



GETTING STARTED

PATHWAYS TO WELLBEING

A Training Program to Facilitate Holistic Development





*“You can’t change the beginning,
but you can start where you are
and change the ending.”*
- C.S. Lewis

*“The journey of a
thousand miles begins
with a single step.”*
- Lao Tzu

WELCOME TO “PATHWAYS TO WELLBEING”

Welcome!

This **“Pathways to Wellbeing”** (PTW) Getting Started Guide is intended to help facilitators understand the tools and content of this curricular kit so they are able to engage participants around the world in ways that effectively contribute to their holistic development.

Opportunity International has developed a new approach to understanding and meeting the needs of communities it serves. We start by asking community members to tell stories that relate to their overall wellbeing which are then assessed via a Holistic Community Assessment research tool.

The research tool helps us understand the strength of community members’ relationships in different dimensions: with God, themselves, their family, their community and their environment. When these dimensions exist in a right, complete relationship

with each other and God, they can be understood as “Shalom:” God’s original desire for his creation.

This approach has led to the development of a new training system that provides foundational skills and tools to help participants make significant decisions about how they can improve their lives and relationships in the different Shalom dimensions or “pathways”: personally, financially, in family, in community, and with their environment.

Opportunity International shares a profound hope and expectation that Pathways to Wellbeing will provide the foundational elements for facilitators to help participants through a process of self-discovery and transformation in their Shalom relationships. Opportunity’s main goal is to strengthen the attitudes and behaviors of the participants who choose to go through the curriculum so that they, their families, and their communities move closer to embodying Shalom.

WHAT IS THE PTW TRAINING PROGRAM?

The Pathways to Wellbeing Training Program is a holistic system that can be used to train local community groups living in poverty in diverse contexts around the world.

The purpose of this training system is to catalyze attitude and behavior change among people living in poverty to drive holistic transformation for themselves, their families, and their communities.

Each aspect of the training system provides basic information and seeks to address foundational attitudes, behaviors and related life skills to improve personal circumstances in the different dimensions of each participant's life experience and relationships, strengthening and restoring them in a positive, preventive way.

The **General Objective** of "Pathways to Wellbeing" is:

To increase the capacity of participants living in poverty to make positive changes in different dimensions of their lives, including self, family, community, and environment, improving their sense of holistic wellbeing, self-determination, and active hope for the future.

HOW DOES THE PTW PROGRAM WORK?

The program uses a training approach based on best-practice transformative adult education principles, led by trained facilitators. There are twenty-four sessions in the program divided into six modular pathways of four sessions each. Although as a whole it is an extensive curriculum, each module can be considered a mini-curriculum itself of four sessions, making its use in a modular format easier to implement.

The first module is the foundation of the entire training program, providing a basis for considering each participant's self-worth and individual gifts, which can be a personal source of strength, resilience, and life purpose. The first module should be delivered first as it addresses core beliefs and attitudes: self-worth, hope, resilience, life vision, etc. that will be important to all participants in the journey out of poverty. The remaining five modules can be carried out in a flexible manner; facilitated in the order presented in this curriculum guide, or in an interchangeable manner, according to the most pressing needs understood within the local context of each community group.

The sessions use locally-developed stories presented in video and flashcard format. These stories are used to induce a cycle of reflection and action, both during learning sessions as well as in daily practice. The learning activities include games, small group discussions, role play, and case study scenarios that help internalize new concepts for further discussion,



reflection, and practice. Participants are provided with session practice handouts, both for group work during the session as well as home practice to be implemented between sessions. This home practice is debriefed with other participants in the following session, to help reinforce new attitudes, skills, and behaviors.

WHAT IS IN THE PTW TOOLKIT?

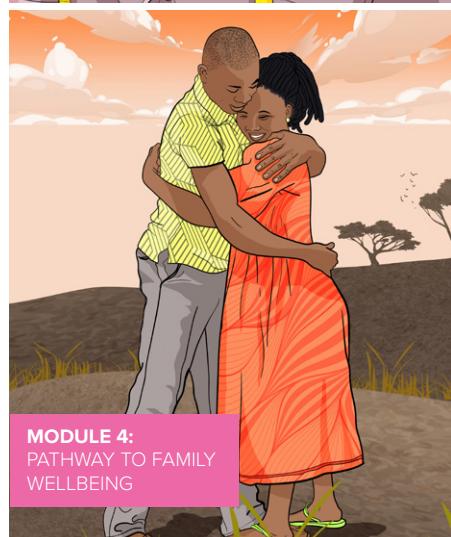
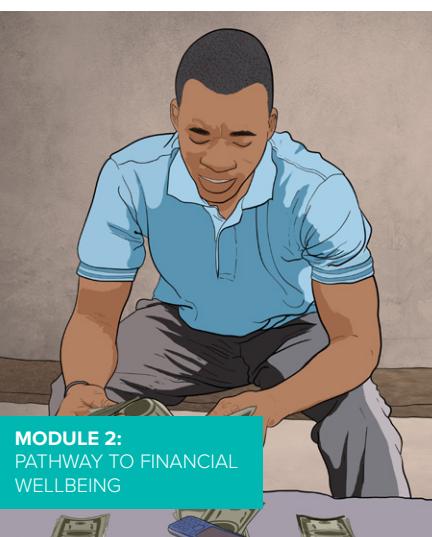
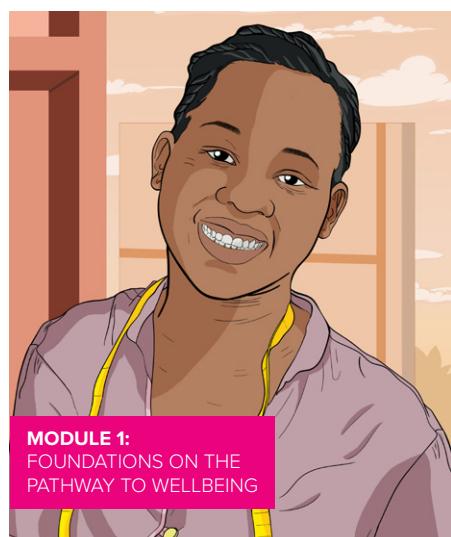
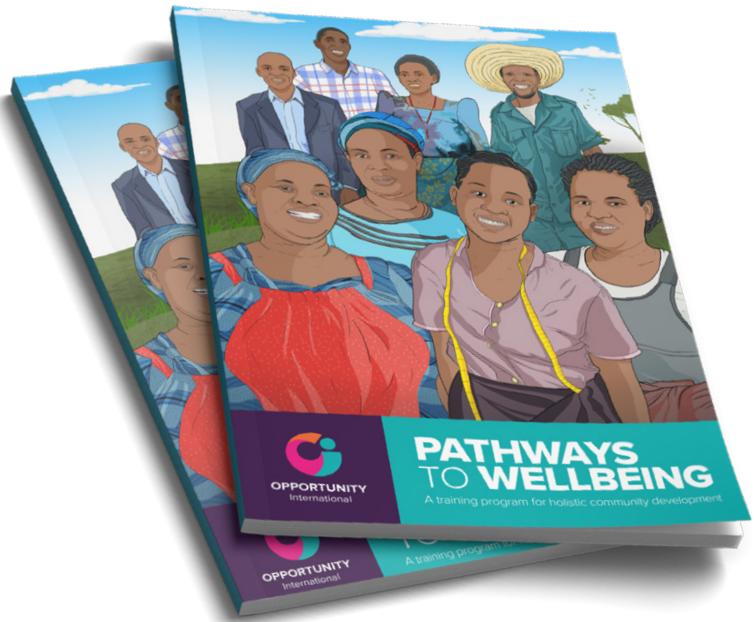
The PTW toolkit contains a program manual, a facilitation guide, 24 stories that go with each of the training sessions, handouts, learning tools, and a poster.

► Program Manual

The Program Manual guides managers and facilitators through the steps for implementing a Pathways to Wellbeing Training Program. It starts with assessing institutional readiness, and includes key elements such as recruiting and engaging facilitators and clients, monitoring and evaluation, and more. It contains advice as well as practical tools for each step in implementing a successful training program.

► Facilitation Guide

The facilitation guide is the actual Pathways to Wellbeing Curricula. It is designed in six modules, each one considered a “pathway” that interacts with other pathways on the journey to wellbeing. Each module consists of four sessions, for a total of 24 sessions. Modules are identified by a different main color, as shown:



► Stories

Each of the twenty-four sessions includes a local story with debriefing questions included in the facilitation guide. The stories are all real-life vignettes - twelve in video format and twelve in photo flashcard format.

The photo flashcards can be either used digitally as PowerPoint presentations or printed in advance and hand held by a facilitator. The stories are intended to elicit reaction and catalyze discussion.

The stories are the core, powerful pedagogical tool that prompts deep participant reflection leading to attitudinal and behavioral change important to each session and module.



The facilitation guide contains a list of recommended questions to properly facilitate debriefing of each story. The questions lead participants through an inductive, sequential process that helps them reflect on:

- Emotional reaction to the story
- Facts of the story
- Analysis of the story
- Lessons learned from the story
- Action to be taken in their own context as a result of the story

► Handouts

Each session includes a set of three handouts which should be copied and prepared to be distributed during each session:

- Summary Handout: provides a reminder of the key topics covered during the session, including a thought-provoking question about the session story which can either be discussed with other group members outside of the session or reflected upon by the participant.
- Let's Practice Handout: provides guidance for the group practice activity that is part of the 90 and 60 minute versions of the sessions. The group practice provides a safe space to practice different skills or identify changes that can be made to improve wellbeing.
- Home Practice Handout: provides guidance to carry out the home practice assigned at the end of the session. Home practice is an integral part of the training program, and the handout helps remind participants to apply their learning as they carry on with their daily lives.

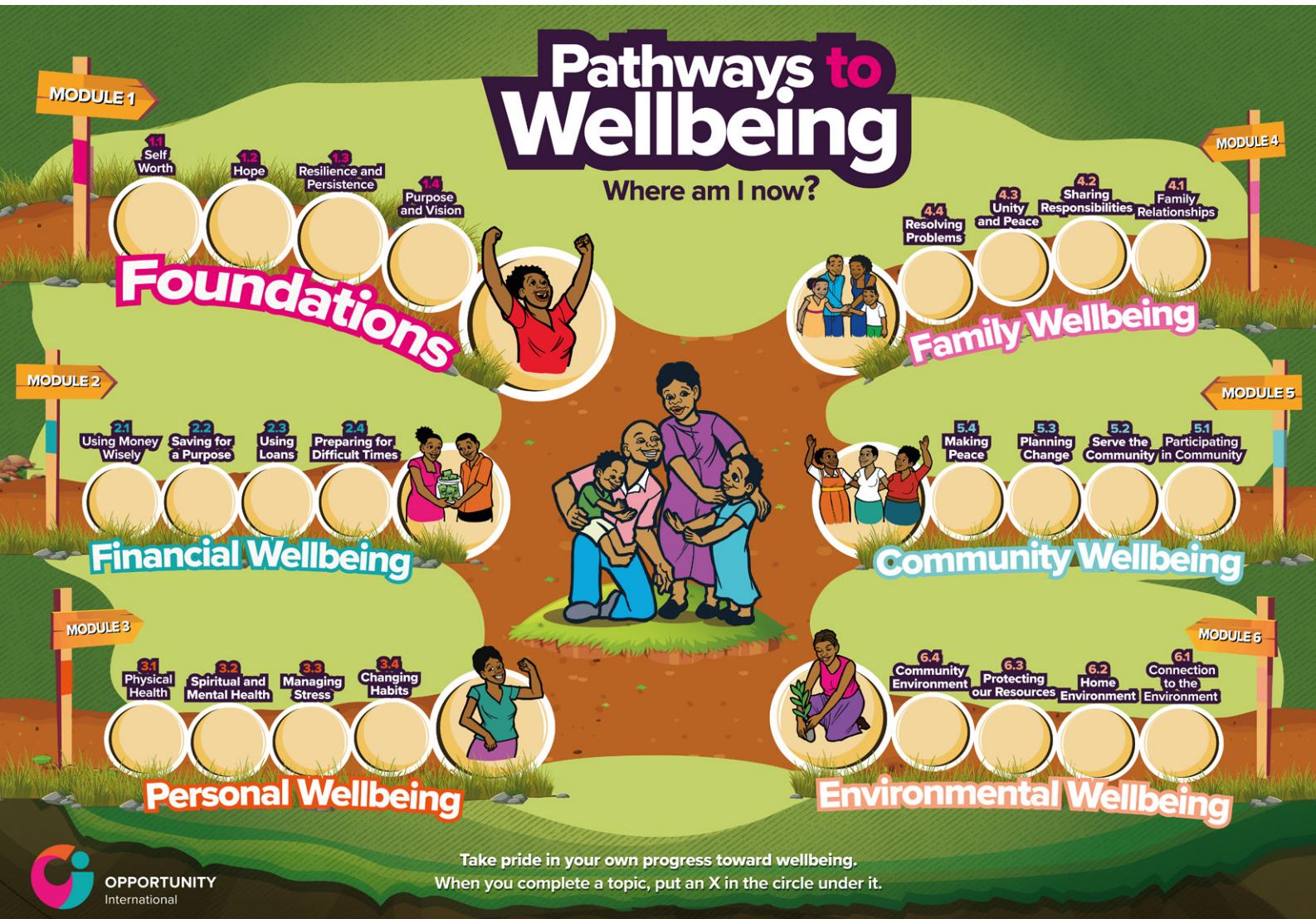
Note: The handouts contain very little text and are filled with illustrations, but will need to be discussed more verbally in very low literacy contexts. Community members with a higher literacy level should be engaged to help lower literacy participants utilize the handouts effectively.

► Learning Tools

A set of learning tools are included to assist the facilitation team as they lead different activities included in the sessions. These learning tools are marked by number, both in the “Preparation” section the first part of each session, as well as throughout the step-by-step instructions provided in the facilitation guide.

► Poster

The progress poster included with this training program can be used to help participants track their progress through the different module “pathways”. The poster is intended to help facilitators and participants alike feel a sense of progress along the different pathways to wellbeing as they are able to view which sessions are completed and which sessions might still be considered.



HOW IS A TYPICAL PTW MODULE AND SESSION ORGANIZED?

Each module begins with a general introduction which explains the objectives the four learning sessions in the module seek to achieve, as well as the main topics and key messages covered in each session. The introduction also explains the underlying core values that are embedded throughout the sessions and some of the challenges that may arise during facilitation of the module.

Each module includes four sessions designed in **90, 60, or 30** minute versions, according to the timeframe available to work with different groups and differing levels of participation. The training time should be discussed and agreed upon with participants before starting the program.

Most sessions contain seven sections as illustrated in the graphic below. Storytelling and discussion (section 3) are the central activities in all three length versions of the PTW session. A full 90-minute session includes material from all seven sections while the 60-minute sessions concentrate mostly on sections 3-5, and the 30-minute sessions focus mostly on sections 3 and 4.

1	2	3	4	5	6	7
<ul style="list-style-type: none"> • Welcome participants • Review practice from previous session • Summarize lessons learned 	Warm-up exercise	<ul style="list-style-type: none"> • Real-life story presentation • Group discussion of story 	<ul style="list-style-type: none"> • Introduce key ideas 	<ul style="list-style-type: none"> • Practice in groups 	<ul style="list-style-type: none"> • Share a selected phrase or verse that connects 	<ul style="list-style-type: none"> • Explain home practice that helps with next steps

Each of the sessions within each module are divided into three main parts to assist the facilitation process:

1. The first part of the session provides information to help you prepare for facilitation, including:



Key message: a short phrase to help facilitators and participants remember the session's core message.



Session objectives: these objectives are phrased in terms of what participants will be able to understand, remember, or practice after completing the session.



Material/Equipment: these are articles, paper supplies or audiovisual equipment that facilitators should have on hand before starting the session.



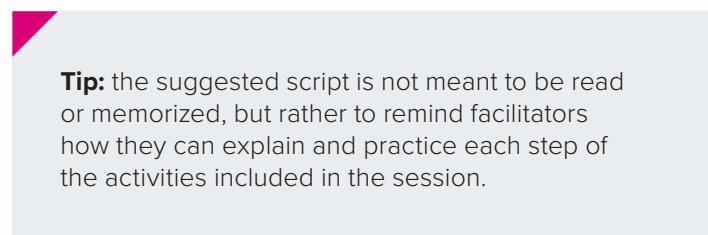
Preparation: these are recommendations or tips to help facilitators get ready to facilitate the different session steps.



Session Overview: includes an agenda of the training activities within the session structure, along with the time allowed for each activity in order to keep within the total session time.

2. The second part of the session provides the "Steps for Session Facilitation". Each session is divided into learning activities and the steps that should be followed to complete each activity.

The steps for each activity are numbered and explained as simple instructions to facilitators. A suggested script follows each step to help facilitators prepare and practice the words they can use to guide participants through the activity.



3. The third part of the session provides additional concept notes for facilitators to read through as they prepare to lead the session. This will help facilitation teams gain further insight into some of the basic concepts discussed throughout the session. The references and additional resources cited at the end of the notes can also be consulted and used if facilitators believe participants might need further discussion or practice on some of the session topics.



HOW SHOULD YOU PREPARE TO FACILITATE A PTW SESSION?

As you prepare to begin facilitating this training program there are several recommendations that you should take into account to help you work smoothly through the different modules and sessions with the selected community groups.

► **Logistics**

Before starting out with the training program, the facilitation team should work out the details for a meeting time and place with the community group and respective community leaders. They should also make sure they have a transportation system worked out that allows them to arrive on time with their materials and equipment, and have the meeting place clean and ready to welcome the participants.

- **Pay attention to how the room is arranged.** Avoid putting the chairs in a classroom style, with many rows. Instead, arrange seats so that as many participants as possible sit in the front row. For example, put the chairs in a circle or semicircle.
- If you show a video, **set up all equipment and test it beforehand** to make sure it works properly. Make sure you have it set to the correct spot before participants arrive. If you show photo flashcards, make sure you bring either the PowerPoint version to project or the printed copy of the .pdf version to the session.
- **Prepare participant handouts** and bring them to the session.
- **Make sure to check the session** to see what materials are needed, in addition to the Participant Handouts. Checking this in advance can help you prepare appropriately for each session.

► **Preparation and Practice**

The facilitation team has the responsibility to prepare for each session with enough time beforehand, and be ready to guide each activity indicated in the session for the timeframe they have agreed with the community. This includes:

- **Knowing the main learning points.**
- **Being familiar with the order of the lesson.**
- **Practice leading all parts of a session**—this means practicing what you will say, the questions you will ask, and so on. Practice saying these

- things out loud, so the first time you try it is not in front of the whole group.
- **Practice each activity**, such as games or role plays, ahead of time. If possible, ask another facilitator or friends to do the activity with you. Then you can see if the activity fits your group or not, so you can adjust to make it appropriate.

► **Practice and Apply the Principles of Good Facilitation**

During training, you will have practiced different principles of good group facilitation, especially related to adult learning. The following is a list of some of these principles that you need to keep in mind as you prepare, practice, and implement during facilitation:

- **Ask open-ended questions.**
- **Encourage friendly discussion** between participants.
- **Avoid making anyone present lose face.**
- **Use simple, clear language.**
- **Give ample time** for those present to share stories and “testimonies” from their own experience.
- **Adapt and be flexible** to the learning needs of those attending the workshop.
- **Show empathy and warmth.** Recognize contributions by writing them up in a place visible to all.
- **Try to give everyone present a chance to speak.**
- **Talk and lecture less** - listen and ask questions more.
- **Make sure everyone has a good, relaxed, fun time.** The goal is to make sure those present learn with you and from each other. You don't want to make everyone present feel like they are children going back to school.
- **State the learning objective clearly** at the beginning of each session, and be sure to give time for a review at the end of each session.

► Local Adaptation

Finally, remember that as part of the facilitation team, you need to understand the sessions in this Curriculum Guide as a guide, not as a “recipe”. Good facilitation requires understanding the local context, including language, traditions, values and motivations. As you study and prepare the following sessions, think about what will be most useful to your community group.

Then, adapt the discussion questions and activities, including case scenarios and role-plays, to make sure that participants understand the key message of the activity.



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HOW CAN I ACCESS THE PTW TOOLKIT?

For more information go to:
<https://opportunity.org/shalom>

