

## **PANDA Training Toolkit**

### **Manual for Trainers and Facilitators**



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## Welcome!

Dear trainers and facilitators,

A very warm welcome to this manual which accompanies a training toolkit focusing on the participation rights of young children.

Before you launch into your training sessions, please read this manual which begins by explaining who designed the training materials, how and why.

The manual then outlines the content of the training resource and highlights what you will need to successfully support participants get the most out of the training you set up.

Best wishes!

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## 1 Toolkit as part of the Panda project

### 1.1 Where did the training toolkit come from?

The toolkit has emerged from a European Union funded, Erasmus+ KA2 knowledge exchange project known as ‘The PANDA project’ (participation for collaboration) in which a team from four countries and drawn from managers, policy officers, academics and trainers have been involved.

### 1.2 Who is in the project team?

The team comprises 8 partners from 4 countries as illustrated below:

<b>Belgium</b>	
<b>Artevelde University of Applied Sciences</b>	<b>Opgroeien</b>
Wendy Eerdeken	Linda Aerts
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<b>Norwegian University of Science and Technology (NTNU)</b>	<b>Trondheim Kommune</b>
Inger Sofie Husby	Solvår Hernes
Randi Juul	Pål Børmark
<b>Northern Ireland</b>	
<b>Queen’s University Belfast (QUB)</b>	<b>Voice of Young People in Care (VOYPIC)</b>
Paul McCafferty	Alicia Toal
Karen Winter	Geraldine McGuigan

### 1.3 What are the project aims and objectives?

The overarching aim of the project is to promote the participation of young children (aged 12 years and under) in decision making in a transnational context through strengthening professionals' collaboration with young children involved in child welfare/child protection services. It seeks to do this by collating and disseminating learning materials for social workers, managers, policy officers and trainers.

The project has four objectives:

- to increase the competence of social workers/professionals;
- to support organisations to create the conditions for participatory social work with young children;
- to provide a framework for policy officers and managers to support the implementation of a participatory approach to social work;
- to provide trainers of post-initial training to teach new tools and methods.

To achieve the objectives, we have worked together to codesign:

- a media library for all stakeholders;
- a framework for management and policy officers;
- and a toolkit for trainers, comprising a training manual and training resources.

## 2 The training toolkit

### 2.1 Why do we need it?

There have been significant developments in law, policy, research and practice regarding the participation rights of children and young people in decision-making. Despite this, there remain gaps regarding the realisation of young children's participation rights.

Organisational, professional and personal barriers continue to create challenges and professionals need practical and applied resources to build and strengthen their knowledge, skills and values in this vital area of work.

The consequences of not engaging with young children are all too familiar in widely publicised reports that focus on mistakes made and opportunities missed. To assist professionals in their practice, training that is focused and of high quality is needed.

## 2.2 Designing the toolkit

The toolkit has been designed by trainers and professionals to help other trainers and professionals.

## 2.3 The structure of the toolkit

This toolkit comprises the following component parts:

- Part One - The UNCRC, General Comments and application in practice
- Part Two - Challenges and opportunities
- Part Three - Social/group participation
- Part Four - Methods and tools

## 2.4 The content of the toolkit

The toolkit comprises material, exercises and examples for trainers who train social work professionals. It draws on work associated with the project which included the creation of a media library (Vimeo's, YouTube clips and podcasts), research briefs, and a framework for policy and management.

All material has been informed by a focus on the applicability of the universally applicable principles, targets and indicators associated with the UN SDG 16 and the UNCRC and by contemporary theoretical and conceptual frameworks regarding children's rights, participation and collaboration with young children.

## 2.5 Aims of the toolkit

The toolkit will help trainers to be suitably equipped to offer relevant, high-quality training in the area and that social workers and their organisations will strengthen participatory social work with young children by using the framework, methods and tools and by reflecting on their use.

## 2.6 How to use the toolkit

Trainers and facilitators will require the following:

- Self-audit questionnaires for participants. Prior to any training session, all participants should complete the self-audit questionnaire. This is used as the basis for a group discussion regarding training priorities and which order they would like to address them in.
- Access to the Parts One to Four of the training toolkit. On the basis of the group discussion above, trainers can use the toolkit in a sequential fashion and move through each of the sections, one after the other, or they can select the order and which sections are completed.
- Access to the internet and camera.
- Reminders to participants that the toolkit also supports individual professionals to engage in training in their own time, at their own pace.

If delivered face-to-face also:

- Bring flip charts and pens, note paper, and the materials referred to in the mini modules
- Ensure access to the internet;
- Ensure the room is big enough and/or that there is access to break out rooms; and
- Ensure access to facilities, refreshments and breaks.
- Ensure awareness of and compliance with health and safety considerations in the building.

## 3 Ensuring safety and dealing with difficult situations

Trainers and facilitators should remind participants at the start of the training sessions that:

- Training takes place in a context free of discriminatory or derogatory comments and/or behaviour and that such incidents (if intended or where there is no apology) could lead a participant being asked to leave the session.
- Training is delivered at the pace of the participants and with their active engagement. Participants should be free to say when they are tired, need a break, and/or wish to stop.

- If a participant becomes upset, they can withdraw and/or return to the session when ready. The trainer/facilitator will discuss with them if they need any further support and will signpost them to relevant support services.