just logging in. • Detailed session on facilitation skills to be planned for the future training. • Training on other components such as Tarunya package, effective use of communication materials can also be planned. • Trainers grading to be used and carried out based on a Trainer’s Competency Framework during subsequent face to face training
<p>List of participants who were present regularly and participated actively</p>	<ul style="list-style-type: none"> • Dr. Meeta Singh • Shradhha Gautam • Dr. Mamta Chauhan • Dr. Kriti Bharti • Gaurav • Sanjul Gaur • Deepal Solanki • Lavina Rathore • Dr. Saroj Kumar Chouhan • Dr. Suman Trivedi <p>Other two who were regular but did not perform mock sessions</p> <ul style="list-style-type: none"> • Santosh Agrawal • Butee Ram <p>Some of those who were not regular but have the potential”</p> <ul style="list-style-type: none"> • Ms Pradnya Deshpande

Feedback by the participants:

The participants were appreciative of the training delivery. Some of the verbatim shared by the participants are as below:

- This was a good platform for learning the session on using online technology for facilitation of trainings. This was so useful as most of us are not techno-friendly.
- The sessions for all the 9 days were very captivating and the trainers held our attention for over 90% of the duration, which is a rare thing for an online training.
- One of the participants mentioned that she has attended over 150 trainings and also imparted several trainings but the manner in which this training was held was unmatched.
- Earlier, we used to go and facilitate one session in a training. Now we are competent to plan and facilitate the whole training programme.
- It was extremely enriching to learn the finer nuances of various training methodologies.
- Another participant mentioned that we have learned how to plan and facilitate things in a step by step manner following correct sequence.
- The last minute adaptability and flexibility of the trainers to alter training methodology to suit the situation was well appreciated by the participants.
- Another participant complimented the facilitators on handling differences in opinion, and maintaining training time efficiently.
- The CRC coordination team also mentioned that initially they had apprehensions how interest of the participants would be maintained for nine long days, but the facilitators managed it successfully. The team also mentioned that the manner in which the training was held was much more than the expectations.
- Detailed feedback form filled by the participants is attached as annexure III

Recommendations and way forward:

The recommendations from the training are as below:

- The participants who were present for all the nine days can be empaneled at CRC and given regular opportunities to facilitate trainings in the field based on their domain areas.
- Detailed session on facilitation skills to be planned for the future training.
- Training on other components such as Tarunya package, effective use of communication materials can also be planned.

ANNEXURE I

Session plan for phase-I Facilitation skills using CP kit for CRC trainers- Rajasthan

8-11 December, 2020

Session	Content	Duration
Day 1		
Session 1	Introduction to training, Objectives, Pre-Test, Expectations, Ground Rules	10:00-10:30
Session 2	Use of virtual training platforms and understanding its features	10:30-11:45
Break		11:45-12:00
Session 3	Introduction and familiarization of Child Protection training kit	12:00-13:30
Day 2		
Session 1	Recap from day 2	10:00-10:15
Session 2	Understanding Training Needs Assessment	10:15-11:30
Break		11:30-11:45
Session 3	Session on TNA to continue	11:45-13:30
Day 3		
Session 1	Recap from day 2	10:00-10:15
Session 2	Group presentations	10:15-11:15
Session 3	Designing Learning Objectives	11:15-11:45
Break		11:45-12:00
Session 4	Group work	12:00-12:30
Session 5	Learning styles for training	12:30-13:30
Day 4		
Session 1	Recap from day 3	10:00-10:15
Session 2	Participatory training methodologies	10:15-11:30
Break		11:30-11:45
Session 3	Group work on creating a session plan for a two day training	11:15- 13:00
Session 4	Closure of the 4 days (Phase 1)-Post- test, Q&A, Assignments, Feedback	13:00-13:30

Session plan for phase II

Training on facilitation skills using CP kit for CRC trainers- Rajasthan

14-18 December, 2020

Session	Content	Duration
Day 5		
Session 1	Welcome Back, Pre-test-Phase-II, Objectives	10:00-10:45
Session 2	Demonstration of mock sessions using training methodologies by 5 groups.	10:45-11:45
Break		11:45-12:00
Session 3	Demonstration of mock sessions using training methodologies by 5 groups- to be continued	12:00-13:30
Day 6		
Session 1	Recap from day 5	10:00-10:15
Session 2	Demonstration of mock sessions using training methodologies by 5 groups.	10:15-11:45
Break		11:45-12:00
Session 3	Demonstration of mock sessions using training methodologies by 5 groups- to be continued	12:00-13:30
Day 7		
Session 1	Recap from day 5	10:00-10:15
Session 2	Facilitation skills- Creating positive learning environment. Perception	10:15-11:30
Break		11:45-12:00
Session 3	Facilitation skills-Session to continue	12:00-13:30
Day 8		
Session 1	Recap from day 6	10:00-10:15
Session 2	Qualities of a good trainer	10:15-11:15
Break		11:15-11:30
Session 3	Demystifying Gender aspects, gender stereotypes	11:30-13:30
Day 9		
Session 1	Recap from day 7	10:00-10:15
Session 2	Understanding Social and Behaviour Change Communication	10:15-11:30
Break		11:30-11:45
Session 3	Closure of the training (Phase II)-Post- test, Q&A, Feedback	11:45-13:30

ANNEXURE II

Pre-Post Evaluation Form-Phase-I

यदि आप कथन से सहमत है तो 'हाँ' चुनिए नसहमत है तो 'नहीं' चुनिए अथवा 'निश्चित नहीं' चुनिए ।

S1 मैं वर्चुअल प्रशिक्षण प्लेटफार्म जैसे कि जूम की सभी विशेषताओं से अच्छी तरह से वाकिफ हूँ ।

S2 एक प्रशिक्षक के रूप में मैं वर्चुअल प्रशिक्षण प्लेटफार्मों की सभी विशेषताओं का प्रभावी ढंग से उपयोग कर सकता/सकती हूँ ।

S3 'व्हाइटबोर्ड' का उपयोग जूम ट्रेनिंग के दौरान किया जा सकता है ।

S4 प्रशिक्षण की आवश्यकता का आंकलन (TNA) किसी प्रशिक्षण कार्यक्रम का एक महत्वपूर्ण घटक है ।

S5 शिक्षण शैलियाँ जिनके माध्यम से प्रशिक्षु प्रशिक्षण सत्रों को समझते हैं तीन तरह की होती हैं। ।

S6 प्रभावी ढंग से प्रशिक्षित करने के लिए, एक सुगमकर्ता को अपनी श्रेष्ठ शैली का उपयोग करना चाहिए।

S7 पावर पॉइंट प्रेजेंटेशन का उपयोग करना एक सहभागी प्रशिक्षण की सबसे अच्छी विधि है

S8 प्रशिक्षण उद्देश्य को परिभाषित करना आवश्यक है क्योंकि :

यह प्रशिक्षण के विषय को अंतिम रूप देने में मदद करता है

यह सीखने के परिणाम पर स्पष्टता देता है

उपरोक्त सभी

इनमे से कोई भी नहीं

S9 'TNA' निष्कर्ष हमें इस बारे में बताता है :

प्रशिक्षण का संचालन कैसे करें

प्रतिभागियों की प्रोफाइल का विवरण

सत्र योजना कैसे बनाएं

आयोजित किए जाने वाले प्रशिक्षण के लिए विषय

S10 'TNA' का निष्कर्ष हमें निम्नलिखित को अंतिम रूप देने में मदद करता है:

प्रशिक्षण उद्देश्य

प्रशिक्षण सामग्री

प्रशिक्षण पद्धति

उपरोक्त सभी

Pre-Post Evaluation Form-Phase-II

यदि आप कथन से सहमत है तो 'हाँ' चुनिए नसहमत है तो 'नहीं' चुनिए अथवा 'निश्चित नहीं' चुनिए ।

S1 एक अच्छे सुगमकर्ता को गंभीर होना चाहिए तथा प्रशिक्षणार्थियों पर प्रभाव डालने के लिए हास्य का प्रयोग बिलकुल नहीं करना चाहिए ।

S2 प्रशिक्षण के दौरान यदि प्रशिक्षणार्थी किसी प्रश्न का उत्तर गलत देते हैं तो प्रशिक्षक को उन्हें टोक देना चाहिए ।

S3 'सामाजिक पारिस्थितिक मॉडल' में 7 स्तर हैं ।

S4 प्रशिक्षण की आवश्यकता का आंकलन (TNA) किसी प्रशिक्षण कार्यक्रम का एक महत्वपूर्ण घटक है ।

S5 वयस्कों की अपनी राय मान्यता तथा विश्वास होते हैं। वयस्कों के प्रशिक्षण के समय इनको महत्व देना जरूरी है।

S6 शरम, हया और पवित्रता महिलाओं के जेवर हैं

S7 सभ्य घर की महिलाएँ रात को देर तक घर से बाहर नहीं रहती

S8 प्रशिक्षण के दौरान सुगमकर्ता को प्रतिभागियों से प्रतिपुष्टि लेनी चाहिए कि उसके द्वारा दिए गए सन्देश प्रतिभागियों को उसी मायने में समझ आएँ हैं जिस मायने में सुगमकर्ता ने उन संदेशों को दिया था।

S9 इनमे से निम्न प्रभावी सुगमीकरण के कौशल हैं

प्रश्न पूछना

उदहारण देना

प्रोत्साहन देना

उपरोक्त सभी

इनमे से कोई नहीं

S10 हर किसीका अपना अपना दृष्टिकोण होता है इसलिए सुगमकर्ता ये सुनिश्चित नहीं कर सकते की सभी प्रतिभागियों को उनके द्वारा कही गयी बातें ठीक से समझ आएँ इनमे से कोई नहीं

Annexure III

Feedback form

कृपया निम्न में से प्रत्येक कथन और 1 से 5 तक के अंकों के साथ फीडबैक का स्तर निर्धारित करें जहाँ 5 उच्चतम और 1 निम्नतम स्तर तक आपकी सहमती को दर्शाता है।

1. प्रशिक्षण पाठ्यक्रम आपकी अपेक्षाओं को पूरा करता है
2. इस प्रशिक्षण पाठ्यक्रम को व्यावहारिक रूप से अपने कार्यक्षेत्र में लागू कर सकते हैं
3. प्रशिक्षकों द्वारा प्रशिक्षण पाठ्यक्रम को स्पष्ट रूप तथा योग्य तरीके से समझाया गया
4. प्रशिक्षकों का विषय ज्ञान का स्तर
5. प्रशिक्षकों का प्रतिभागियों के प्रति रवैया
6. प्रशिक्षकों का ज्ञान कौशल तथा रवैये के बारे में मैं अपने विचार लिखें।
7. इस प्रशिक्षण की कोई 3 सीख जो आप को नयी प्राप्त हुई हैं
8. आपको कौन सा सत्र सबसे अधिक उपयोगी लगा ? कृपया अपने विचार लिखें
9. सत्र जिनमे सुधार की आवश्यकता थी? कृपया अपने विचार लिखें।
10. कोई अन्य सुझाव। कृपया अपने विचार लिखें।
11. यदि आपको अगली बार प्रशिक्षण देना हो अथवा आपके स्तर के अन्य लोगों का प्रशिक्षण होना हो तो आपके विचार से कौन से विषय प्रशिक्षण में शामिल होने चाहिए?

	S1	S2	S3	S4	S5	6. □□□□□□□□□□ □□ □□□□, □□□□ □□□□ □□□□ □□ □□□□ □□□□ □□ □□□□ □□□□ □□□□□□	7. इस □□□□□□□□ □□ □□□ 3 □□□ □□ आप □□ □□□ □□□□□□□□ □□ □□□		S 9. □□□□ □□□□□ □□□□□ □□ □□□□□□□□ □□? (□□□□□□ □□□□ □□□□□ □□□□□)	10. □□□ □□□□ □□□□□ (□□□□□ □□□□ □□□□□ □□□□□	11. □□□ □□□□ □□□□ □□□ □□□□□□□□ □□□□ □□ □□□□ □□□□ □□□□ □□ □□□□ □□□□□□□□ □□□□ □□ □□ □□□□ □□□□□ □□□□□ □□□□ □□□□□□□□ □□□ □□□□□ □□□□ □□□□□?
Sanjul Gaur	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	Excellent	Active listening, patience and knowledge	Gender sensitization	No	Keep in touch	Working with children
Dr.Mamta Chauhan	4 □□□□□	4 □□□□□	4 □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	All trainers were very skillful, knowledgeable and experienced	How to be patient and how to use skill , knowledge and attitude in conducting training. Use of IT for conducting virtual sessions	Gender and IT session	No	All were good	Technical sessions of child protection can be included
Pradnya Deshpande	4 □□□□□	4 □□□□□	4 □□□□□	5 □□□ □□□□□	4 □□□□□	Excellent to the point concise	To make clear objectives , to clearly but politely state facts and use and learn appropriate tools to enhance training	The session defining the objectives for the training.	No all sessions were very informative	Can we have a training module for counselling	Counselling and communication techniques
Pooja Dayma	5 □□□ □□□□□	5 □□□ □□□□□	4 □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	□□□□ □□ □□□□□□□□, □□□□ □□□□ □□□□□□ □□ □□□□ □□□	1. □□□□□□□□□□ □□ □□□ □□ □□□□□ □□ □□□□□ □□□, □□□□ □□□□□ □□ उत्तर □□□□□ 2. □□□□ □□□□ □□ सरल □□□ □□ □□□□□ 3. □□□ □□□□□□□□□□□□ □□ □□□□□ □□□□□	□□□ □□□□□ □□□□ □□ □□□□□ □□□□ □□□□ □□□□□ □□□□ □□□□ □□ □□□□ □□□□ □□□ □□□□ □□□	□□□□□ □□□□□ पर , □□□ □□□□□□□ □□□□□□□□ □□ □□□□ □□ □□ □□□□ □□□ □□□□□ □□□□ पर □□□		
Gaurav	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	I can not comment on knowledge because as a learner I don't want to comment on somebody's knowledge but all the facilitators are confident in the delivery of the content, technique is excellent and behaviour is calm and sweet I can say.	How to form objectives, why and how TNA is carried out, skills of a trainer and many more because I am at initial stage so all the things are new to me.	Mock, because it was practical and a human learn much from practical things rather than theoretical.	Although all sessions are good but if asked then, Facilitation skill session might be more elaborative.	-----	Communication and facilitation is must for a trainer.
Meeta Singh	5 □□□ □□□□□	4 □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	Very good command over subject matter, excellent facilitator skills and a sensitive encouraging attitude.	1 Building inclusive consensus of participants without being autocratic 2. Theoretical and practical background of socio ecological model	Behaviour and social change communication	The sessions on mock presentations could have been more crisp. This was perhaps because involvement of the participants was fragmented	More clips, films and songs	More detailed session on behavioral change
Deepal Solanki	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	The facilitators are excellent they have very clearly defined the objectives of the training and made it participatory and interactive. The content was very organised and easy to understand. The facilitator were well prepared.	1. How to balance your strategy and how to blend learning with latest trends. 2. Understand your audience _ build relationship with participants. 3. Ensure anonymity. 4. Stay on topic, asking actionable questions & provide choices.	I find the whole training very effective and it was really very fruitful to be as a participant and learn a lot.	The whole session was very well designed and reflected and delivered to participants	Building up new skills as a facilitator	I think sessions related to skills and how to be an effective communicator and improving Interpersonal Communication skills and with more practical case studies.
Buteeram	4 □□□□□	4 □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	5 □□□ □□□□□	□□□□□	Trainer attitude, patience, participatory	SBCC	TNA	All is well	

	S1	S2	S3	S4	S5	6. □□□□□□□□□□ □□ □□□□, □□□□ □□□□ □□□□ □□ □□□□ □□□□ □□ □□□□ □□□□ □□□□□□	7. इस □□□□□□□□ □□ □□□ 3 □□□ □□ आप □□ □□□ □□□□□□□□ □□□ □□□		S 9. □□□□ □□□□□ □□□□□ □□ □□□□□□□□ □□? (□□□□□□ □□□□ □□□□□ □□□□□)	10. □□□ □□□□ □□□□□ (□□□□□ □□□□ □□□□□ □□□□□	11. □□□ □□□□ □□□□ □□□ □□□□□□□□ □□□□ □□ □□□□ □□□□ □□□□ □□ □□□□ □□□□□□□□ □□□□ □□ □□ □□□□ □□□□□ □□□□□ □□□□ □□ □□□□ □□□□ □□□□□□□□ □□□ □□□□□ □□□□ □□□□□?
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Lavina Rathore	4 □□□□□	4 □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	Facilitators were well equipped and prepared for all subjects. Very well designed sessions	- Applying new and effective methodologies - Handling questions and debates in group - Ensuring participation of most and engaging all	Training Methodologies	Objective framing and its importance. May be.	No	- More sessions on applying training methodologies and facilitation skills. Training impact assesment. Innivative approaches to training
Dr Saroj Kumar Chouhan	4 □□□□□	5 □□□□ □□□□□	4 □□□□□	4 □□□□□	5 □□□□ □□□□□	□□□□□□□□□□ □□ □□□□□ □□□□ □□□□□ और □□□□□ □□□□ □□□□□ □□	□□□□ □□□□□□□□□□ □□□□□□□ □□□□□	□□□□□□	□□□□ □□□□	□□	
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Mithlesh Mandowara	5 □□□□ □□□□□	4 □□□□□	4 □□□□□	5 □□□□ □□□□□	4 □□□□□	The knowledge of the trainers, their skills were seen as imparting professional skills and the qualities of behavior were good which made communication skills better.	Increased confidence, increased professional efficiency, increased technical knowledge	First session - introducing TNA	No	Whenever these types of trainings are conducted, the direct role is ensured, we meet face to face and complete the training program.	Soft communication skill
Dr.suman Trivedi	5 □□□□ □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	Participants ki dignity and efficiency ko dhayan mai rakh ker bhut hi dharypoorvak workshops ko organize kiya	Make ensure to attend all participant views,positive attitude, confidence	Facilitating sessions	No ideaevery thing is ok	Well done	Gender equity
□□□□□ □□□□□	4 □□□□□	4 □□□□□	5 □□□□ □□□□□, 4 □□□□□, 3 □□□□□	4 □□□□□	5 □□□□ □□□□□	□□□□ □□□□□□□□□□□□ □□ □□□□□ व □□□□□□ □□□□□ □□□ □□□	1 Audio visuals □□ □□□□□□ 2 □□□□ □□□□□ □□ □□□□□□ □□□□□ □□□□□□□ □□ □□□ 3 □□□□□□□□□□ □□ □□□□ □□□□□□ □□□□	□□□□ □□□ □□□□□ □□□ □□□□ □□□□□ □□□□□□□□ □□□	□□□□ topics □□□□□□□□□□ □□ रख □□□□ □□ □□□□□□□□ □□□□ □□□□□□ □□□□ □□□□	यह □□□□□□□□□□ 5 □□□□ □□ □□ □□□□□ □□□□	Case study □□ □□□□□□
Mangilal shekhar	4 □□□□□	4 □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	5 □□□□ □□□□□	Ecellant	9, 10, 14	TNA and OBJECTIVE WRITING	No coments	No coments	Content writing and mock sessions

Annexure IV

List of participants

Child Resources Centre

Revised List of Resource Persons – for TOT

SN	Name	Department	Expertise	Phone	E-mail	Preferred District
1.	Deepal Solanki	Technical Expert, CRC	JJ Act, and other laws related to children Govt. Schemes for children, ICPS	7877318 378	deepalsolanki2690@gmail.com	Ajmer, Bikaner, Jaipur, Jalore, Jodhpur, Sawai Madhopur, Udaipur, Rajsamand
2.	Lavina Rathore	Technical Expert, CRC	JJ Act and other laws related to children Child Development ICPS	8130909 123	rathore.lavi@gmail.com	Ajmer, Bikaner, Jaipur, Jodhpur, Kota, Udaipur
3.	Dr Saheena Parven	Taabar Sansthan	Child protection ICPS Juvenile Justice	9001897 959	taabarjaipur@gmail.com	Barmer, Jaisalmer, Jalore, Jodhpur, Pali, Sirohi
4.	Dev Kishan Parmar	District Coordinator, Udaipur	Child Marriage JJ Act Gender	9782422 992	devkishan45@gmail.com	Barmer, Jaisalmer, Jalore, Jodhpur, Pali, Sirohi, Udaipur
5.	Raj Kumar Paliwal	District Coordinator, CRY, Dausa	Laws related to children	9694625 774	rajkumar.paliwal5@gmail.com	Barmer, Dausa, Jaipur, Jaisalmer, Rajsamand
6.	Sanjul Gaur	Antakshari	JJ Act POCSO	8118868 969	gsanjul@yahoo.com	Ajmer, Alwar, Jaipur, Sikar, Tonk
7.	Gaurav	CRC	Child Marriage	8447727 911 8168506 601	gaurav.gkh@gmail.com	Bikaner, Ganganagar, Hanumangarh, Jhunjhunu, Sikar
8.	Pradnya Deshpandey	Shakti	Counseling Child Development	9983173 444	pradnyadeshpande@gmail.com	Ajmer, Alwar, Jaipur, Jaisalmer, Jodhpur, Udaipur
9.	Dr. Meeta Singh	Dignity of Girl child Foundation	Gender and Health	9414056 286	meetasingh@gmail.com	Ajmer, Alwar, Banswara, Baran, Barmer, Bharatpur, Bhilwara, Bikaner, Bundi, Chittorgarh, Jaipur
10.	Shilpa Mehta	Foster Care Society	NIAC (foster Care) Child Protection	9414029 147	Shilpa.mehta75@gmail.com	Ajmer, Bikaner, Jaipur, Jalore, Jodhpur, Sawai Madhopur, Udaipur
11.	Dr. Saroj Kumar Chouhan	Protection Officer, DCPU, Jodhpur	Child protection Rehabilitation of children	9414201 046	sarojkumar2002@gmail.com	Ajmer, Bikaner, Jaipur, Jalore, Jodhpur

12.	Mr. Mangi Lal Shekhar	District Coordinator , Action Aid, Bundi	Child rights JJ Act POCSO	8058401819	mlshekhar21@gmail.com	Baran ,Bundi ,Jhalawar ,Kota ,Tonk
13.	Mr. Butee Ram	Social worker, Ajmer	Rehabilitation of children POCSO	9413908072	buteeram@gmail.com	Ajmer,Bikaner ,Jaipur ,Jalore ,Jodhpur ,SawaiMadhopur ,Udaipur
14.	Dr. Suman Trivedi	Ex. CWC Chairperson , Bhilwara	CWC Issues related to children	9413554668	rktyash@yahoo.co.in	Bhilwara ,Bikaner ,Bundi ,Chittorgarh ,Churu ,Dausa
15.	Ms. Neha Jain	Monitoring and Evaluation Manager, CRY, Raajsthan	Child Protection	8295222256	Neha.jain@crymail.org	Ajmer,Alwar,Chittorgarh ,Jaipur ,Udaipur
16.	Dr. Kriti Bharti	Director, Saarthi Trust	Child Marriage Adolescent empowerment	9694426078	kriti_rkc@hotmail.com	Ganganagar ,Hanumangarh ,Jaipur ,Jaisalmer ,Jalore ,Jhalawar ,Jhunjhunu ,Jodhpur ,Karauli
17.	Mr. Ram kishan Meena	Banswara	Child Protection	7891485267	ramkishan177@gmail.com	Alwar,Baran ,Bharatpur ,Dausa ,Jaisalmer ,Jhalawar ,Udaipur
18.	Ms. Babita Mahawar	Jaipur	Child Protection	9414483354	babita.mahawar@gmail.com	Ajmer,Alwar,Bikaner ,Dausa ,Jaipur
19.	Ms. Shraddha Gautam	AD, Sawaimadhopur	Child Protection	7737275476	adicps.sawai.mp@rajasthan.gov.in,	Ajmer,Bikaner ,Jaipur ,Jalore ,Jodhpur ,SawaiMadhopur,Udaipur
20.	Sh Mithalesh mandowra	Assisant Director	JJ Act POCSO Child Marriage	8875812894	adicps.alwar-rj@nic.in	Alwar,Baran ,Bharatpur ,Dausa ,Jaisalmer ,Jhalawar ,Udaipur
21.	Sh. Krishan kant sankhala	Assisant Director	JJ Act POCSO Child Marriage	8278675601	adicps.rajsamand@rajasthan.gov.in	Ajmer,Bikaner ,Jaipur ,Jalore ,Jodhpur ,SawaiMadhopur ,Udaipur, Rajsamand
22.	Santosh agrawal	CP expert	JJ Act POCSO Child Marriage	9414248035	santosh.agrawal006@gmail.com	Ajmer,Bikaner ,Jaipur ,Kota ,Dausa, Alwar, Bharatpur, Sawaimadhopur
23.	Mrs. Nusrat Naqvi	Member RSCPCR	JJ Act and other laws related to children Child Development ICPS	9887095704	nusratajm@gmail.com	Ajmer,Alwar,Bhilwara ,Jaipur ,Jodhpur ,Tonk ,Udaipur

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