



International
COCOA
Initiative



Training curriculum for CLMRS Personnel

May 2026

This document presents a curriculum and a structured list of key topics for the training of CLMRS Personnel. It is intended to support organisations and stakeholders responsible for designing, adapting, implementing and improving training programmes for CLMRS Personnel.

It is based on ICI's experience supporting and implementing CLMRS in cocoa-growing regions in Côte d'Ivoire and Ghana, as well as lessons learned through collaboration with companies, cooperatives, NGOs and other stakeholders involved in child labour prevention and remediation.

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1. Introduction

CLMRS Personnel play a central role in the implementation of the Child Labour Monitoring and Remediation System (CLMRS). They act as the direct link between the system, children, households and communities. Through visits, interviews, awareness-raising, identifying cases of child labour, and monitoring and providing ongoing support to households, they contribute directly to the quality, credibility and impact of the CLMRS.

The role of CLMRS Personnel is not limited to data collection. It requires strong technical, interpersonal, ethical and professional skills, as well as an appropriate approach that enables the establishment of lasting relationships of trust with households and communities. CLMRS Personnel must be able to conduct sensitive discussions with children and adults, support behavioural change, strictly adhere to child protection and safeguarding principles, and use the information collected to guide monitoring and decision-making.

In this context, training for CLMRS Personnel is a key driver of quality and impact. Effective training cannot be limited to a one-off transfer of knowledge or an introduction to tools. It must form a comprehensive approach combining initial training, supervised field practice, refresher training and ongoing support (coaching and supervision), in order to enable the progressive and sustainable development of skills.



Key takeaway

Training for CLMRS Personnel is not limited to the transfer of knowledge. It is a continuous process that combines training, practical fieldwork, refresher sessions, and ongoing support, all of which are essential for the genuine development of skills.

1.1. Why is training CLMRS Personnel essential?

The quality of CLMRS implementation depends directly on the skills and competencies of field staff. CLMRS Personnel play a decisive role in identifying child labour situations, providing ongoing support to households towards behavioural change, implementing awareness-raising activities and ensuring the continuity of child monitoring.

High-quality training for CLMRS Personnel enables them to:

- ensure a consistent understanding of the principles and intervention logic of CLMRS;
- strengthen the professional skills required for respectful, effective and ethical interventions;
- improve the quality of interactions with households and communities;
- strengthen the system's credibility and its impact on the prevention and Remediation of Child labour.

This curriculum aims to provide a structured pedagogical framework for designing, adapting, implementing and improving training programmes for CLMRS Personnel. It emphasises the skills to be developed, the key topics to be covered, the best pedagogical practices to be prioritised, and the methods for assessment and continuous improvement.

1.2. How to use this curriculum?

This curriculum is designed as a reference tool for educational planning, not as a fixed agenda or training programme.

It can be used to:

- design or revise training modules and materials;
- structure initial and continuing training programmes;
- identify the skills that need to be developed based on the needs observed in the field;
- adapt training content to local contexts and staff profiles;
- define teaching methods that promote learning through practice;
- design mechanisms for assessing and monitoring skills.

The curriculum does not prescribe a single format or a standardised duration. Training teams are encouraged to develop programmes tailored to their context, whilst adhering to the principles, skills and key themes described in this document.

1.3. Who is this document for?

Main target audience

This curriculum is primarily intended for those responsible for designing, adapting and updating training modules, materials and programmes for CLMRS Personnel. It provides them with a framework for:

- identifying the skills to be developed;
- structuring the training content;
- selecting appropriate teaching methods;
- designing tools for assessing and monitoring skills.

Secondary target audiences

The document is also intended for:

- programme teams, CLMRS managers, and sustainability and monitoring and evaluation managers who plan, fund, supervise or evaluate training programmes;
- those responsible for delivering training, where they are also involved in designing or adapting the content;
- supervisors and auditors seeking a clear reference on the skills expected of CLMRS Personnel.

Final beneficiaries

The final beneficiaries of this curriculum are CLMRS Personnel, as well as the children, households and communities they provide ongoing support to in the prevention, identification and remediation of child labour.

1.4. Key references and links to other resources

This curriculum draws on several complementary reference resources:

- the [CLMRS Manual](#), which constitutes the main normative, conceptual and operational reference;
- the [CLMRS Core Criteria](#), which define the minimum requirements applicable to the systems;
- the [example terms of reference for CLMRS Personnel](#), which specify the roles, responsibilities and limitations of field staff.

This curriculum is not intended to replace these resources. It offers a targeted educational interpretation, specifically geared towards the training and skills development of CLMRS Personnel.

The following sections outline the pedagogical principles, the expected competencies, and the training and ongoing support arrangements designed to facilitate the development of CLMRS Personnel competencies.

2. Overview of training and ongoing support for CLMRS Personnel

Having established the general framework of the curriculum, this section presents the overall approach to training and ongoing support for CLMRS Personnel.

It aims to help those responsible for designing training programmes understand how to integrate initial training, practical field experience, refresher training and ongoing support to ensure a gradual and sustainable improvement in skills.

2.1 What does CLMRS Personnel training involve?

Training for CLMRS Personnel aims to equip staff with the skills needed to carry out their role in a professional, ethical and effective manner. It should enable them to understand how the CLMRS operates, to adopt an appropriate approach with households and communities, and to implement high-quality interventions that contribute to the prevention and remediation of child labour.

Such training is not limited to the acquisition of theoretical knowledge. It must promote the development of professional skills and competences, particularly through practical exercises, role-playing, the analysis of real-life cases and structured feedback.

2.2 Initial training, field practice, refresher training and ongoing support

The development of CLMRS Personnel skills must be viewed as a progressive process.

Initial training enables **trainees** to acquire the essential basics before taking up their posts. It aims to convey the fundamental principles of CLMRS, key skills and the professional standards expected.

This training must be followed by an **initial phase of practical fieldwork**, during which staff begin to carry out their duties in real-life situations. This phase is essential for testing theoretical knowledge against the realities of the field.

Refresher training must then take place to consolidate skills and reinforce knowledge, address any shortcomings observed and strengthen professional practices, particularly in relation to interviews, awareness-raising, professional conduct and data quality.

Finally, ongoing support through coaching and field supervision ensures the continuous improvement of practices, supports the individual development of CLMRS Personnel and enhances the overall quality of the CLMRS.



Key takeaway

The development of CLMRS Personnel skills is based on a progression: learning, practising, receiving feedback and improving over time. Training alone is not sufficient to guarantee the acquisition of skills.

On this basis, the following section outlines the competency framework that training programmes should enable staff to develop.

2.3 Approach to progressive skills development

Certain skills required for CLMRS Personnel to perform their role effectively — such as **interview techniques**, **ongoing support** for **behavioural change**, **awareness-raising**, and the **analysis of complex situations** — are developed and strengthened over time.

Training must therefore be designed as an evolving pathway, combining:

- structured learning during **initial training**;
- opportunities to **put skills into practice in real-life situations**;
- regular **refresher** sessions and opportunities to share experiences;
- **ongoing support** through observation, feedback and coaching.

This approach helps to sustainably strengthen the impact of interventions carried out with households and communities.

2.4 Best practices for designing training

The design of training courses for CLMRS Personnel must be based on pedagogical and andragogical principles suited to adults in a professional context.

Specifically, training programmes should:

- value participants' experience and encourage their active participation;
- closely integrate theory, practice and supervision to facilitate the transfer of learning into the field;
- be based on a pedagogical design approach grounded in the analysis of professional tasks;
- give priority to active methods such as case studies, role-play, simulations and supervised role-playing exercises.

These best practices are designed to ensure that the training is directly applicable to the day-to-day activities of CLMRS staff.

3. Competencies expected of CLMRS Personnel

This section defines the professional competence framework for CLMRS Personnel. It forms the basis upon which training content, educational activities and assessment methods are designed.

The competencies described below correspond to the capabilities that CLMRS Personnel must draw upon in the day-to-day performance of their duties, in direct alignment with the CLMRS theory of change and the requirements of the core criteria.

3.1 Technical Competencies

CLMRS Personnel must be able to:

- Understand the phenomenon of child labour, its structural causes, its various forms and its impacts on children's development and well-being

- Master the full CLMRS required activities (provide support to prevent and remediate, identify child labour and follow-up with children) and the theory of change underpinning these activities, including the rationale behind the CLMRS design (timing of visits, remediation actions, etc.)
- Employ motivational interviewing techniques to provide ongoing support for behavioural change among households regarding child labour
- Employ child-friendly interview techniques to identify children's involvement in cocoa farming activities,
- Identify, document and monitor cases of child labour in accordance with current standards, procedures and tools
- Collect, record and use data rigorously to inform case monitoring and decision-making

3.2 Interpersonal and ongoing support skills

CLMRS Personnel must be able to:

- Communicate respectfully, clearly and in a culturally appropriate manner with children, households and community members
- Formulate **positive** and **motivating messages** that go beyond prohibitions
- Establish and maintain lasting relationships of trust with households and community stakeholders

3.3 Ethical competencies

Ethical competencies refer to the professional principles, rules and requirements that govern the work of CLMRS Personnel, in order to ensure that interventions respect the rights, safety and dignity of children and households.

CLMRS Personnel must demonstrate their ability to:

- Systematically apply the principles of child protection and safeguarding in all their work
- Ensure the confidentiality of the information collected and respect for informed consent
- Recognise the limits of their role and, where necessary, activate referral mechanisms to the relevant services

4. Initial training for CLMRS Personnel

Based on the competencies defined in the previous section, this section sets out the purpose and core content of the initial training for CLMRS Personnel.

4.1 Purpose of initial training

Initial training is a mandatory prerequisite for any fieldwork. Its purpose is to equip CLMRS Personnel with **the minimum knowledge, skills and competences** necessary to perform their role, in accordance with the CLMRS's ethical, professional and operational standards.

The initial training aims in particular to:

- ensure a shared understanding of child labour, its causes and its impacts;
- enable staff to clearly define their role, responsibilities and limitations;
- develop the technical, interpersonal and ethical skills essential for fieldwork;

- prepare staff to conduct visits, interviews and awareness-raising activities in a professional and respectful manner;
- ensure the systematic application of child protection and safeguarding principles.

Initial training should not be regarded as sufficient in itself. It constitutes the first stage of a skills development pathway that continues through field practice, refresher training and ongoing support.

4.2 Key topics of initial training

The topics below form the **core** of initial training for CLMRS Personnel. They cover the essential elements required to ensure the effective acquisition of the key competencies defined in **section 3**.

The curriculum **does not** prescribe a **standardised duration or schedule** for these topics. The teams responsible for designing the training are invited to define the duration, sequence and teaching methods according to the context, the profile of the staff and the needs observed in the field, whilst ensuring a sufficient balance between theoretical input, practical application, simulations, practical fieldwork and feedback.

The learning objectives below specify the general aims of each topic and provide guidance for the design of training content and teaching activities.

Topics	Educational objectives
1. Child development, child labour and the rationale behind the CLMRS	To build a shared understanding of child labour, its causes and impacts, while incorporating key child development concepts and their links to risks and prohibited work. To enable staff to clearly situate the purpose, principles and theory of change of the CLMRS in order to understand how their actions contribute to the prevention and remediation of child labour and to guide their professional practice in the field.
2. Role, mandate and professional approach of the CLMRS Personnel	To enable CLMRS Personnel to understand and apply their mandate, responsibilities and limitations, whilst adopting an appropriate professional approach based on respect, neutrality and non-discrimination, in order to build relationships of trust with households and communities.
3. Child protection and safeguarding	To enable CLMRS Personnel to apply the principles of child protection and safeguarding in all their interventions, to identify situations of risk and to make appropriate decisions, in order to guarantee the safety and respect for children's rights.
4. Communication, interviews and ongoing support for change	Develop the skills of CLMRS Personnel in communication and conducting community and household entry, interviews to promote professional, respectful and effective interactions, and to support sustainable behavioural change among households and communities.
5. Raising awareness among households and communities	Enable staff to design and implement tailored awareness-raising activities, based on positive messages and participatory approaches, to encourage changes in household practices and community norms in favour of child protection.

6. Operational implementation of the CLMRS required activities	Enable CLMRS Personnel to implement the activities of the CLMRS required activities in a consistent, continuous and effective manner, in order to ensure the quality of child monitoring and the impact of interventions on households and communities.
7. Collection, management and use of CLMRS data	Enable staff to collect, manage and use data rigorously and responsibly, in order to support case monitoring, inform decision-making and improve the quality of interventions in the field.
8. Supervised professional practice and field immersion	Enable staff to apply their skills in real or simulated situations, to benefit from supervision and structured feedback, and to progressively enhance the quality of their professional practice.

4.3 Detailed description of essential themes

Each topic is developed according to a common pedagogical structure comprising: a general objective, learning objectives, and the topics to be covered by the training.

4.3.1 – Child development, child labour and the rationale behind the CLMRS

General objective

To enable CLMRS Personnel to understand the phenomenon of child labour and to clearly identify the purpose, principles and intervention logic of the CLMRS, in order to guide their actions in the service of prevention and Remediation.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- define and distinguish the main concepts related to child labour;
- explain the causes and main risk factors of child labour;
- describe the impacts of child labour on children's health, safety and development;
- explain the links between a child's age, their development and the risks associated with the activities they perform;
- explain the purpose and rationale for CLMRS intervention;
- link the various activities of the CLMRS to prevention and remediation objectives;
- identify their role and recognise the limits of their intervention.



Key takeaway

An understanding of child development is essential for analysing situations of child labour and tailoring interventions. It enables us to move beyond an approach based solely on prohibitions.

Detailed content to be covered

1. **Key definitions:** Child labour¹, hazardous work, worst forms of child labour, acceptable forms of child work, with useful legal references.
2. **Causes and risk factors:** poverty, limited access to quality education, agricultural constraints, social norms, specific vulnerabilities.
3. **Impacts on the child:** health, safety, development and schooling.
4. **Child development and its link to child labour:**
 - key concepts of physical, cognitive and psychosocial development according to age;
 - specific vulnerabilities of children according to their age;
 - link between activities carried out and risks to development;
 - justification for age limits and prohibited work.
5. **Purpose and principles of the CLMRS:**
 - objectives of the system;
 - key principles;
 - theory of change: the link between identification, monitoring, awareness-raising, provision of support, and ongoing facilitation of behavioural change by CLMRS agents throughout the process.
6. **Local protection ecosystem:** key stakeholders and the role of the CLMRS.
7. **Link to operational activities:** how activities (identification, awareness-raising, monitoring, documentation) contribute to prevention and remediation; role and limitations of staff (factual, respectful and non-judgemental approach).

4.3.2 Role, mandate and professional approach of the CLMRS Personnel

General objective

To strengthen the capacity of CLMRS Personnel to carry out their role in a professional and ethical manner, consistent with their mandate, by adopting an appropriate approach that enables them to build lasting relationships of trust with households and communities.

Learning objectives

By the end of this module, CLMRS Personnel will be able to:

- describe their remit, responsibilities and professional duties;
- clearly explain their role to households, children and community stakeholders;
- identify the limits of their role and recognise situations requiring referral to other services;
- adopt a professional approach based on respect, neutrality and non-discrimination;
- establish clear guidelines for communication when interacting with households and children;
- build and maintain a lasting relationship of trust with households and communities;
- report on situations encountered in a factual, clear and confidential manner.

¹ Definitions of child labour are based on international conventions, notably Convention No. 138 (1973) on the minimum age and Convention No. 182 (1999) on the worst forms of child labour of the International Labour Organisation (ILO).

Detailed content to be covered:

1. Mandate and responsibilities of the CLMRS Personnel

- main roles and tasks within the CLMRS framework;
- operational responsibilities;
- accountability and reporting obligations.

2. Limits of the role and referencing

- identification of situations outside the mandate;
- coordination with protection services and other stakeholders;
- referral mechanisms.

3. Presentation of the role and management of expectations

- explaining the purpose of visits and discussions;
- clarifying the officer's role with households;
- managing expectations (what the CLMRS Personnel can and cannot do).

4. Expected professional conduct

- neutrality, respect, non-discrimination;
- non-judgemental attitude;
- consistency and continuity in interactions;
- integrity and confidentiality.

5. Building a relationship of trust

- importance of maintaining continuity in the relationship with households;
- behaviours that foster trust;
- handling sensitive situations.

6. Accountability and quality of interactions

- clear and factual communication;
- respect for confidentiality;
- the importance of feedback and continuous improvement of practices.

4.3.3 Child protection and safeguarding

General objective

To ensure that all interventions carried out within the framework of the CLMRS respect the rights, safety and best interests of the child, and enable the appropriate prevention, identification and management of at-risk situations.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- apply the principles of child protection and safeguarding in all their interactions;
- ensure informed consent and confidentiality when collecting information;
- recognise high-risk situations and warning signs related to Child labour;
- identify situations requiring urgent or priority action;
- decide on the appropriate referral to the relevant services;

- document situations in a factual, secure manner that respects the child's dignity.



Point to note

When faced with a high-risk situation, the CLMRS Personnel must not attempt to resolve the problem alone. They must rely on referral mechanisms and the relevant stakeholders to ensure the child's safety.

Detailed content to be covered:

1. Fundamental principles of protection and safeguarding – the best interests of the child;

- the 'do no harm' principle;
- informed consent;
- confidentiality;
- personal safety.

2. Identification of risks and sensitive situations

- types of risks associated with child labour (including the worst forms);
- warning signs;
- rapid assessment of the severity of a situation;
- distinguishing between situations requiring follow-up and urgent situations.

3. Decision-making and referral mechanisms

- decision-making criteria (when to act, when to refer);
- referral procedures to the relevant services;
- coordination with protection agencies.

4. Documentation and information management

- collection of factual information;
- proportionality of the information collected;
- securing sensitive data;
- respect for the child's dignity.

5. Professional conduct in sensitive situations

- self-control;
- prudence and discretion;
- active respect for children's rights;
- managing difficult interactions.

4.3.4 Communication, interviews and ongoing support for change

General objective

To develop the communication and interview skills of CLMRS Personnel so that they can conduct professional, respectful and effective interactions, and support sustainable behavioural change among households and communities.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- structure an interview by defining its objective, framework and rules;
- conduct an interview tailored to the child's age and the household context;
- use communication techniques such as active listening, open-ended questions and paraphrasing;
- adapt their communication to build trust with households;
- use motivational interviewing techniques to support behavioural change;
- formulate positive messages that do not induce guilt;
- manage resistance and situations of opposition;
- conclude an interview by defining actions or follow-up steps.

Detailed content to be covered:

1. Fundamentals of professional communication

- communication tailored to children and adults;
- the importance of body language in the quality of interactions;
- respectful and non-judgemental communication.

2. Structuring the interview

- defining the purpose of the interview;
- outlining the framework (duration, rules, confidentiality, consent);
- introducing the interview to the household or the child.

3. Interview techniques

- active listening;
- open-ended questions;
- paraphrasing;
- summarising;
- adapting to age and context.



Point to note

An effective interview is not about persuading or giving instructions, but about creating a dialogue that enables the household to identify its own motivations and solutions.

4. Motivational interviewing and ongoing support for change

- basic principles of motivational interviewing;
- identifying motivations and barriers;
- Ongoing support for the household towards solutions;
- encouraging action.

5. Messages and communication for change

- formulating positive and inspiring messages;
- highlighting alternatives to child labour;
- tailoring messages to the household context.

6. Managing difficult situations

- dealing with resistance;
- dealing with refusal or reluctance;
- dealing with sensitive situations;
- maintaining a professional demeanour.

7. Closing and follow-up – summary of the interview:

- defining the next steps;
- link to CLMRS follow-up.

4.3.5 Raising awareness among households and communities

Overall objective

To strengthen the capacity of CLMRS Personnel to design and implement awareness-raising activities tailored to households and communities, in order to promote changes in behaviour and practices that protect children.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- explain the role of awareness-raising in the prevention and remediation of child labour;
- identify the key messages to convey to households and communities;
- formulate positive messages tailored to the realities of households;
- adapt messages according to the context, risks and identified needs;
- organise and facilitate awareness-raising sessions with households and communities;
- use the available awareness-raising tools (visual aids, flipbooks, films, guided discussions);
- encourage the participation of households and communities during the sessions;
- link awareness-raising activities to follow-up and Remediation actions.

Detailed content to be covered:

1. The role of awareness-raising in the CLMRS

- the link between awareness-raising and behaviour change;
- the relationship between awareness-raising, monitoring and remediation;
- the contribution of awareness-raising to changes in household practices and community norms.

2. Awareness-raising messages

- Identification of key messages relating to child labour;
- formulation of positive messages that do not induce guilt;
- highlighting alternatives and solutions;
- tailoring messages to local contexts;
- promote positive and motivating messages.



Point to note

Simply reiterating the rules is not enough to bring about a change in behaviour. Awareness-raising must also offer practical alternatives, promote positive practices suited to the context, and be consistent with the principles and methods of motivational interviewing.

3. Raising awareness among households

- targeted awareness-raising during visits;
- tailoring the message to the household's situation;
- linking to individual interviews.

4. Community awareness-raising

- organising group sessions;
- mobilising community stakeholders;
- adapting to local dynamics.

5. Awareness-raising methods and tools

- use of visual aids (flipbooks, posters);
- use of audiovisual materials (films, videos);
- facilitating participatory discussions and exchanges;
- managing group dynamics.

6. Conducting awareness-raising sessions

- preparing a session (objectives, messages, materials);
- facilitation and moderation;
- managing participation and interactions;
- adapting to the group's reactions.

7. Link to behavioural change

- identifying barriers and motivators;
- reinforcing messages over time;
- link between awareness-raising, ongoing support and observed practices.

4.3.6 Operational implementation of the CLMRS required activities

General objective

To enable CLMRS Personnel to manage the implementation of CLMRS activities in a consistent, continuous and effective manner, in order to ensure the quality of child monitoring and the impact of interventions on households and communities.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- plan their activities according to identified priorities and situations;
- conduct household visits in accordance with CLMRS principles;
- identify child labour situations and the associated risks;
- initiate appropriate follow-up with children and households;
- implement awareness-raising activities consistent with the identified needs;
- coordinate their actions with the supervisor and relevant stakeholders;
- ensure the continuity of follow-up until the situation is resolved or improved;
- keep a rigorous record of the actions carried out.

Detailed content to be covered:

1. Logic and sequence of the CLMRS required activities

- understanding the different stages of the CLMRS (planning, identification, awareness-raising, monitoring, remediation, closure);
- coordination between activities and continuity of interventions.

2. Planning and organisation of activities

- organisation of visits (households, farms);
- prioritising interventions according to the situation;
- preparation of visits based on available information.

3. Conducting visits and identifying situations

- conducting visits in accordance with CLMRS principles;
- identifying instances of child labour;
- observing and collecting relevant information.

4. Follow-up on cases and households

- establishing regular monitoring of identified children;
- adapting actions in line with changing circumstances;
- linking monitoring, awareness-raising and support.

5. Coordination and collaboration – interaction with the supervisor;

- collaboration with child protection services and other stakeholders;
- coordination of actions with partners.

6. Continuity and quality of interventions

- regularity of visits and follow-up;
- consistency between actions undertaken;
- importance of persistence in ongoing support.



Key points

The CLMRS is based on a continuous process. Its impact depends on the consistency, regularity and persistence of interventions over time, rather than on one-off actions.

7. Documentation of activities

- record the actions carried out;
- ensure the traceability of interventions;
- use the information to monitor cases.

4.3.7 Collection, management and use of CLMRS data

General objective

To ensure the responsible collection, management, and use of CLMRS data, thereby strengthening child monitoring and informing the decisions and actions of CLMRS Personnel.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- complete the required data collection tools correctly;
- explain the purpose of data collection within the CLMRS framework;
- verify the quality of the information collected (accuracy, consistency, completeness);
- correct data entry errors before transmitting the data;
- apply data protection principles (consent, confidentiality, data minimisation);
- use the data to guide the interview protocol, case management and prioritisation of activities;
- report any anomalies or issues relating to the data.

Detailed content to be covered:

1. The role of data in the CLMRS

- purpose of data collection;
- link between data, case management and decision-making;
- importance of data quality for the system's effectiveness.

2. Data collection

- tools used within the CLMRS;
- information to be collected during visits;
- best practices for data collection (clarity, accuracy, respect for the household).

3. Data quality – accuracy of information

- completeness of data;
- consistency of responses;
- checking for errors before transmission.

4. Data protection

- informed consent;
- confidentiality of information;
- minimisation of data collected;
- securing sensitive information.

5. Use of data – use of data to guide case management

- prioritisation of activities;
- link between data, visits and actions taken.



Point to note

Data collection must not become an administrative task disconnected from the field. The information gathered must be used to guide decisions and improve the monitoring of children.

6. Staff responsibilities

- accuracy in data entry and transmission;
- reporting of anomalies;
- compliance with rules and procedures.

4.3.8 Supervised professional practice and field immersion

General objective

To consolidate the theoretical and practical knowledge of CLMRS Personnel through application in real or simulated conditions, under supervision, in order to sustainably strengthen their professional skills and the quality of their interventions.

Learning objectives

By the end of this module, CLMRS Personnel should be able to:

- put the skills they have acquired into practice in real or simulated situations;
- conduct visits, interviews and awareness-raising activities in accordance with the principles of the CLMRS;
- comply with safety, ethical and child protection rules during interventions;
- receive and incorporate structured feedback to improve their practice;
- self-assess based on their field experience;
- identify their strengths and areas for improvement;
- adapt their practices based on the feedback received;
- report on their activities in a clear and professional manner.

Detailed content to be covered:

1. Framework for supervised practice

- objectives of the practical placement;
- importance of supervision;
- safety and ethical guidelines.

2. Real-life or simulated scenarios

- conducting home visits;
- conducting interviews with children and adults;
- implementing awareness-raising activities;
- documenting activities.

3. Observation of practices

- observation by the supervisor or trainer;
- use of observation grids;

- identification of strengths and areas for improvement.

4. Feedback and improvement-

- structured feedback following activities;
- identification of areas for improvement;
- adjustment of practices.



Key takeaway

Feedback is a key driver of learning. Observing practices followed by constructive feedback enables faster and more sustainable improvement in skills.

5. Self-assessment

- taking a step back to reflect on one's own practices;
- identification of the difficulties encountered;
- formulation of additional requirements.

6. Individual development plan

- setting improvement targets;
- monitoring progress over time;
- linking to supervision and coaching.

5. Refresher training, coaching and ongoing support

5.1 Why is continuous training essential?

Training for CLMRS Personnel does not end with initial training. Certain essential skills, particularly interview techniques, awareness-raising, professional conduct and the analysis of situations encountered in the field, develop gradually through practice.

Continuing training, through refresher courses and coaching, is a key lever for maintaining and improving the quality of interventions, correcting observed shortcomings and providing ongoing support to staff as they develop their skills over time.

It helps to strengthen the impact of the CLMRS by ensuring the continuous improvement of professional practices.

5.2 Refresher training

Refresher training aims to consolidate and deepen the skills of CLMRS Personnel following an initial phase of practical application in the field.

Unlike initial training, refresher training does not involve revisiting all the content, but focuses on the difficulties encountered, observed shortcomings and skills requiring reinforcement.

Refresher training must prioritise practice-based approaches, such as the analysis of real-life cases, role-playing, simulations and feedback.

The topics covered should be defined according to needs identified in the field, particularly regarding interviews, awareness-raising, data quality, professional conduct and the management of sensitive situations.

5.3 Coaching and field supervision

Coaching and field supervision² are essential tools for developing the skills of CLMRS Personnel.

They enable the observation of staff's actual practices in the workplace, the identification of strengths and areas for improvement, and the provision of structured feedback to enhance the quality of interventions.

Coaching should particularly focus on:

- conducting interviews;
- awareness-raising activities;
- professional conduct;
- compliance with child protection principles;
- the quality of the information gathered;
- the handling of complex situations.

Each coaching session must be based on the observation of practices, followed by constructive feedback, and enable the member of CLMRS Personnel to identify specific areas for improvement.

Coaching and supervision form part of a process of continuous improvement, complementing initial and refresher training.

6. Evaluation of the training

6.1 Purpose of the evaluation

The evaluation of training aims to verify that training programmes enable CLMRS Personnel to acquire the necessary knowledge and skills, improve their practices in the field, and contribute to the expected outcomes for children and households.

It also helps to identify areas for improvement, adjust course content and teaching methods, and continuously improve the quality of training.

The evaluation should be used as a tool for continuous improvement and not as a control mechanism.

² Ongoing support through coaching and on-the-job supervision is recognised as a key driver of professional skills development, particularly in approaches based on practical experience and feedback.

6.2 Reference framework: Kirkpatrick model³

Training evaluation can be based on the Kirkpatrick model, which distinguishes four complementary levels:

- **Level 1: Reaction**

Participants' assessment of the quality and relevance of the training.

- **Level 2: Learning**

Measurement of knowledge and skills acquired (exercises, simulations, role-plays).

- **Level 3: Behaviour**

Observation of staff practices in the field, particularly during supervision.

- **Level 4: Outcomes**

Improvement in data quality, case follow-up and interventions with households.

6.3 When and what to assess (initial + refresher)

Timing	Initial training	Refresher training
Before	Assessment of participants' baseline knowledge and needs	Identification of priorities based on observations in the field
During	Practical assessments (quizzes, case studies, role-plays)	Exercises based on real-life situations
After (end of training)	Assessment of learning outcomes + individual action plan	Progress assessment + development plan
After (in the field)	Observation of practices during supervision	Monitoring of knowledge transfer and continuous improvement

6.4 Essential tools

Assessment tools should be simple and practice oriented. They may include:

- observation grids for interviews, awareness-raising and visits;
- data quality checklists (accuracy, completeness, consistency);
- case studies and role-play scenarios;
- role-plays and practical exercises;
- short quizzes to test essential knowledge.

³ The Kirkpatrick model is a widely used framework for evaluating the effectiveness of training programmes across four levels: reaction, learning, behaviour and results.

6.5 Roles

- Trainers design assessment tools, lead assessment activities and conduct assessments during the training.
- Participants contribute to their own assessment through practical exercises and self-assessments.
- Supervisors play a key role in assessing practices in the field and monitoring staff progress.

6.6 Use of results and continuous improvement

The results of the assessments must be used:

- at an **individual level**, to identify areas for improvement and guide staff coaching;
- at a **collective level**, to adapt training content and methods;
- at **programme level**, to improve training schemes and enhance their impact.

Assessment must be part of a process of continuous improvement rather than control.

7. Trainers

7.1 Required profile

Those responsible for designing and/or delivering training for CLMRS Personnel must possess:

- in-depth knowledge of how CLMRS operates;
- relevant experience in child protection, community development or related fields;
- strong skills in adult training;
- the ability to adapt content and methods to the context and profile of the participants.

In addition to technical knowledge, trainers must be able to demonstrate the practices expected of CLMRS Personnel, particularly in terms of communication, professional conduct and adherence to child protection principles.

7.2 Role of trainers

The role of trainers is to translate this curriculum into training programmes tailored to the context, the needs of participants and the realities on the ground.

They are responsible for:

- adapting the content and teaching activities to suit the target audience;
- prioritising practice-based approaches (role-play, case studies, simulations);
- facilitating learning by drawing on participants' experience;
- ensuring the consistency of the messages conveyed in line with the CLMRS Manual and the principles of the system;
- helping to identify needs for refresher training and ongoing support.

Trainers must also work closely with supervisors to ensure consistency between training content and practices observed in the field.

7.3 Expected approach of trainers

Trainers must adopt an attitude consistent with that expected of CLMRS Personnel, by:

- demonstrating respect, neutrality and non-discrimination;
- favouring a participatory and non-judgemental approach;
- promoting learning through experience and exchange;
- applying the principle of 'do no harm' in all interactions.

They play a vital role as role models, contributing to the professionalisation of the CLMRS Personnel.



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