



Report on

MIND-HEART DIALOGUE Training of Facilitators in Bangladesh

5-8 July, 2024

Venue: CCULB Resort and Convention Hall,
Ulukhola, Kaliganj, Gazipur



Training Organized by: Islamic Foundation Bangladesh

Supported by: UNICEF BCO, SBC

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Abbreviations

BRWT	-	Buddhist Religious Welfare Trust
CRWT	-	Christian Religious Welfare Trust
HRWT	-	Hindu Religious Welfare Trust
FPCC	-	Faith and Positive Change for Children and Communities
IFB	-	Islamic Foundation Bangladesh
ITA	-	Imam Training Academy
JLI	-	Joint Learning Initiative on Faith and Local Communities
MCMLP	-	Mosque-based Child and Mass Literacy Program
MHD	-	Mind-Heart Dialogue
MoRA	-	Ministry of Religious Affairs
RfP	-	Religious for Peace
SBC	-	Social Behavior Change
UNICEF	-	United Nations International Children's Emergency Fund

1. Introduction

The Islamic Foundation Bangladesh (IFB) and UNICEF have been implementing joint faith-based program initiatives that focus on Muslim Religious Leaders in communities as the key program drivers to achieve Social Behavior Changes (SBC). Imams and Mosque-Based Mass Education Teachers are defined as the primary program participants for implementing sets of initiatives through different SBC approaches like IPC, SBCC, CSC, CE, and Advocacy. Capacity Building of the Imam and Teachers in SBC, messages development, Community Engagement initiatives, and mass campaigns are some of the major activities of this collaboration. Recently IFB and UNICEF decided to include other religious leaders and faith-based organizations in the implementation of the SBC program for greater involvement of the communities.

Partnership Goal : The partnership between UNICEF and Islamic Foundation Bangladesh initiated in 2017, through a MoU with the aim to work together through shared values and beliefs around the rights of children, high priority to children, and the responsibilities of society to ensure the rights of children; the importance of the family; and a holistic notion of the child. The collaboration would bring the benefits of expanding coverage, improving cost-effectiveness; reaching communities and motivating them for positive behaviors, practices, and social norms for child care, and amplifying efforts to promote human development, dignity, and social justice for children and their communities in Bangladesh.

As part of the process, IFB organized a Training of Facilitators on Mind-Heart Dialogue for Bangladesh with the support of UNICEF in the period from 5-8 July 2024 at CCULB Resort & Convention Hall, Ulukhola, Kaliganj, Gazipur, Dhaka. The training was organized for the participants from four religious institutions such as the Islamic Foundation, Christian Religion Welfare Trust, Buddhist Religion Welfare Trust, and Hindu Religion Welfare Trust. This report highlights the objectives, process, methodology and the output of the training.

2. Training objectives

The primary objectives were -

- to equip the participants with a comprehensive understanding of the Mind-Heart Dialogue (MHD) and to enhance their facilitation skills.
- to help the participants understand the situation of children and enable them to collaborate with other faith-based organizations to foster positive change for them.
- to enhance participants' facilitation and community engagement skills

3. Participants of the Training

Participants : A total of 30 participants from four religious institutions such as the Islamic Foundation Bangladesh, Christian Religious Welfare Trust, Buddhist Religious Welfare Trust, and Hindu Religious Welfare Trust attended the training. Participants selected for this training from four major faith groups who were working in high-ranking positions of the four religious institutions and all had received some Training of Trainers in the past.

Organizations	Number of Participants
Islamic Foundation (Muslim)	16
Hindu Religious Welfare Trust	04
Buddhist Religious Welfare Trust	03
Christian Religious Welfare Trust	03
UNICEF SBC Officers	03
IFB-UNICEF Joint Program Professional	01
Total	30

Guests : *Dr. Md. Bashirul Alam* (Addl. Secretary), Director General, Islamic Foundation Bangladesh graced the opening and closing sessions as the Chief Guest.

Amongst the Special Guests were *Ms. Bridget Job Johnson*, Chief of SBC Section, UNICEF BCO; *Mr. ASM Shafiul Alam Talukder*, Project Director, Mosque-based Child and Mass Literacy Program; *Mr. Supta Vushan Barua*, VC, BRWT; *Mr. Nirmal Rozario*, Secretary, CRWT, MoRA; *Dr. Krishnendu Kumar Paul*, Secretary, HRWT, MoRA, and *Mr. Joy Datta Barua*, Secretary, BRWT, MoRA.

The meeting was chaired by *Md. Razzaqul Haidar*, Director, Imam Training Academy, Islamic Foundation Bangladesh.

Consultant *Mr. Keramot Ali* and *Mr. Fahim Anjum Chowdhury* joined the training with responsibilities of session co-facilitation, live translation of the MHD Facilitators' Guide, and Pre-testing the MHD Bangla Module draft version.

4. Schedule of the Training

The three-and-a-half-day training was held from 5-8 July, 2024 at the CCULB Resort & Convention Hall, Ulukhola, Kaligang, Gazipur, Dhaka. The participants arrived at the venue on 5 July, at 12: 30pm and attended the opening lunch. At 01:30 pm, the inaugural sessions began and included welcome and introduction, administrative briefing, ice-breaking, objectives overview, and a presentation of the agenda. The day ended at 08:00 pm, with a Pre-Test session to evaluate participants' baseline

knowledge. After the inaugural session, all the guests, participants and facilitators attended a barbeque party for dinner.

The first three days of the training were dedicated to learning and sharing, and the fourth day was mainly the monitoring, evaluation and preparation of the action plan for field level training where the participants will facilitate the training in district and upazila levels from their respective organization and own commitments.

(The schedule is attached in Annexure 1)

5. Process and Methodology

The training embodied four steps, Namely Inauguration, Working Session, Planning, and Closing.

Day-1

Session 1: Check-in and Registration

All the participants of the training reached the venue by 12:30 pm. The CCULB Resort Reception Desk completed registration and allocated rooms to the participants.

After check-in, participants were invited to lunch.

Session 2: Welcome, Introduction and Admin briefing



The welcome session began with recitation from four Holy Scriptures - the Bible, the Tripitaka, the Gita, and the Holy Quran. Four participants from four religions - Mr. Lintas, Mr. Achya, Mr. Proshanto Kumar and Mr. Mohsin from the four religions recited from their Holy Books.

Mr. Razzaqul Haider, Director of Imam Training Academy, Islamic Foundation Bangladesh, delivered his welcome speech. He emphasized how MIND-HEART DIALOGUE training will contribute to our society will be discussed in the training. Participants are requested to actively and mindfully participate in the training to understand every topic so that they can contribute to working for children and women in their respective locations.

Mr. ASM Shafiqul Alam Talukder, Project Director, Mosque-based Child and Mass Literacy program, said that society has divided into different religious groups by birth and in some cases by adaptation. But it is difficult to divide us, and our main identities are human beings. When a disaster or pandemic comes, they do not come for a particular religion or society. So, we need to fight together to protect our nation.

Mr. Masudur Rahman, UNICEF Bangladesh, explained UNICEF's work for children and mothers. UNICEF works to ensure health, nutrition, sanitation, education, and for their development. There are many ways to work for children. UNICEF works with NGOs, INGOs and different governmental agencies. UNICEF has been working with Islamic Foundation Bangladesh for a long time, and realizing the impact and access of religious leaders in a society like ours, a partnership between the two organizations officially initiated in 2017 to engage the vast manpower of Imam Training Academy, Islamic Foundation Bangladesh in developmental works for children and mothers. Similar to

Islamic Foundation, leaders from other religious organizations also have their acceptance in their society. So, there is no difference between children and mothers. MIND-DEART DIALOGUE is an initiative to bring all religious leaders on one platform to work for the benefit of children and mothers.

After that, the schedule was distributed among the participants, and the training officially initiated.

Some administrative briefs were also shared with the participants and everyone was requested to follow those. This session was moderated by Mollah Mahmud Ahmed, Consultant, UNICEF Bangladesh.

Session 3: Ice-Breaking Activities

Session Objective: *To create a comforting and interactive environment where participants can get to know each other, build trust and enhance coordination through fun and engaging activities.*

Energizer Activity



The facilitators asked all participants to make a circle and participate in this energizer activity. Mr. Suchith explained the rules of the activity and Mr. Amol acted as the translator. During the activity, the

facilitator took a ball, and every time he dropped the ball on the ground, participants had to clap their hands. If someone claps hands while the facilitator pretends to drop the ball but doesn't, they will be out of the game.

The activity was very fun and engaging, and after a few rounds only three participants remained and were awarded prizes.

Bingo!

A Bingo chart, containing 20 phrases starting with *'find someone who...'*, was distributed among the participants. They were instructed to talk to each other, find someone who matched any phrase on the chart and write their name under the specific phrase. First to check off all twenty phrases shouted *Bingo!* and the game was called to an end. The winner received a prize from the facilitators.

The purpose of this activity was to help the participants get to know each other and learn interesting facts about them in a fun way. Many participants mentioned **Bingo!** as one of their top 3 activities during the Training Feedback session.



Session 4: Objective, Agenda and Pre-Test

Session Objective: Outline the objectives and agenda of the training and assess the initial understanding of participants through a pre-test.

Objectives:



Dr. Rafiqul Islam, representative from Religion for Peace (RfP) and Facilitator Mr. Suchith briefed the objectives of the training to the participants. During this session, an exchange of views occurred about the definitions of Mind and Heart. From a medical point of view Mind and Heart, both exist in the brain but philosophical point of view Mind and

Heart exist in the chest.

Agenda:

The agenda is attached as Annexure 1.

Pre-Test:

A pre-test session was conducted to assess the initial understanding of the participants regarding the concepts of Mind-Heart Dialogue and facilitation skills. This initial assessment helped us identify the baseline knowledge and attitudes of the participants before the training started.



The session was conducted at the beginning of the training. Each participant received a pre-test form containing 20 statements related to

Mind-Heart Dialogue and basic facilitation skills. After handing over the forms, the facilitators gave clear instructions on how to complete the pre-test. Participants were asked to write a specific code (e.g. the first letter of their name, birth month, last 2 digits of their contact number, and one favorite English letter) at the end of the form. This coding system-maintained anonymity while also allowing us to track individual progress.

Participants were instructed to mark their responses based on their agreement with each statement using the color legend provided (Green- Agree; Yellow- Not Sure; Red- Disagree). 15 minutes were given to complete the pre-test. After the allocated time, facilitators collected the forms.

The responses from the participants were analyzed to identify areas of strength and those requiring further attention. Each statement from each participant was documented in an Excel sheet and analyzed. Individual marks were also assessed and later compared with the post-test result, which helped us evaluate each participant's personal improvement. (annexure 3)

Session 5: Inaugural Speech



The inauguration session was graced by the Director General of Islamic Foundation Bangladesh as the Chief Guest. Ms. Bridget Job Johnson, Chief of SBC Section, UNICEF BCO joined the session virtually; Mr. Nur Rahman, FBCC Partnership, Pakistan also joined the session virtually; Mr. ASM Shafiul Alam Talukdar, Project Director, Mosque-based Child and Mass Literacy Program; Mr. Nirmal Rozario, Secretary, Christian Religious Welfare Trust, MoRA; Dr. Krishnendu Kumar Paul, Secretary, Hindu Religious Welfare Trust, MoRA; Mr. Joy Datta Barua, Secretary, Buddhist Religious Welfare Trust, MoRA; delivered valuable speech on this occasion.

The Director of Imam Training Academy of Islamic Foundation Bangladesh chaired and Mr. Shaikh Masudur Rahman from UNICEF BCO moderated the inauguration session.

Ms. Bridget Job Johnson appreciated the development of the Children of Bangladesh. She mentioned that the Islamic Foundation Bangladesh significantly contributed to make positive changes in the lives of children, their families, and their community. She acknowledges the FBCC approach, the religious organization, and the people have very long rutted engagement with their society. The faith leader and faith



organization can make a change in society due to their long-rutted involvement with society. UNICEF has been very close with IFB in Bangladesh for a long time. IFB has played a significant role in controlling COVID-19 in Bangladesh. Child Care, Nutrition, WASH, and Education are every area of child rights and development IFB has a very significant contribution in the working areas.



Mr. Noor Ur Rehman, South Asia Regional Coordinator, FPCC also joined the session virtually from Pakistan. During his speech, Mr. Noor raised several critical points about Mind-Heart Dialogue. He pointed out that approach goes beyond traditional methods, encouraging participants to integrate

emotional and spiritual elements into their work.

Mr. Suchith Abeyewickreme and Mr. Jerome Coorey, both Master Trainers on MHD, were present as lead facilitators for the training. They both expressed hope for the successful completion of the training and for integration of the MHD approach into the participants' ongoing and future initiatives.



Chief Guest Dr. Md. Bashirul Alam, emphasized the importance of Mind-Heart Dialogue concept and described it as a new but effective approach to engage religious leaders and communities for the betterment of children. He expressed gratitude towards everyone involved in this program. During his speech, the Chief Guest said

that Bangladesh has a glorious history of peace and harmony among interreligious communities. MHD creates another opportunity for these communities to work together to achieve shared goals.

The activities of the first day concluded after the Chief Guest's speech.

Day -2

Photo Session



At the beginning of the day, official photos of the guests, participants and facilitators were taken at the poolside of the resort.

Session 6: Recap

Session Objective: *Recap the previous day's sessions in an interactive way.*



The day started with the recap of the previous day through an interactive game. The facilitator, Mr. Suchith, threw a ball to a participant, and whoever received the ball shared one session or activity they liked from the previous day. They then threw the ball to another participant of their choice who also shared an activity or session they liked. This process continued to review the activity through a fun activity.

Participants' responses and reactions are as follows :

- “Ball dropping and Bingo games were very interesting.”
- “Schedule distribution was very nice.”
- “For change, people need to involve themselves to know each other. Bingo! and ball-dropping activities are fun and effective ice breaking tools which can involve participants to get to know each other in a very interesting way.”

Session 7: Partnership between UNICEF and faith-based Agencies (including FBCC initiatives)

Session Objective: Discuss the partnership between UNICEF and Islamic Foundation Bangladesh and other faith-based organizations, and the partnership’s impact on community development.



During this session, Mr. Masudur Rahman and Mr. Mollah Mahmud Ahmed from UNICEF provided an overview of the partnership between UNICEF and Islamic Foundation Bangladesh.

Mr. Masudur Rahman delivered a PowerPoint presentation and discussed the collaboration. Participants actively engaged by sharing their experiences and insights on critical subjects.

Since 1990, UNICEF has provided ad-hoc support to Islamic Foundation Bangladesh in various nationwide programs. The partnership was formalized in 2017, when UNICEF BCO signed a MoU with IFB. The agreement marked the beginning of an official partnership, with the goal of engaging Muslim religious leaders and faith-based teachers in developmental initiatives. Since then, UNICEF-IFB joint initiative has provided programmatic support in the following areas:



1. Adaptation of development-based Curriculum
2. Capacity building
3. Research and publications
4. Community engagement

Highlights from this session :

- Research shows that 50% of diarrhea is caused by lack of proper handwashing.
- Study shows that Imams have social access unlike others and are an effective medium to change behavior at community level.
- UNICEF recognizes IFB at the regional and global level.
- The IFB and UNICEF partnership have played a vital role during the EPI and COVID-19 campaigns.

Major changes at the community level :

- IFB is closely working in 16 districts throughout the nation.
- A UNICEF study revealed that imams played an active role in disseminating messages during the COVID-19 pandemic. As religious leaders, messages coming from them are widely accepted without hesitation.
- Lessons learned during this 7-year partnership program.

Interreligious Collaboration :

- Secretaries and other high-ranked officials from the Hindu, Buddhist and Christian Religious Welfare Trusts expressed their willingness to collaborate with IFB.
- According to the recent BBS report, the distribution of the population of our country
 - 91% Muslim
 - 7% Hindus.
 - 1% Buddhist
 - 1% Christian



This session highlighted the importance of interreligious collaboration between the four major religions of the country and the significant impact that faith-based partnership can have on community development.

Session 8: Guiding vision: Engagement of faith-based organization to protect the rights of children (Why and How?)

Session Objective: Explore the role of faith-based organization to protect child rights and strengthen partnership.

The Chief Guest, Dr. Md. Bashirul Alam (Addl. Secretary), DG, IFB, shared valuable comments in this regard. He noted that religious leaders have lived together in harmony for many years in Bangladesh, a secular country where each religion supports peace and harmony. He emphasized that religious leaders play a vital role in fostering a noncommunal attitude.

"We share our good and bad moments, and our prophets have given us clear guidance to maintain harmony in society."

The Chief Guest also highlighted the unique nature of this training, pointing out that it is not traditional but rather active and participatory. He mentioned that communal harmony is achieved when administration, government officials, and religious leaders communicate and work together.

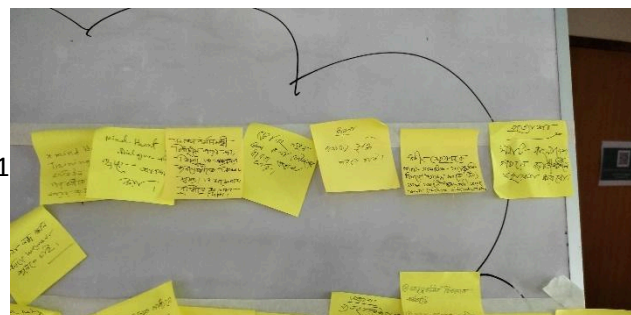
At the final stage of the session, the facilitators collected feedbacks from the participants.

All religious leaders expressed their opinion that they can work together to protect children with a common vision to achieve.

Expectations and Creating a Safe Space:

The facilitator sketched a tree on the board and distributed green and yellow post-its among the participants. The facilitator asked the participants to write their expectations from the training on the green cards, which would be hung on the upper part of the tree to represent fruits, and describe how they would create a safe space for all participants on the yellow cards, which would be hung on the roots of the tree. Each participant hangs their cards on the tree. Some of the cards were then read out.

The facilitator explained to the audience that the first two days of the training would



focus on learning, while the last day would be dedicated to planning.

"In the next three days, we will ensure an environment where people of different religions can participate without any hesitation", facilitator Mr. Suchith said. "Different hierarchical levels are present here, but we will forget our positions during the training so that everyone can speak freely."

Session 9: What is Mind-Heart Dialogue and Why?

Faith and Positive Changes for Children, Families, and Communities

Session Objective: *Introduce Mind-Heart Dialogue concept and explain its role in fostering social and behavioral change.*

1. **Role Play :** The facilitator asked three participants to volunteer and role play as children playing in rain, and requested another two to act as adults, observing them.
2. **Discussion :** After the role play, participants were asked to share their reactions.
 - o Mind Reaction : Concern about children possibly getting sick.
 - o Heart Reaction : Wishes to play like a child but feeling constrained by adulthood.

Then the facilitator explained that this training emphasizes experimental learning. The objective is not to explain MIND-HEART DIALOGUE to children, but to use Mind and Heart for reflective learning.

He explained that, MHD is a learning process to explore faith convictions, lived experiences, and knowledge to influence positive social and behavioral change. It supports faith groups and development partners to work together to protect and empower children, families, and communities. It is an evidence-based approach that penetrates deeper than usual participatory approaches, messaging, and awareness-raising to surface the emotions and beliefs that can help or hinder lasting transformation.

Session 10: The Reality of Our Children in Bangladesh

Session Objective: *Present the current situation of children in Bangladesh with a focus on challenges and opportunities for improvement, and collect opinion from different religious groups on this matter.*

Mr. Mollah Mahmud Ahmed and Mr. Fahim Anjum Chowdhury facilitated this session. The facilitators asked the participants to select one representative from each religion. Then the facilitators presented statistics on various aspects related to children, through a PPT, covering topics like *religion based population of children, child marriage, child abuse, child labor, street children, adolescent pregnancy, nutrition, and birth registration.*



After presenting each statistic, the facilitators requested the selected representatives to discuss with their religious communities about the statistics as it pertains to their community. Representatives then share their community’s opinion on the specific statistic by placing colored post-its (Green – Agree; Yellow – Not sure; Red – Disagree) on a flipchart. At the end of the session, the poster

displayed the opinions of different religious communities on the situation of their children and adolescents.

The result is attached below :

Color legend : Green – Agree; Yellow – Not sure; Red – Disagree

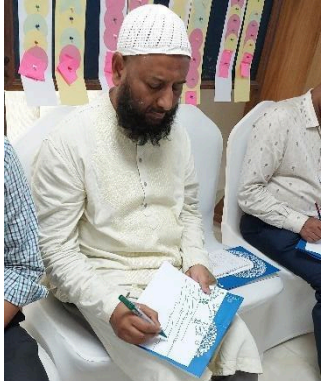
Topics	Hindu		Muslim		Buddhist		Christian	
	Teen	Child	Teen	Child	Teen	Child	Teen	Child
Child Abuse	Yellow	Green	Red	Red	Yellow	Green	Red	Yellow
Child Labor	Yellow	Green	Red	Red	Yellow	Green	Yellow	Green
Child Marriage	Green	Green	Red	Red	Yellow	Red	Red	Red
Early pregnancy	Yellow	Green	Red	Red	Red	Red	Red	Red
Nutrition	Red	Red	Red	Red	Red	Red	Yellow	Yellow
Immunization	Red	Red	Red	Red	Red	Red	Red	Red
Birth Certificate	Red	Red	Red	Red	Red	Red	Red	Red

Session 11: The Journey of Childhood

Session Objective: Raise and explore the role of faith and other factors in helping and hindering positive behavior change in relation to harmful practices.



Facilitators provided everyone with A4-sized papers and markers. Then they asked participants to look back to their childhood and draw a map of the paper, depicting significant and memorable events from their childhood. Soothing music was playing to make the participants relax and concentrate. This activity took about twenty minutes. After everyone is done, the facilitator asked the participants to find someone they hadn't spoken to yet and discuss their childhood. Each person had three minutes to ask questions. Through this process, participants learned about others' lives in a fun way.



Afterward, facilitators asked the participants to compare their childhood with their children, discussing what was good and bad in their childhood and what was good and bad in their children's lives. It was an interesting session.



Session 12: Positive and negative narratives/practices that impact children

Session Objective: Identify and discuss positive and negative narratives and practices that affect children within the community.

At the beginning of the session, the facilitator told the participants that we cannot change a person from top to down. However, some behaviors do need to change. We will not discuss or attempt to alter a person's core values. Nobody would go beyond their acquired knowledge.

Session 13: Faith and Childhood: Self-Awareness on Child Rights, Directives/References from Different Religions about CP;

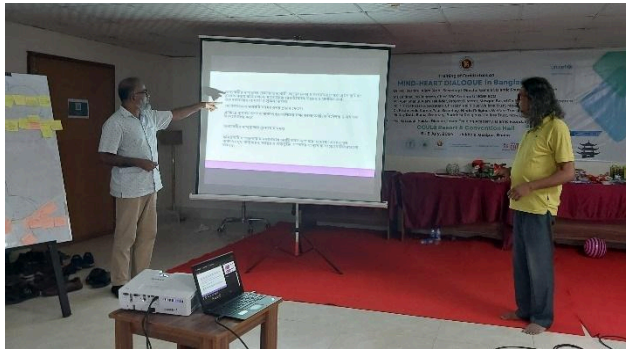
Session Objective: Boost awareness of child rights from the perspectives of different religions and discuss how faith-based organizations can support child protection.



Facilitator, Dr. Rafiqul, Representative from RfP, screened a PPT and discussed child rights and child protection. He also discussed the issues from the perspective of four religious points of view with some examples.

Session 14: CE approach in Faith base programs (ARMM Kamal)

Session Objective: Explain Community Engagement approaches in faith-based programs, and discuss strategies for effective child protection.



ARMM Kamal from UNICEF discussed Community Engagement approaches through an interactive PPT presentation. He explained CE as a process when members from all levels of a community sit together to identify problems and plan to solve the problems based on available local resources.

The facilitator also explained the 16 standards of Community Engagement. He then discussed child protection.



Community engagement in Child protection program :

- Children cannot protect themselves. Parents are their primary caregivers.

- There are four levels of child protection :

- a) Family
- b) Community

- c) Institutional
- d) Policy and environment

The facilitator explained how social behavior change works by discussing the Socio-Ecological model.



Mr. Mollah Mahmud Ahmed discussed the process of message development and dissemination.

He said that before a message can be effectively disseminated, it is important to first acknowledge and understand its core content and significance. Once the message is understood, the next is to

popularize it. To illustrate his point, Mr. Mahmud provided several examples of successful messages that had been effectively communicated and were widely accepted by the public.

Session 15: Recap the session

The whole day session was reviewed by the facilitators.

Session 16: Scriptural Reflection and Recap

Session Objective: Reflect on the previous day's sessions through scriptural perspectives and interactive activities.

Two participants from the Buddhist and Christian teams stepped up to the dais. They each offered prayers, expressing hopes that the participants would apply the knowledge and skills gained from the training to protect and uplift children in their communities.

Then the recap session began and the facilitator threw a ball to a participant, and whoever received the ball shared one session or activity they liked from the previous day. They then threw the ball to another participant of their choice who also shared an activity or session they liked. This process continued to review the activity through a fun activity.



Session 17: A new reality for our children:

Session Objective: Explore new ways of thinking and engaging in the MHD to address negative attitudes and behaviors that impact children.



The facilitator demonstrated the ‘*Upsi Upsi*’ game and asked the participant to try. One participant performed it correctly but most of them made mistakes. After a while, finally one participant performed correctly and identified where the mistake was being made.

The facilitator explained that we have to think out of the box. In MHD, engagement is important. At different stages, we have to compare situations with our own experiences. We also have to keep in mind that we cannot achieve every goal at once, so we will have to focus on the most important goals first. Our primary goal will be to address our negative attitudes and behaviors, and bring positive changes.

Transformation Tree:

The facilitator explained the Transformation *Tree* and its components to the participants. He then divided the participants into five groups and asked them to work on the following issues through *Transformation Tree*:

1. Child immunization
2. Malnutrition
3. Child labor
4. Early marriage
5. Child abuse



The facilitator emphasized the inclusive participation of the group members during group work. Each team got twenty minutes to discuss and write down the output on poster papers.

After the group work, each group was requested to present their *Transformation Tree* in plenary. Others were encouraged to ask questions and provide feedback after each group’s presentation.



The output from this group work is attached below for further understanding:

Group output:

Group 1: Child Marriage

Roots	Trunk	Branches	Leaves	Fruits
Engaging people from different background	Preventing child marriage	<ul style="list-style-type: none"> a. Getting legal help b. Raising awareness c. Ensuring education for children 	Awareness raised among parents and community people	Child marriage decreased

Group 2 : Child Labor

Roots	Trunk	Branches	Leaves	Fruits
Raising awareness among parents, teachers and those who hires child for work	Preventing child labor	<ul style="list-style-type: none"> a. Getting legal help b. Providing special education for child workers c. Building awareness among parents d. Ensuring basic rights for children 	Parents and employers are aware of the impact of child labor on children	<ul style="list-style-type: none"> a. Child labor reduced b. Children are raised to be model citizen c. Violence against children is reduced

Group 3 : Child Malnutrition

Roots	Trunk	Branches	Leaves	Fruits
Engaging religious leaders to address malnutrition in their respective communities	Ensuring good health for both mothers and children	<ul style="list-style-type: none"> a. Imams addressing these issues during Khutbah b. Regular miking in communities c. Conducting meetings with parents in madrasas d. Teaching children about nutritious foods in madrasas 	<ul style="list-style-type: none"> a. Parents and community people are aware of good nutritious practices b. Children have nutritional knowledge 	<ul style="list-style-type: none"> a. Mother takes At least 4 ANC during pregnancy b. Exclusive breastfeeding ensured c. Parents provide nutritious foods like vegetables, fruits, fish, meats, milk etc. to their children

Group 4 : Child Immunization

Roots	Trunk	Branches	Leaves	Fruits
Current social structure	Social actors	<ul style="list-style-type: none"> a. Political leaders b. Faith leaders from different religions c. Parents and teachers d. Social organizations, all relevant government agencies e. Media 	Vaccinators	Children receive all necessary vaccines

Group 5 : Child Abuse

Roots	Trunk	Branches	Leaves	Fruits
Awareness building among communities	Preventing child abuse to ensure a better future for every child	<ul style="list-style-type: none"> a. Identifying negative practices towards children b. Identifying areas where child abuse occurs most 	Communities are aware of the harmful impact of child abuse and have identified key areas where child abuse occurs most	Child abuse reduced

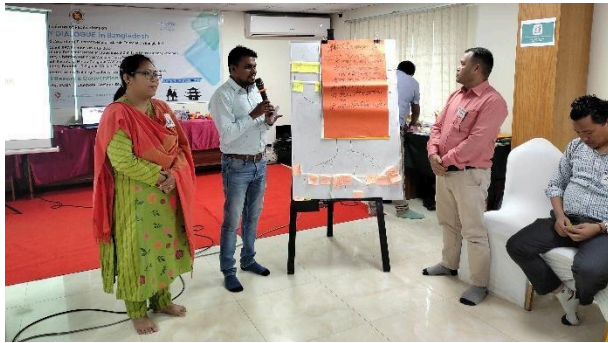
Session 18: Space for Mind-Heart Dialogue

Session Objective: Discuss the spaces, challenges and opportunities for implementing MHD approaches.

The facilitators screened a PowerPoint and discussed the spaces for MHD, and challenges and opportunities related to the MHD approach. Mr. Shafiul said, Mind-Heart Dialogue is not a new activity to add in our busy lives, but a reflective and experiential learning process that provides a more meaningful way to approach faith engagement to catalyze meaningful social and behavioral change. MHD can be integrated within existing spaces and programs, said the facilitator. These 'spaces' might be regular meetings, conferences, training, gatherings, networking, youth groups, etc.



The facilitators then asked the participants to form five groups with members from the same religion, and work on these three aspects: space, challenges, and opportunities of the Mind-Heart Dialogue. They allotted twenty minutes for this activity. Afterward, each group presented their findings, followed by a Q&A session where other faith groups asked questions and shared feedback.



Group output:

Group	Spaces	Challenges	Opportunities
IFB 1	<ol style="list-style-type: none"> 1. During Khutbah 2. Coordination meetings with teachers under the Mosque based Child and Mass Literacy Program 3. Parents' meetings in Darul Arkam Ibtedia Madrasas / schools 4. Waj Mahfil 5. Marriage ceremonies / social programs 6. Community meetings organized by female teachers 	<ol style="list-style-type: none"> 1. Imams/Khatibs do not receive any allowance for these activities 2. Unintentional obstacles created by the community 3. Lack of economical and logistic support 4. Unclear messaging 	<ol style="list-style-type: none"> 1. Model Mosque can provide space for these programs 2. Social/religious events offer opportunities for mass participation 3. Messages developed in light of Quran and Sunnah are more likely to be accepted
IFB 2	<ol style="list-style-type: none"> 1. Khutbah 2. Mosque 3. After Fajr and Asr prayer 4. Family gatherings 5. Social programs 6. Religious functions 7. Media 8. Coordination meetings 9. Waj Mahfil 10. Marriage ceremonies 11. Khutbah during Eid 12. School/College 13. Imam Trainings by ITA, IFB 14. Cultural programs 	<ol style="list-style-type: none"> 1. Lack of economical support 2. Logistical issues 3. Social barriers 4. Political barriers 5. Natural disasters 6. Lack of awareness 7. Social stigmas 8. Inadequate education 9. Insufficient religious education 10. Misinformation 11. Fear of change 12. Poverty 13. Unemployment 	<ol style="list-style-type: none"> 1. Regular imam trainings by ITA, IFB 2. Khutbah 3. Religious leaders do not expect extra allowance 4. Welcoming attitude of religious leaders 5. Welcoming attitude of teachers 6. Welcoming attitude of parents 7. The Mosque based Child and Mass Literacy Program is also supportive
CRWT	<ol style="list-style-type: none"> 1. Church, Sunday School, Youth Forums 2. Parish councils 3. Cooperatives 4. Female forums 5. Community meetings 	<ol style="list-style-type: none"> 1. Reluctance to participate in forums 2. Misuse of technology 3. Disinterest in religious functions 	<ol style="list-style-type: none"> 1. The spaces mentioned are very welcoming 2. Ensuring participation of religious leaders, teachers and community leaders

	6. Religious functions	4. Economic barrier	3. Engaging youth and females 4. Community engagement
HRWT	1. Temples 2. Religious functions (Kali Puja, Durga Puja, Swaraswati Puja, etc.) 3. Libraries 4. Clubs 5. Various Hindu organizations (Meetings, Seminars) 6. Family programs (Birthday, Marriage ceremony) 7. National programs	1. Differences in opinion 2. Economic barrier 3. Mismanagement 4. Reluctant behaviors 5. Lack of awareness 6. Inadequate education	1. Utilizing the mentioned spaces to raise awareness among mass people 2. Engaging religious leaders in addressing issues 3. Wealthy and influential community members can donate to organize events/meetings to raise awareness
BRWT	1. Religious functions : SangaDana, death funerals 2. Full moon and no moon prayers 3. Beshakha Day 4. Probarana Purnima 5. Katina Civara Dāna 6. Conversations with Buddhist monks 7. Conversations with temple committees 8. Meetings with Village leaders	1. Lack of awareness 2. Inconvenience 3. Timing issues 4. Opposition from temple committees 5. Infrastructural deficiencies	1. Encouraging participation 2. Female involvement 3. Support from religious leaders

Session 19: Training Facilitation Design and Skills

Session Objective: Enhance participants' facilitation skills through role-play and discussions



The facilitator requested the participants to go outside to an open space. All participants went to the field outside the training venue and stood in a line. The facilitator then distributed role cards to every participant, each with a different character. He asked everyone not to show or discuss their cards with others.

The facilitator explained that they would participate in a power game. He instructed everyone to stand in line and pay attention. When a scenario is read out, participants should take a step forward if they think it applies to their character or stay still if it does not. As the scenarios were read, some participants moved ahead while others remained in their initial positions.



Afterward, the facilitator led a discussion about how they felt during the exercise and what it meant for their work. He emphasized the importance of focusing on those who were left behind.

The key takeaway from this game was: "If someone has a heart for this work and is dedicated to serving children, they will always look back to help others."



After this exercise, the facilitator concluded by explaining that facilitation is a technique to involve participants. This kind of activity creates a space where everyone is valued and feels important. The second role of facilitation is to help people dive deep into the issues at hand. The facilitator will create the same space for everybody to participate in the training session.

Session 20: Facilitation and 23 Life Saving Key Behaviors

Session Objective: *Discuss 23 life saving key behaviors developed by UNICEF, and adapted by UNICEF-IFB joint initiatives.*

The facilitator showed some pictures, such as "jog-mog" and an image of something being pushed into a brain. After showing the pictures, the facilitator explained that facilitation is not forcing someone to accept something, rather it is a process of creating such an environment where participants can actively participate and learn in the process.

The facilitator said, social behavior change does not occur overnight or within a month. It is a long process. He then divided the participants into six groups, assigned different topics to each group, and asked them to identify existing negative behaviors about the given topic.

1. Education
2. Health
3. Child Protection
4. Nutrition
5. WASH
6. Social Protection

After the group work, each group presented their work through poster paper and discussed. During group work, it is important to create such an environment so that everybody feels honored and participates in the group work. Everyone's opinion will be honored and their opinion will be recorded.

23 Key Behaviors in Faith-based Program Initiatives:

UNICEF has introduced 23 lifesaving key behaviors in their faith-based program initiatives. The facilitator requested everyone to take out the 23 Key Behaviors info bank from their folder, which was provided to them on



the first day. Then the facilitator briefly discussed the behaviors. After the short discussion, the participants were divided into 6 small groups and were assigned a unique theme. The facilitator instructed that each group has to write a few negative behaviors, based on their theme, that need to be changed.



The findings from the activity are given below :

Group activity : 23 Key Behaviors in Faith-based Program Initiatives

Group	Theme	Negative Behaviors
G-1	Education	<ol style="list-style-type: none"> 1. Intimidation of students 2. Physical and mental torture 3. Overly heavy curriculum 4. Biased behavior towards students 5. Poor learning environment
G-2	Child Protection	<ol style="list-style-type: none"> 1. Child labor 2. Lack of antenatal care 3. Not practicing exclusive breastfeeding 4. Lack of institutional delivery 5. Child abuse (physical, sexual and mental) 6. Negative behaviors towards children 7. Child trafficking
G-3	Health	<ol style="list-style-type: none"> 1. Not receiving 4 ANC 2. Reluctance to receive vaccines 3. Taking medications without doctor's advice 4. Delivery at home or by TBAs 5. Not washing hands before eating 6. Not practicing exclusive breastfeeding
G-4	Nutrition	<ol style="list-style-type: none"> 1. Unhealthy diet 2. Lack of knowledge about nutritious food 3. Overeating
G-5	WASH	<ol style="list-style-type: none"> 1. Not washing hands before eating 2. Not washing hands before feeding children 3. Not washing hands after using the toilet 4. Not washing hands before preparing food
G-6	Social Security	<ol style="list-style-type: none"> 1. Eve teasing and sexual harassment 2. Child abuse 3. Child labor 4. Drug addiction 5. Misuse of cellphones 6. Child and women trafficking

		7. Child marriage
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Day - 4

Session 22: Scriptural Reflection and Recap

Session Objective: Recap the previous day's sessions.

The day started with the recap of the previous day through an interactive game. The facilitator threw a ball to a participant, and whoever received the ball shared one session or activity they liked from the previous day. They then threw the ball to another participant of their choice who also shared an activity or session they liked. This process continued to review the activities from day 3.



Session 23: Area Identification: To Whom, Why, and How to Work Through the Mind-Heart Dialogue Approach

Session Objective: Identify target areas, beneficiaries and strategies for implementing the MHD approach.



This session was facilitated by Mr. ASM Shafiul Alam Talukder and Mr. Shaikh Masudur Rahman. The session focused on identifying target areas for implementing the MHD approach, and planning effective CE strategies.



In the plenary, participants discussed criteria for selecting target areas, such as the vulnerability of children, community readiness and existing resources. The facilitators emphasized the importance of building trust, respecting cultural and religious beliefs and ensuring inclusive participation.

In group activities, participants identified specific areas, explained their choices and development engagement plans and strategies which were then presented in plenary. The facilitators provided feedback and encouraged participants to apply these strategies in their respective communities.

Session 24: Monitoring Plan

Session Objective: *Discuss the importance of monitoring and evaluating the effectiveness of the MHD approaches.*

Facilitator Mr. Jerome discussed how MHD can make a difference. He said, as MHD facilitators, we are accountable to each other and our partners in supporting positive change. We should have an equal interest in understanding how and the extent to which our joint efforts have made a difference. This will help us to identify changes that may be needed. Monitoring can take place at different times and levels: We will monitor from awareness to action.

- Awareness
- Comprehension
- Conviction
- Action

Evaluation

After each session, ask how the participants are feeling.

Ask participants to tick the flipchart face that relates to how they are feeling about something in particular, eg.



- How much they enjoyed the sessions.
- How confident they feel facilitating the activities.

For long-term impact:

It will be done after a second gathering after people have been taking action.

- Divide people into small groups and ask people to give examples of the ways they have seen positive changes in each of the areas of change and to each share verbally one story that they think is insignificant. Because it helps someone facing extreme challenges.

Session 26: Development of Action plan

Session Objective: *Develop action plans for implementing MHD training at community level.*



This session was facilitated by Mr. ASM Shafiul Alam, PD, MCMLP, IFB and Mr. Masudur Rahman from UNICEF BCO. The facilitators divided the participants in four groups based on their faith/religion. The groups then developed an action plan for the implementation of the MHD training.

Then, each group presented their action plan in plenary, and others provided feedback. This was an interactive session to generate ideas about what can be done to effectively implement the MHD approach.



Session 27: Post-test and Training Assessment

Session Objective: Assess participants' understanding and progress through a post-test and collect feedback on the training program.

Post-Test:

A post-test session, similar to the pre-test was conducted at the end of the training. The same statements were used in the post-test and participants were asked to write the same codes they wrote during the pre-test.

After the post-session, responses were again documented and analyzed. The comparison between the pre-test and post-test results helped us understand the effectiveness of the training and the progress made by each participant.

After the post-test session, the results of pre-test and post-test for each statement were shown as graphs, and any statement that required further attention was clarified by the facilitators. A score comparison for each participant was also shown as a graph which illustrated their progress and improvement.

The result is attached as **annexure 3**.

Training Assessment:

After the post-test, the facilitator distributed a questionnaire to collect feedback from the participants. Participants unanimously gave their feedback.

Session 28: Training Reflection by Management and Participants

Session Objective: Provide participants with opportunity to reflect on the training and share their experiences.

The facilitator requested some selected participants from each faith group to express their opinions about the training. Each participant shared their positive feedback, stating that they enjoyed the training and learned many valuable things. They felt it had enhanced their capacity to work for the children and collaborate interreligious. Initially, they thought it might be difficult to work with leaders of other religions, but during the training, they had many friendly interactions. This experience made them realize it could be a great opportunity to work together for the betterment of the children.

Session 29: Closing ceremony, certificate, and photo session

Distributed certificates among the participants by the guest.



Dr. Md. Bashirul Alam (Addl. Secretary), Director General, Islamic Foundation Bangladesh, graced the closing ceremony. He quoted Dr. Khalil Jibrán, a famous writer from Palestine, who said, children are the son and daughter of time, they are not our son and daughter. Today's children are the citizens of the future. He expressed his opinion that nowadays training has a lot of change, many technological changes occurred to make the training interactive.

Session 30: Vote of thanks and Doa from each religion

The chairperson of the closing session, Mr. Rezzakul Haider, thanked the chief guest, other guests, facilitators, and participants for the training's success.

At the end, one person from each faith prays to the Almighty.



Annexure

Annexure 1 : Training Schedule (in English)

Training of Facilitators on Mind-Heart Dialogue in Bangladesh

CCULB Resort and Convention Hall, Ulukhola, Kaligonj, Gazipur

5-8 July 2024

Time	Name of session	Facilitator/s
Day 1: 5th July 2024		
11:00 - 13:00	Arrival, registration, prayer	Self at CCULB Resort Reception Desk
14:00 - 15:30 Lunch		
15:30-16:30	Welcome Introduction and Admin briefing	Welcome Speech – Razzaqull Haidar Administrative Brief – M Mahmud Ahmed Introduction to workshop – Sheikh Masudur Rahman
16:30-17:00	Get to know activity	Amol Kha Kha and Suchith Abeyewickreme
17:00-17:30	Objectives, Agenda and Pre-test	Dr. Rafiqul Islam Jerome Cooray Fahim A Chowdhury
17:30 - 20:00 Free time		
20:00-21:00	Inauguration Speech	Dr. Md. Bashirul Alam Director General, IFB ASM Shafiul Alam Talukder Project Director MME, IFB Bridget Job Johnson Chief SBC, UNICEF BCO Supta Vushan Barua Vice Chairman BRWT Nirmol Rozario Secretary CRWT Krishnendu Kumar Paul Secretary HRWT
21:00-22:00	BBQ Party at Pool site	
Day 2: 6th July 2024		
7:30 - 8:30 Breakfast		
08:30-09:00	Photo Session	Whole Team by Raju Ahmed
09:00-09:45	Partnership between UNICEF and Faith Based Agencies (including FPCC initiatives)	Sheikh Masudur Rahman Mollah Mahmud Ahmed
09:45-10:30	What is mind and Heart Dialogue and Why	Suchith Abeyewickreme Sheikh Masudur Rahman
10:30-11:00	Guiding vision : Engagement of faith-based organization to protect the rights of children (Why and how)	DG, IFB Secretary, BRWT Secretary, CRWT Secretary HRWT SBC Chief, UNICEF
11:00 - 11:30 Tea Break		

11:30-12:30	The reality of children in Bangladesh (Special focus on adolescents and girls)	Tania Sultana Sheikh Masudur Rahman Fahim A Chowdhury
12:30-13:15	My Journey of Childhood	Jerome Cooray Suchith Abeyewickreme
13:15-14:00 Lunch and Prayer		
14:00-15:00	My Journey of Childhood and Faith and Childhood	Jerome Cooray Amol Khakha
15:00-16:00	Positive and negative narratives/practices that impact on children	ASM Shafiul Alam Talukder Mollah Mahmud Ahmed Interactive activity and discussions
16:00-16:30 Tea break		
16:30-17:30	Faith and Childhood : Self-awareness on child rights, directives/reference from different religion about CP	Dr. Rafiqul Islam Suchith Abeyewickreme
17:30-19:30 Free Time		
20:00-20:45	CE approach in Faith based programs	Sheikh Masudur Rahman ARMM Kamal
20:45-21:15	Day 1- Recap and Summary	Proshanto Kumar Biswas Sohayel Ahmad
21:15-onward Dinner		
Day 3: 7th July 2024		
7:00 – 8:30 Breakfast		
08:30–09:00	Day 2, Scriptural Reflection and Recap	Buddha and Christian Teams
09:00–10:30	A new reality for our children	Amol Kha Kha Suchith Abeyewickreme
10:30 - 11:00 Tea Break		
11:00-12:00	Spaces for mind and Heart Dialogue	ASM Shafiul Alam Talukdar Dr.Rafiqul Islam Jerome Cooray
12:00-13:00	Training Facilitation Design and Skills:	Suchith Abeyewickreme Mollah Mahmud Ahmed
13:00 -14:00 Lunch and Prayer Break		
14:00-16:00	How to conduct a group session - Group Exercise	Suchith Abeyewickreme Mollah Mahmud Ahmed
16:00 -16:30 Tea Break		
16:30-17:30	How to develop a message from religious perspective	Sheikh Masudur Rahman Jerome Cooray Suchith Abeyewickreme
17:30-19:30 Free Time		
20:00-21:00	23 Key Behaviors in Faith based program Initiatives	Mollah Mahmud Ahmed Sheikh Masudur Rahman
21:00 onwards Dinner, prayer and rest		
Day 4: 8th July 2024		
7:30 - 8:30 Breakfast		
08:30-09:00	Scriptural Reflection and Recap	Hindu and Muslim Teams
09:00-09:45	Area Identification: To whom, why and how to work through Mind and Hear Dialogue approach	ASM Shafiul Alam Talukdar Sheikh Masudur Rahman
09:45-10:30	Monitoring plan	Jerome Cooray Mollah Mahmud Ahmed
10:30-11:00 Tea Break		
11:00-	Development of action plan	Jerome Cooray

12:00		Mollah Mahmud Ahmed
12:00-12:30	Post test Trn. Assessment	Jerome Cooray Fahim A Chowdhury
12:30-13:00	Share the action plan	ASM Shafiul Alam Talukder Sheikh Masudur Rahman
13:00 - 14:00 Lunch		
14:00 - 14:45	Training reflection by Management and Participants	ASM Shafiul Alam Talukder Suchith Abeyewickreme Mollah Mahmud Ahmed
14:45-15:30	Closing ceremony Certification and Photo session	Dr. Md. Bashirul Alam DG, Islamic Foundation ASM Shafiul Alam Talukder PD, MME , IFB Bridget Job Johnson Chief SBC, UNICEF BCO
15:30...	Vote of thanks and Closing with Munajat	Razzaquill Haider Director ITA
15:30 SNACKS and Checkout		

Annexure 2 : Pre/Post Test Form

Mind-Heart Dialogue

Training of Facilitators

Color Legend

Agree  Not Sure  Disagree 

(Mark ✓)

in your choice)

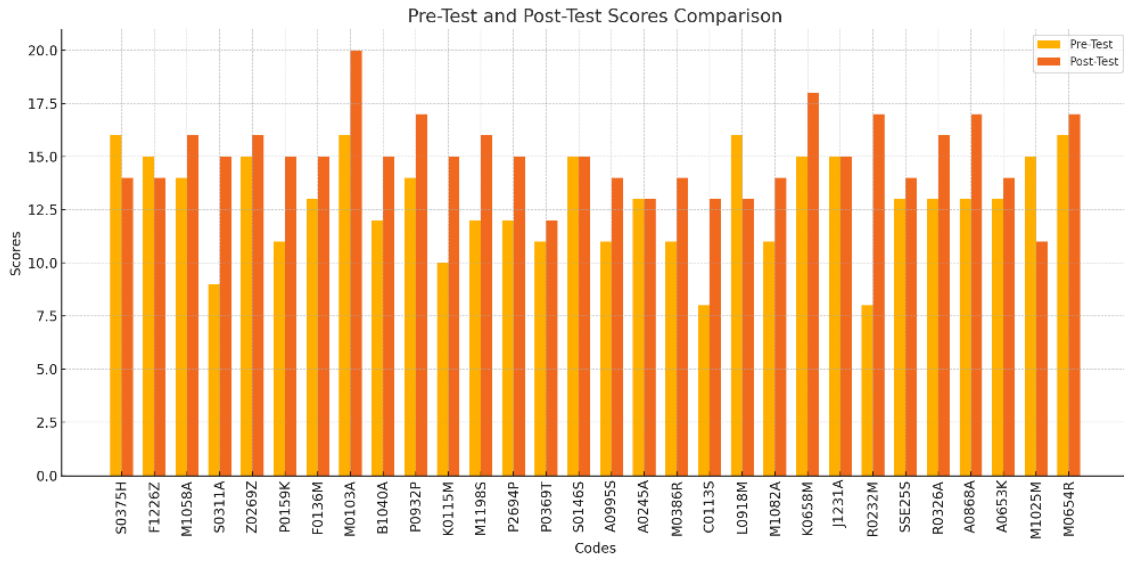
No.	Statements	Pre-Test		
1	Training is a humane communication process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Mind-Heart Dialogue only serves to bring positive change for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Small group discussions make training more engaging and participatory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Prioritize feedback from experienced individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Monitoring and evaluation are critical for any behavior change initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Reflecting on your own childhood journey helps you understand children's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Effective presentation is more important than just active listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8	Mind-Heart facilitator must be a person with influence within their organization or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Parents, teachers, and religious leaders can better explain children's problems than the children themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Behavior change occurs instantly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Brainstorming is an excellent learning method	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	Focusing on a single sector enhances a program's success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The Mind-Heart approach unites communities and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	Mind-Heart programs should be conducted with participants physically present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	One must change their own behavior before fostering behavior change in children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Incomplete or misinterpreted information can lead to negative behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	Most cases of violence against children occur outside their homes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Facilitators should limit their speaking time to 2-3 minutes at once	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Highly trained facilitators are more effective in leading sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Feedback is crucial for facilitators to gauge participants' understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Code :

First letter of your name Last 2 digits of your birth year Last 2 digits of your phone number 1 favorite English letter

Annexure 3 : Training Evaluation



Pre-test and Post-test scores comparison