

Note: This training presentation is continually being evaluated and updated to reflect current needs and best practices. It should be viewed as work in progress.

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Training of Trainer Manual

Introduction to Learning to Work with Orphans and Vulnerable Children: A Workshop for Para-Social Workers

A Project of the Social Work HIV/AIDS
Partnership for Orphans and Vulnerable
Children in Tanzania

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INTRODUCTION

About this Program

This program has been developed to begin to equip those who provide care and support to orphans and vulnerable children with the knowledge and skills necessary to serve the needs of children and families infected and affected by HIV/AIDS. Care providers who complete this program will constitute a workforce of para-social workers who will help to bridge the gap between the extent of the need and the availability of trained social workers in Tanzania. The developers recognize that children and families have diverse needs that correspondingly require helpers with a broad range of knowledge and skills, many of which are beyond the scope of this curriculum. The intent of this curriculum is to introduce para-social workers to the basic concepts, processes, and helping skills that underlie all intervention with children and families, thus providing a foundation for effective intervention with this population.

The emphasis of the program is on skills development. Therefore, theoretical and conceptual material is presented in a manner that supports its application in working with children and families. Additionally, training methods employed emphasize active and experiential learning. Participants are given numerous opportunities to practice skills presented in the classroom setting in order to facilitate their transfer to real life work with children and families. Participants in the Introduction to Para-Social work program complete a workbook demonstrating their mastery of the skills included in the curriculum

This workshop is the first part of the three stage program to achieve basic Para-social work skills. Following this introductory workshop Para-social worker trainees will complete a six month supervised Para-social work fieldwork, followed by a subsequent 5 day training to review and enhance competencies to work in this area.

The conceptual framework for the curriculum is based upon the case management model. The program is comprised of eight days, each of which is intended to be delivered in approximately seven and a half contact hours (one training day). The content is organized around the steps of the case management model:

- Case identification
- Engaging clients
- Assessment
- Developing and implementing a plan of services
- Identifying service resources
- Monitoring and documenting services.

The material for each day includes a brief description of the module, the purpose of each activity, presentation materials, skills to be acquired, exercises to allow participants to practice the skills, and guidelines for presenting the material.

The developers of this program are appreciative of the care and support of the funders without whom the program would not have been possible.

Target Audience

Individuals who would be appropriate to participate in this training include all those who are working with orphans and vulnerable children and do not have professional social work training in intervention with children and families. This may include members of Most Vulnerable Children Committees, Community Justice Facilitators, Community Development Officers, employees of Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), Faith-Based Organizations (FBOs), Civil Society Organizations (CSOs), and others who are directly involved in providing care and support to orphans and vulnerable children.

TRAINING OF TRAINERS AGENDA (June/July 2008)

DAY /TIME	EVENT	RESPONSIBLE PERSON
Day One	Introduction and Teaching Methods	
0800-0830	Arrival and Registration, Pre-training Quiz	All
0830-0915	Opening Ceremony, Workshop Objectives, Ground Rules & Selection of Leadership	Zena to facilitate
915-930	Exercise to Introduce Participants	Sally
930-1030	Overview of Para Social Worker Training <ul style="list-style-type: none"> • Objectives • Content • Structure of training 	Zena and Donna
1030-1100	Tea Break	
1100-1200	Overview of Training Methods <ul style="list-style-type: none"> • Principles of Adult Learning • Review methods used in this training • Using the curriculum <ul style="list-style-type: none"> ○ Understanding the purpose of each activity ○ Using the participant manual/powerpoint slides ○ Sticking to the curriculum 	Donna and Theresa
1200-1245	<i>Training method:</i> Launching the Training <i>Content:</i> Opening Ceremony, Objectives, Electing officers, setting the tone, Icebreaker, expectations and ground-rules (both how to do it and review 1 st morning activities), participant information/pretest	
1245-1300	Questions and Discussion	
1300-1400	Lunch	
1400-1445	<i>Training Method:</i> Facilitating Expert Partner Presentation: DSW Presentation <i>Content:</i> Overview of concepts: Orphans/Most Vulnerable Children, Impacts of HIV-- National Guidelines for Community based Care, Support and Protection of OVCs. Social Work Process How do we find OVC? Outreach and Identification	Njimba and Bonnie Lubin
1445-1600	<i>Training Method:</i> Lecture Discussion and Brainstorming <i>Content:</i> Life of the Child I: Human Development <i>Process:</i> Demonstration Exercise on Brainstorming, Using Powerpoint, Engaging the large group	Donna, Sally and Zena
	<i>Training Method:</i> Video Case Example <i>Content:</i> Case Presentation video or live <i>Process:</i> Demonstrate and Discuss	
1600-1615	Drink Break	
1615-1645	<i>Training Method:</i> Lecture Discussion (covered above) <i>Content:</i> Legal and Ethical Issues <i>Process:</i> Content review and discussion	Chanila, Sally
1645-17:15	<i>Training Method:</i> Large Group Discussion <i>Content:</i> Plenary, Opportunity for group participants to raise issues of concern to them	Bonnie and Theresa
1715-1745	Sign up sheet for Teachbacks	Donna and Zena
1745-1815	Discussion, Questions and Closing for the day	

Day 2	TRAINING METHODS AND REVIEW OF PARASOCIAL WORKER TRAINING, CONTINUED	
830-900	Recap and Overview of Day	Zena and Bonnie
900-1000	<i>Training Method:</i> Large Group Lecture and Discussion <i>Content:</i> Engaging OVC and their Families, Issues in Communication with Children <i>Process:</i> Content Review and Discussion	Sally and Suleiman
1000-1115	<i>Training Method:</i> Large Group Lecture/Discussion, Small Group Activity and Poster Session <i>Content:</i> Life of the Child II: Crisis and Trauma <i>Process:</i> Content Review, Demonstrate exercise	Donna and Zena and Theresa
1115-1145	Tea Break	
1145-1300	<i>Training Method:</i> Small Group Skills Workshop, Preparation and Facilitation of skills group <i>Content:</i> Interviewing to engage clients obtain major information. <i>Process:</i> <ul style="list-style-type: none"> • Overview of Small Group Skills Workshop • Guidelines for Group Activities • Breakout and Demonstration of Group Activities (Refer to all Group Case Scenarios) 	Donna, Bonnie and Theresa
1300-1400	Lunch	
1400-1445	Skill Development Exercises and Workbook <ul style="list-style-type: none"> • Trainer responsibilities • Participant activities • Practice 	Donna and Zena
1445-1600	<i>Training Method:</i> Large Group Lecture/Discussion, <i>Content:</i> Assessment, Needs and Strengths, Eco-mapping <i>Process:</i> Content Review, Demonstration of eco-mapping, Ask TOT participants to do own eco-map	Donna and Zena
1600-1615	Drink Break	
1615-1645	<i>Training Method:</i> Group Case and Process Discussion <i>Content:</i> Participants present cases for discussion, need for confidentiality <i>Process:</i> Review guidelines for participant presentations of cases, Brief demonstration of case presentation and discussion	Sally and Theresa
1645-1745	Work on Teachback topics preparation	ALL
1745-1800	Discussion, Questions and Debrief for the day	Bonnie and Zena

Day 3	TRAINING METHODS AND REVIEW OF PARASOCIAL WORKER TRAINING, CONTINUED	
830-900	Recap	
900-1015	<i>Training methods:</i> Lecture/Discussion, Brainstorming, Mapping Exercise and Poster Session <i>Content:</i> Developing and Implementing A Plan of support and Working with Systems (Case Management), Case Conferencing <i>Process:</i> Content Review, Demonstration of mapping exercise	Suleiman and Sally
1015-1045	<i>Training Methods:</i> Lecture/Discussion <i>Content:</i> Self care and support and avoiding burnout <i>Process:</i> Content Review	Bonnie and Zena
1045-1115	Tea Break	
1115-1145	<i>Training Methods:</i> Lecture/Discussion and Brainstorming <i>Content:</i> Counseling of OVC, Risk Reduction and Behavior Change <i>Process:</i> Content Review	Njimba, Chanila and Bonnie
1145-1215	<i>Skills in Working with Groups</i>	Sally and Chanila
1215-1245	<i>Training methods:</i> Small group discussion and addressing participant responses and feelings <i>Content:</i> Participant feedback on personal eco-maps <i>Process:</i> Group discussion	Donna and Zena
1245-1315	<i>Training Method:</i> Skills Workshop <i>Content:</i> Case Conference using case <i>Process:</i> Brief review of exercise	Nathan and Suleiman
1315-1415	Lunch	
1415-1500	<i>Training Methods:</i> Large group activity, Lecture/Discussion <i>Content:</i> Life of the Child III: Stigma and Loss <i>Process:</i> Large Group Demonstration and content review	Donna and Theresa
1500-1615	<i>Training Method:</i> Lecture/Discussion and Brainstorming <i>Content:</i> Helping HIV Affected Children and Orphans, Prevention of Mother/Child Transmission, Counseling and Testing Adherence to HIV Medications, Skill Building Exercise <i>Process:</i> Content Review and Discussion	Sally, Bonnie and Suleiman
1630-1645	Drink Break	
1645-1745	Work on Teachbacks Preparation	ALL
1745-1800	Discussion, Questions and Closing for the day	Zena and Donna
Day 4 Monday	Training Coordination and Teachbacks	

830-930	<p><i>Training Methods:</i> Coordination, Organization, Problem Solving</p> <p><i>Content:</i> Preparing for training event</p> <ul style="list-style-type: none"> ○ Agendas ○ Logistics and venue ○ Participant criteria ○ Promotion and Inviting participants ○ Equipment ○ Materials ○ Supplies ○ Checklists ○ Per diems ○ Other things that come up <p><i>Process:</i> Explanation, use of coordination materials (e.g. checklists, calendars), demonstration</p>	Zena with Judith and Bonnie
930-1030	<p><i>Training Method:</i> Lecture/Discussion and Brainstorming</p> <p><i>Content:</i> Parenting and Supporting Families</p> <p><i>Process:</i> Content Review and Discussion</p>	Donna and Zena
1030-1100	Tea Break	
1100-1300	<p>Teachback presentations</p> <p>4 groups</p> <p>30 minute modules</p> <p>Work in pairs to:</p> <p style="padding-left: 40px;">Present Information</p> <p style="padding-left: 40px;">Facilitate Exercise</p> <p>Feedback</p>	All in small Groups with ISW and JACSW Facilitators
1300-1400	Lunch	
1400-1730	Teachbacks Continued	All in small Groups with ISW and JACSW Facilitators
1730-1800	Discussion, Debriefing, Preparation for Day 5	Zena and Sally

Day 5	Teachback Run Through and Closing	
830-100	Final Teachback in order of curriculum (large group)	ALL
1300-1400	Lunch	
1400-1530	Teachback Continued	ALL
1530-1630	Break	
1630-1800	<p>Closing Event</p> <ul style="list-style-type: none"> ○ Presentation of certificates ○ Next Steps 	ALL

Overview of Para-Social Worker Training

Para-Social Worker Training Workshop Program Objectives

By the end of this workshop, participants will be able to meet the following objectives:

1. Understand approaches to serve OVC affected and infected by HIV/AIDS and how to apply in providing care and support.
2. Understand the psychosocial problems and solutions regarding orphans and vulnerable children including child development and psychosocial assessment and how to apply in providing care and support.
3. Identify ways in which orphans are affected by the HIV epidemic in Tanzania, including risk reduction for parents and orphans, the health and social phases of HIV/AIDS as they affect children and families, and understanding of HIV treatment including opportunistic infections and antiretroviral therapy.
4. Identify and be able to address a range of psychosocial challenges related to HIV for orphans and vulnerable children including obtaining social support, providing counseling, addressing stigma.
5. Understand available resources and systems of care at the local, district and national level for orphans and vulnerable children, (including CMACs and MVC Committees) and develop skills in obtaining community services, and case management.
6. Understand the Tanzanian specific policies related to HIV/OVC and international policy contexts related to these areas.
7. Understand ethical issues that pertain to the provision of care and support to HIV/AIDS infected and affected orphans and vulnerable children
8. Develop skills in documentation, monitoring and reporting

Content

- Day 1: Introduction to and Identifying OVC
- Day 2: Developmental, Legal and Ethical Issues
- Day 3: Engaging OVC and their Families
- Day 4: Assessing Needs and Strengths
- Day 5: Developing and Implementing a Plan of Support,
Working with Systems (Case Management)
- Day 6: Counseling OVC and their Families
- Day 7: Helping HIV Affected Children and Orphans
- Day 8: Supporting Families

Structure of Training

- Complete Introduction to Para-Social Work (8 days)
 - Most days have a major topic to be discussed and use multiple learning methods

- Small Group Skills Development workshops are used to practice and demonstrate specific competencies
 - Use of role plays (all participants to develop a situation based on the topic in that day's training)
 - Use of practice rehearsals to practice particular skills (such as open ended questions, validating feelings, etc.)
 - Use of group process to share, model, support each other, etc.
- Participants demonstrate mastery by completing a workbook which is scored and evaluated by the trainers.

- Complete 6 months of supervised practice by a qualified supervisor

- Complete a 5 day Para-Social Worker Part II training (to be offered next year)

TRAINING METHODS

- Adult learning
- Presenting content including use of interactive discussions
- Small group exercises
 - Providing useful feedback
- Working with group and answering questions
- Group Leadership and Participation
 - Election of leaders
 - Recaps
 - Ground rules
 - Problem solving
 - Plenary Discussions
- Working with community
 - Developing speakers and case presentations
 - Panel discussion
 - Videos and dramatic presentations
- Using Materials
- Preparing for Training Event
 - Equipment
 - Supplies
 - Checklist
 - Per diems

Training of Trainers Presentation Slides

Sources:

Centre for Development and Population Activities, Training Trainers for Development, 1995.
International Training and Education Center on HIV, Building a Training Program,
Illinois Department of Public Health Training Resource Center, Train the Trainer, 2000

- What is a para-social worker?
 - Para-social workers are staff or volunteers of non-governmental, government and community organizations who have received training to assist in the delivery of social welfare services. Para-social workers may assess needs, provide support and refer clients to needed services

- Review of Objectives: Para-social worker Training
 - Understand approaches to serve OVC affected and infected by HIV/AIDS and how to apply in providing care and support.
 - Understand the psychosocial problems and solutions regarding orphans and vulnerable children including child development and psychosocial assessment and how to apply in providing care and support.
 - Identify ways in which orphans are affected by the HIV epidemic in Tanzania, including risk reduction for parents and orphans, the health and social phases of HIV/AIDS as they affect children and families, and understanding of HIV treatment including opportunistic infections and antiretroviral therapy.
 - Identify and be able to address a range of psychosocial challenges related to HIV for orphans and vulnerable children including obtaining social support, providing counseling, addressing stigma.

- Review of Objectives: Para-social worker Training #2
 - Understand available resources and systems of care at the local, district and national level for orphans and vulnerable children, (including cmacs and MVC Committees) and develop skills in obtaining community services, and case management.
 - Understand the Tanzanian specific policies related to HIV/OVC and international policy contexts related to these areas.
 - Understand ethical issues that pertain to the provision of care and support to HIV/AIDS infected and affected orphans and vulnerable children
 - Develop skills in documentation, monitoring and reporting

- Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV
 1. **Outreach and Identification**
 2. **Engagement of Orphans and Families**
 3. **Assessing Needs and Strengths**
 4. **Developing a Plan of Care: Networking and Identifying and Referral to Other Resources**
 5. **Providing Support and Services within the context of your organization**
 - **Helping HIV Affected Orphans and Vulnerable Children**
 - **Counseling OVC and Their Families**
 - **Developing Support Structures for OVC and their Families**

6. Ongoing case management, Advocacy and Followup

- Training Methods to Train Para-Social Workers
 - How do we learn best?
 - How to we teach best?
 - What is adult learning?
 - Seven Myths About Learning
 1. Some portion of the body must be in contact with a chair at all times in order to learn.
 2. The person who does the most listening is doing the most learning
 3. Being “on stage” giving information by lecture is the best way to facilitate learning
 4. When we listen harder we learn more
 5. The more serious the learning is the more we’ll remember
 6. A quiet room means people are learning
 7. Only experts talk in the classroom

- Adult learning occurs best when it:
 - Is self-directed*
Adults can share responsibility for their own learning because they know their own needs.
 - Fills an immediate need*
Motivation to learn is highest when it meets the immediate needs of the learner.
 - Is participative*
Participation in the learning process is active, not passive.
 - Is experiential*
The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- Adult Learning Principles
 - Is reflective*
Maximum learning from a particular experience occurs when a person takes the Time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.
 - Provides feedback*
Effective learning requires feedback that is corrective but supportive.
 - Shows respect for the learner*
Mutual respect and trust between trainer and learner help the learning process.

 - Provides a safe atmosphere*
A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.
 - Occurs in a comfortable environment*
A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

- Pike’s Laws of Adult Learning
 - Law 1: Adults are Babies with Big Bodies

Law 2: People don't argue with their own data

Law 3: Learning is directly proportional to the amount of fun you have

Law 4: Learning has not taken place until behavior has changed

Law 5: One measure of competence is when you can pass what you know on to someone else

○ Training Methods and Content

- We will present a summary of each component of the para-social worker training program
- As we present the content we will spend time describing the training techniques we use

○ Overview of Training Methods

- Adult learning
- Group Leadership and Participation
- Election of leaders
- Recaps
- Ground rules
- Problem solving
- Plenary Discussions Presenting content including use of PowerPoint
- Large group techniques
- Brainstorming
- Exercises
- Interactive discussions
- Small Group Exercises
- Providing useful feedback
- Working with group and answering questions
- Working with community
- Developing speakers and case presentations
- Panel discussion
- Videos and dramatic presentations
- Using Materials
- Preparing for training event

REVIEW OF CONTENT AND PROCESS

Day One: Introduction: Learning to Work with Orphans and Vulnerable Children

Introduction, Workshop Objectives, Ground Rules and Election

- Description of the Partnership
- Program Overview and Idea of Para Social Worker
- A brief note about Care and Support of OVC
- Opening of the Workshop
- Assessment of our Knowledge about Working with OVC/MVC & HIV/AIDS (Pre Test)

A. Ice breaker

Purpose of Activity (Objectives):

- To facilitate introduction of trainees to each other
- To increase trainees' comfort interacting with each other

Equipment Needed

- Activity sheets
- Pens/pencils

Instructions for Learning Activities

- Facilitator explains purpose of activity
- Facilitator distributes activity sheets (icebreaker questions) to trainees and reviews instructions
- Facilitator monitors activity and helps as needed
- After 10 minutes of activity, facilitator reconvenes group and leads *brief* discussion about the activity, e.g. what the trainees learned about each other

B. OVC and Identifying OVC

Purpose of Activity (Objectives)

- Sensitize training participants on the situation of OVC
- Help training participants gain cleared meaning of OVC
- Help training participants know process of OVC identification
- Help training participants build the skill of OVC programming
- Enhance training participant capacity on handling of OVC issues

Equipment Needed

- Computer
- LCD projector
- Flipchart and marker
- *Training Methods*
- lecture/discussion
- Brainstorming

Topic Outline

- Overview of Concepts: Orphans/Most Vulnerable Children and the Impact of HIV
- Who they are? Why they are vulnerable? Where they are?
- National Guidelines for Community-based Care, Support and Protection of OVCs
- Overview of the Social Work Process
- How do we find OVC? Outreach and Identification
- Panel Presentation of Community Caregivers and Programs: Real Life Examples

Instructions for Learning Activities

Facilitators present training objectives

Facilitators invite participants to reflect training topics/brainstorming

Training event chairperson calls for volunteers for plenary discussion on issues of OVC and OVC identification process

Facilitators provide input as needed

Day Two: Developmental and Legal and Ethical Issues**A. The Life of a Child: Human Development***Purpose of Activity (Objectives)*

- Understand the needs of all children, including OVC
- Know the five dimensions of child development
- Understand the significance of attachment in the development of children
- Understand the process of developing attachment relationships with children
- Understand the implications of child development and attachment in working with OVC

Equipment Needed

- Flip Chart
- Magic Markers
- Masking Tape (or self-adhesive flip chart)
- Computer
- Projector
- Screen (or clear wall space suitable for projection)
- Slides

Training Methods

- Brainstorming
- Lecture/Discussion

Topic Outline

- Overview of the needs of all children, including OVCs
- Dimensions and characteristics of child development
- Attachment/Bonding – definition, significance, process for developing
- Implications for OVCs

Instruction for Learning Activities

- Introduce topic and state learning objectives
- Conduct brainstorm on the needs of children
- Present and discuss five dimensions of child development
- Present and discuss characteristics of child development
- Present and discuss definition, significance and process for developing attachment relationships with children
- Discuss implications for OVC

B. Video Case Study: Dancing for Mwakaila*Purpose of Activity (Objectives)*

- Provide concrete example of life situation of OVC
- Provide participants opportunity to reflect on the strengths and needs of OVCs and their eco-systems
- Focus on implications of real life challenges for helping OVCs

Equipment Needed

- If Video: computer, projector, screen (or clear wall space), video of child situation
- If Live: no equipment unless requested by presenter

Training Methods

- View the video, thinking about how we may use it
- Brainstorm and then discuss ideas on how to use video
 - Discussion after participants see the curriculum
 - What is your own reaction to the video—how do you feel seeing this case?
 - How is this like or unlike orphans you or participants may work with?
 - What can we learn about the para-social work process through this video?
 - How the video may be referred as an example throughout the training

Instruction for Learning Activities

- Introduce session and learning objectives
- Play video
- Lead Question/Answer session with presenters
- Summarize discussion focusing on implications for working with OVC

C. Legal and Ethical issues*Purpose of Activity (Objectives)*

- To define the terms “ethics” and “law”
- To explain and discuss ethics as applicable to OVCs and para social workers
- To review active laws relevant to OVCs

*Learning Activities**Equipment Needed*

- Computer
- LCD projector
- Presentation
- Flipchart/markers

Training Methods

- Presentation
- Brainstorming
- Q & A/Discussion

Topic Outline

- Definition of “ethics” and law”
- Review of ethics relevant to para social workers and to OVCs
- Review of current laws

Instructions for Learning Activities

- Facilitator presents training material using presentation
- Facilitator encourages periodic questions, comments, and brainstorming from trainees
- Facilitator guides discussion, answers questions, and provides input as needed

D. Plenary Discussion

Purpose of Activity (Objectives)

- For group to be able to raise any issues they have that have not been covered or further discussion about topics

Learning Activities

- Open forum for discussion

Equipment Needed

- None

Training Methods

- Large Group discussion

Instruction for Learning Activities

- Invite chairperson to take the floor
- Chairperson calls for questions or issues
- Facilitators provide input as needed
- Chairperson makes any announcements to the group

Group Exercise: Skills workshop using group case: Identifying Orphans

Note: The training methods are presented in Day 3

Day Three: Engaging OVC & Their families

A. Engaging OVC and Communication with Children

Purpose of Activity (Objectives)

- To explain various strategies for rapport building and engagement
- To describe interview skills and review their use
- To identify engagement and communication skills which are developmentally appropriate for children

*Learning Activities**Equipment Needed*

- Computer
- LCD projector
- Presentation
- Flipchart/markers

Training Methods

- Presentation
- Brainstorming
- Q & A/Discussion

Instructions for Learning Activities:

- Facilitator presents training material using presentation
- Facilitator encourages periodic questions, comments, and brainstorming from trainees
- Facilitator guides discussion, answers questions, and provides input as needed

Topic Outline

- Basic Engagement Techniques
- Empathy
- Questioning
- Responding Skills
- Other Ways to Listen
- Qualities of a Good Counselor
- The Strengths Approach
- Guidelines for Communicating with Children
- Points to Consider when Communicating with Children

B. Life of the Child II: Crisis and Trauma

Purpose of Activity (Objectives)

- Define and differentiate crisis and trauma
- Explain the impact of crisis and traumatic life experiences on children
- Present ways to help children and families who have experienced crisis and trauma
- Develop age appropriate strategies to help children who have experienced crisis and trauma

Equipment Needed

- Computer
- Projector
- Screen (or clear wall space)
- Slides on crisis and trauma
- Flip Chart
- Magic Markers
- Masking Tape (or self-adhesive flip chart)

Training Methods

- Lecture/discussion
- Group exercise
- Poster session

Topic Outline

- Definition of Crisis and Trauma
- Crisis Formation
- Description of effective and ineffective coping in crisis
- How to help persons in crisis
- Process of trauma
 - Responses to trauma
 - Post-traumatic stress disorder (PTSD)
 - How to respond to children who have experienced trauma

Instructions for Learning Activities

- Conduct lecture/discussion on crisis and trauma using slides.
- Conduct small group exercise to develop age appropriate intervention plans for children who have experienced crisis and/or trauma according to instructions on slide
- Ask small groups to hang their intervention plans on the wall around the classroom. Allow participants approximately 20 minutes to read the plan developed by each group.

D. Skills workshop using group case: Interviewing clients to obtain major information

Purpose of Activity:

The group skill building exercises are designed to give the participants experience applying the concepts discussed during workshop presentation sessions.

Participants will:

- Review a case situation involving a child and available support people or family members
- Ask and discuss questions and pertinent information about the care situation
- Practice at least one skill related to the case, such as case exploration, communication skills, role play, develop a service plan
- Provide and receive feedback related to skills demonstrated

Equipment Needed

- Flipchart and markers
- Instructions for exercise

Training Methods

- Small group discussion
- Skill simulation or role play

Instructions for Learning Activities

- Meet in small groups, introduce group members
- Identify a recorder to present outcomes during recap
- Review specific instructions for group activity
- Discuss relevant case information
- Participate in exercise as participant and/or observer
- Debrief and provide feedback
- Assist in preparing for presentation at recap

Day Four: Assessing Needs and Strengths

Skill Development Exercises and Workbook

Purpose

- To provide a tool to facilitate skill development by training participants
- To provide a format to guide trainers' assessment of skill development for participants

Trainers' Roles

- Explain clearly the group task assignment for each day
- Guide trainees through skill development tasks
- Assess trainees' performance of the assigned task
- Provide feedback to trainees to improve skill
- Record skill assessment in each trainee's workbook

Skills Report				
Name: _____				
Organization: _____		Location: _____		
Skill Area	Activity	Facilitator rating	Date	Facilitator signature and comments
1. Outreach and Identification	Complete Client Identification Form			
2. Engaging and Communication with Clients and Families	Demonstrate two communication/engagement skills			
3. Assessment of Needs and Strengths	Complete eco map or psychosocial assessment form for client			
4. Plan of service tied to assessment	Complete at least 2 steps of client service plan			
5. Linking clients to services	Show at least one linkage to community program to address client need on service plan			
6. Followup and support Plan	Develop at least two activities to follow-up the client and provide support			

Rating scale: 0= not done; 1 = good; 2= very good

A. Assessing Needs and Strengths

Purpose of Activity (Objectives)

- Define assessment in the context of working with OVCs
- Present the purposes and process of assessment
- Describe the characteristics of effective assessments
- Present the eco-map as a tool to facilitate effective assessments with OVCs
- Present case documentation and recording as essential elements of assessment and all work with OVCs

Equipment Needed

- Computer
- Projector
- Screen (or clear wall space)
- PowerPoint slides on assessment
- Flip Chart
- Magic Markers
- Masking Tape (or self-adhesive flip chart)
- Handouts: blank eco-map and completed eco-map

Training Method

- Lecture/Discussion

Topic Outline

- Definition of Holistic Assessment: Needs and Strengths
- Steps in conducting assessments
- Characteristics of effective assessments: partnership, strengths based, ecological perspective
- Eco-map: a tool for holistic assessment
- Case recording

Instructions for Learning Activities

- Introduce assessment as essential step in para-social work process
- Ask participants whether they have participated in assessments and what the process was like for them
- Point out that assessment is important in order to plan and implement actions that are truly helpful to children and their families
- Present and discuss the specific purposes for assessment in work with OVCs
- Present and discuss the steps in conducting assessments
- Present and discuss the characteristics of effective assessments: partnership with children families, focus on strengths, ecological perspective
- Present the eco-map as a tool for facilitating assessments
- Draw blank eco-map on flip chart demonstrate how to complete it.
- Distribute the handouts with a blank eco-map and a completed one.
- Ask participants to complete an eco-map for their own household as a learning exercise.
- Discuss the recording of information gathered during the assessment process. Emphasize the importance of preserving information for the children.

E. Group Case and Process Discussion: Participants to Present Case(s)

Purpose of Activity (Objectives)

- Provide opportunity for participants to apply concepts presented in class to real case situations
- Provide opportunity for participants to consult with colleagues regarding case situations

Equipment Needed

- None

Training Methods

- Participant presentation
- Group discussion

Topic Outline

- Introduction of session including purposes
- Participant presentations
- Group Discussion

Instructions for Learning Activities:

- Prior to the session announce the opportunity to present cases for discussion to the class and ask for volunteers. The number and length of the presentations must be limited to accommodate the time allotted to the session. Remind presenters of the confidential nature of the information and that they must not reveal identifying information.
- Introduce session including the purposes of the session
- Remind the class of the confidential nature of the information to be discussed and that the information must not be shared with persons not participating in the class.
- Introduce participants presenting and allow to present case
- Guide group discussion of case to apply para-social work concepts and principles presented in the course.

C. Skills Building Workshop Assessment Case Seminar Using Group Case: Assessing Children and Families

Day Five: Developing and Implementing a Plan of Support. Working with System Roles for Para Social Workers

Purpose of Activity (Objectives)

This unit provides participants with information and skills relating to coordination of services and case management as well developing a service plan and conducting a case conference.

At the end of this unit the participants should be able to:

- Explain the concepts of coordination of care and role of case manager with orphans and vulnerable children, particularly related to HIV
- Describe at least one model of case management including the steps in case management
- Demonstrate a service plan including several action steps with at least one case of an HIV affected orphan or vulnerable child and their support people
- Identify others who may be involved in service planning, such as teachers, MVCC members, health care providers and what is their role in service delivery
- Describe some ways to evaluate successful case management
- Demonstrate skills related to conducting a successful case conference

Learning Activities

- Lecture/Discussions including presentations
- Interactive questions and answers
- Service mapping exercise:
 - participants divide by wards
 - each group identifies related services in community
 - the group draws a geographic map depicting services in the community
 - each group hangs the map on the wall for all to see (poster session)
 - group reporter then describes the map during group debriefing
- Small group experiences on developing a service plan with a multi-professional team for a child needing help
 - Large group divides into groups of 4-6

Equipment Needed

- Flip chart and stand, markers and pens, masking tape
- Notebooks
- LCD projector and computer or overhead projector and transparencies and screen

Resource Material

- Participant manuals
- Maps and listings of services in areas if available

Topic Outline

- Overview of community system of care and support, case management process and models implementing plans of support
- Exercise. Mapping community support resources
- Self care and support and avoiding burnout
- Preparation of groups
- Skills Workshop
- Case Conference using case

Day 6: Counseling OVC and their families

A. Counseling OVC and their families

Purpose of Activity (Objectives)

The ability of a social worker to reflect sound professional competencies in his or her work, depends in a way upon good foundation work laid down during theoretical and practical educational programs at the training period. This is emphatically true with social workers who work with OVC, their caregivers and other stakeholders in the service provision. At the end of this course, student trainees should be able to:

- Understand and comprehend the concepts, principles, and skills needed in counseling
- Conduct counseling in social agencies and any work setting including at community level

Learning Activities

- Facilitation
- Lecturers-Lesson notes handouts
- Discussions
- Case studies presentations

Equipment Needed

- Flip chart
- Markers
- Computer
- LCD projector
- Screen

Training Methods

Topic Outline

- Using a Framework for Counseling of OVC
- Risk Reduction and Behavior Change

Skills in Working with Groups

Roles of the Leader/Facilitator

- Manage the task
- Time keeper
- Facilitator
- Ensure everyone participates and learns the skills
- Protector– deal with the feelings, problems, conflicts
- Share the leadership
- Summarizer
- Set the tone

Group Process

- Interaction
- Establishing roles
- Norms and ground-rules
- Culture and customs
- Managing Conflict
- Group Process--Stages
 - Engaging and meeting
 - Developing roles and functions
 - Working together
 - Evaluate the process

B. Life of a Child, III; Stigma and Loss

Purpose of Activity

- Define stigma
- Identify factors that contribute to HIV/AIDS related stigma
- Identify the effects of stigma
- Identify actions that can be taken at the community and societal levels to reduce stigma
- Identify ways to overcome the impact of stigma and loss on children

Equipment Needed

- Computer
- Projector
- Screen (or clear wall space)
- Stigma and loss slides
- Flip Chart
- Markers

Training Methods

- Large group exercise
- Lecture/Discussion

Topic Outline

- Large group exercise
- Definition of stigma
- Results of stigma
- Community and societal level actions to reduce stigma
- Ways to reduce impact of stigma on children – essential connections

Instructions for Learning Activities

- Large Group Exercise
 - Prior to introducing the topic for the session, tell participants they have been working hard and you would like to change pace by playing a game.
 - Display the slide listing various occupations.
 - Tell participants to imagine they are having a large party to celebrate an important event in their lives. They have already invited all their family and friends to the event. They now have the ability to invite 5 additional people to the event. Ask them to select 5 people from the list on the slide that they would invite to their party.
 - When all have made their selections, announce each occupation on the list and ask participants who invited that person to raise their hands.
 - Record the number of hands raised on the flip chart.
 - When the voting is completed, mention the occupations that received the greatest number of invitations. Ask participants why they wanted to invite that person to their party. (In prior sessions answers have included comments such as: religious leaders are honest, moral people so I wanted to invite him or her, etc)
 - Next, mention the occupations that received the smallest number of votes and ask why they did not invite that person to the party. (In past sessions answers have included comments such as daladala drivers are criminals).
 - Point out that the only information participants have about their invitees is their occupation and they are making judgments about the individuals based solely on their preconceived ideas – or prejudices – regarding the occupation. This is the essence of stigma and discrimination.
 - Take some time to discuss and process this with participants to address their feelings about the exercise and solidify the learning.

- Lecture/Discussion
 - Build upon the introduction of the topic presented in the large group exercise.
 - Tell the purposes of the session on stigma and loss.
 - Conduct an interactive lecture/discussion regarding the content on stigma.

C. Skills Workshop: Using Group Case: Case Conferencing to Develop a Service Plan

Day Seven: Helping HIV Affected Children & Orphans

Purpose of Activity (Objectives)

This unit aims to provide participants with elementary knowledge of what HIV does in the body, its signs, symptoms and opportunistic illnesses, and knowledge of the progression to AIDS.

At the end of this unit the participants should be able to:

Knowledge

- To explain the conceptual meaning of HIV, AIDS, Window
- Describe in general term what HIV does in the body including stages of HIV/AIDS
- Describe common signs and symptoms of AIDS
- Describe ways orphans and vulnerable children are affected by HIV
- Describe specific issues related to HIV that affect transmission from mothers to children

Skills

- Identify and answer questions people often ask about HIV/AIDS
- Identify roles of social worker and social welfare programs related to HIV/AIDS, orphans and vulnerable children within participant worksites.

Learning Activities

- Lecture/Discussions including presentations
- Interactive questions and answers
- Small group experiences on developing a service plan when HIV is an issue

Equipment Needed

- Flip chart and stand, markers and pens, masking tape
- Notebooks
- LCD/Beam projector and computer or overhead projector, transparencies and screen

Resource Material:

- Participant manuals
- HIV prevention material, brochures
- Condoms- “male and female”

Topic Outline

- Overview of HIV/AIDS infection control and risk reduction.
- Prevention of mother to child transmission.
- Adherence to medication including ARVs
- Visits of Community Based Program Panel
- Skills Building workshop; Case Planning when HIV is an issue

Training Methods: Coordination, Organization, Problem Solving

Content: Preparing for training event

- Agendas
- Logistics and venue
- Participant criteria
- Promotion and Inviting participants
- Equipment
- Materials
- Supplies
- Checklists
- Per diems
- Other things that come up

Process: Explanation, use of coordination materials (e.g. checklists, calendars), demonstration

Day Eight: Supporting Families

Purpose of Activity (Objectives)

- Understand the importance of and skills necessary to support caregiving families.
- Identify research-based positive parenting practices to teach caregiving parents
- Identify predictable challenges to families when adding new family members, especially children who have experienced loss and other traumatic experience
- Identify strategies for building support for caregivers

Equipment Needed

- Computer
- Projector
- Screen (or clear wall space)
- Slides on parenting

Training Methods

- Lecture/Discussion

Topic Outline

- Framework for Supporting Families
- Parenting Skills and Building Parenting Relationship.
- Family Transitions
- Building a Base of Support
- Caring for Caregivers
- Skills Building Exercise

Instructions for Learning Activities

- Introduce and present purposes of session.
- State that the material on parenting provides essential information para-social workers can use in supporting caregivers of OVCs.
- Conduct interactive lecture/discussion of parenting skills.
- Identify other challenges caregiving families may face including changes in family membership, financial hardships, etc.
- Conduct lecture/discussion regarding building a base of support and caring for caregivers.

Closing Ceremony

- Course summary and debriefing
- Evaluation
- Closing Ceremony
- Awarding of Certificates

Evaluation Approaches

Participant Information

A short information sheet is provided for participants on day 1 to describe their background and activities with OVC and HIV. These are reviewed by trainers to understand the group composition. A pre-program assessment is included that assesses participants knowledge and attitudes at the start of training.

Daily Evaluation Forms

The daily evaluation form is a short checklist and short answer sheet for participants to note what they feel is good and needs improvement about the training. These are used after the second and fifth session to provide feedback to trainers which may lead to adjustments in the training program.

Final Evaluation Forms

The final evaluation form provides feedback from the participants about all aspects of the program. In addition the participants will complete the knowledge and attitude assessment to determine changes over the course of the workshop.

Follow-up

A brief follow-up assessment for is used 6-8 weeks after the training. In person or telephone interviews assess what specific actions the participant has taken related to the training in the past month.

Handouts and Resources

- Training Agenda for Para-Social Worker Workshops
- Presentation Slides
- Group Case Scenarios
- Group Tasks
- Additional Materials

PARA SOCIAL WORKERS TRAINING SAMPLE AGENDA

Note: the order of presentation may be modified if more than one program occurs simultaneously.

DAY /TIME	EVENT	RESPONSIBLE PERSON
Day One	Introduction to OVC and Identifying OVC	
0800-0830	Arrival and Registration	All
0830-0845	Introduction, Workshop Objectives, Ground Rules and Election	Coordinator
0845-0900	Description of the Partnership Program Overview and the Idea of the Para Social Worker	Coordinator.
0900-9:15	A Brief Note about the Care and Support of OVC	District or Municipal Representative
0915-0945	Opening of the Workshop	Commissioner or Representative
945 - 1000	Assessment of our Knowledge about Working with OVC/MVC & HIV/AIDS (Pre Test)	Coordinator
1000-1030	Tea Break	ALL
1030-1100	Ice Breaker	
1100-1300	Overview of Concepts: Orphans/Most Vulnerable Children, Impacts of HIV-- Who They are? Why Are They Vulnerable? Where Are They? National Guidelines for Community-based Care, Support and Protection of OVCs	DSW Representative
1300-1400	Lunch Break	ALL
1400-1500	Overview of the Social Work Process	
1500-1630	How Do We Find OVC? Outreach and Identification	DSW Representative
1630-1645	Break	
1645-1800	Panel Presentation of Community Caregivers and Programs: Real Life Examples	Coordinator to arrange, Chairperson and Trainer to facilitate
Day Two	Developmental and Legal and Ethical Issues	
0830-0900	Recap	Participants
0900-1030	The Life of a Child: Human Development	Trainer
1030-1100	Tea Break	ALL
1100-1145	Case Example (Video or Live)	Trainer
1145-1245	Plenary Discussion	Chairperson
1300-1400	Lunch Break	
1400-1515	Legal and Ethical Issues	Trainer
1515-1530	Preparation for Groups	Trainer
1530- 1545	Break	
1545-1745	Skills Workshop Using Group Case Identifying Children in Need Group Exercise	4 groups, trainers to facilitate (3 groups for secondary trainings)
Day Three	Engaging OVC & Their families	

DAY /TIME	EVENT	RESPONSIBLE PERSON
0830-0915	Recap	Secretariat and Participants
0915-1030	Engaging clients Issues in Communicating and Interviewing Families	Trainers
1030-1100	Tea Break	ALL
1100-1230	Issues in Communication with Children	Trainers
1230-1300	Plenary discussion	Chairperson
1300-1400	Lunch Break	ALL
1400-1530	Life of the Child II: Crisis and Trauma	Trainers
1530-1545	Preparing for Group	Trainer
1545-1600	Break	
1600-1745	Skills Workshop using Group Case. Interviewing to Engage Clients to Obtain Major Information.	4 groups, trainers to facilitate (3 groups for secondary trainings)
Day Four	Assessing Needs and Strengths.	
0830-0915	Recap	Secretariat and Participants
0915-1030	The Concept of Holistic Assessment; Needs and Strengths	Trainers
1030-1100	Tea Break	ALL
1100-1230	Assessing the Child's Needs, Continued	Trainers
1230-1300	Plenary Discussion	Chairperson
1300-1400	Lunch Break	
1400-1530	Case Discussion: Participants to Present Case(s)	Trainers
1530-1545	Break	
1545-1745	Skills Building Workshop Assessment Case Seminar Using Group Case	4 groups, trainers to facilitate (3 groups for secondary trainings)
Day Five	Developing and Implementing a Plan of Support: Working with System Roles for Para Social Workers	
0830-0915	Recap	Secretariat and Participants
0915-1030	Overview of Community System of Care and Support: Case Management Process and Models Implementing Plans of Support	Trainers
1030-1100	Tea Break	ALL
1100-1300	Exercise. Mapping Community Support Resources	Trainers
1230-1300	Plenary Discussion	All
1300-1400	Lunch	All
1400-1530	Self care and Support to Avoid Burnout	Trainers
1530-1545	Preparation of Groups	Trainer
1545-1600	Break	
1600-1745	Skills Workshop Case Conference	4 groups, trainers to facilitate (3 groups for secondary trainings)
Day Six	Counseling OVC and their families	
0830-0915	Recap	Secretariat and Participants

DAY /TIME	EVENT	RESPONSIBLE PERSON
0915-1030	Using a Framework for Counseling of OVC	Trainers
1030-1100	Tea Break	ALL
1100-12:30	Risk Reduction and Behavior Change	Trainers
12:30-13:00	Plenary Discussion	Chairperson
1300-1400	Lunch Break	ALL
1400-1530	Life of a Child, III: Stigma and Loss	Trainers
1530-1545	Break	
1456-1745	Skills Workshop: Case Conference	4 groups, trainers to facilitate (3 groups for secondary trainings)
Day Seven	Helping HIV Affected Children and Orphans	
08:30-0900	Recap	Secretariat and Participants
0900-1030	Overview of HIV/AIDS Infection Control and Risk Reduction	Trainers
1030-1100	Tea Break	ALL
1100-1200	Prevention of Mother to Child Transmission.	Trainers
12:00 – 12:30	Adherence to Medication Including ARVs	Trainers
12:30-13:00	Plenary Discussion	Chairperson
1300-1400	Lunch Break	ALL
1400-1530	Visits of Community-based Program Panel	Coordinator
1530-1545	Break	
1545-1745	Skills Building Workshop: Case Planning when HIV Is an Issue	4 groups
Day Eight	Supporting Families	
0830-0915	Recap	Secretariat and Participants
0915-1030	Framework for supporting Families: Parenting skills and Building the Parenting Relationship. Family Transitions	Trainers
1030-1100	Tea Break	
1100-1230	Building a Base of Support Caring for caregivers	Trainers
12:30-13:00	Plenary Discussion	Chairperson
1300-1400	Lunch Break	
1400-1500	Skills Building Exercise	Trainer and Participants
1500-1515	Break	
1515-1600	Course Summary and Debriefing Evaluation	Coordinator
1600-1700	Closing Ceremony Awarding of Certificates	Coordinator and Municipal or DSW Guests

Training Aids/tools

Presentation Slides

Group Case Scenarios

Group Tasks

Additional Material