

# Welcome to the Thogomelo Child Protection Skills Development Programme

The Thogomelo **Child Protection Skills Development Programme** for supervisors of community caregivers (CCGs) intends to build your knowledge and skills to respond to vulnerable children incorporating the provisions of the Children's Act No. 38 of 2005.

**The programme mainly aims to:**

- Increase the capacity of coordinators and supervisors in community caregiver organisations to act as child protection resource people within communities, in order to strengthen the response to child protection issues and to support individual CCGs to do the same.
- Build the skills, knowledge and practice of coordinators and supervisors who are in direct contact with CCGs who engage and respond to children and families.
- Build the skills to become child protection resource people in their communities: to network, work in a multi-sectoral response and enable a safer environment for children.
- Equip them with the set of skills necessary to support CCGs in building their psychosocial wellbeing while dealing with effects of working with vulnerable children and responding to child abuse, neglect and exploitation.

The primary targeted learners for the Thogomelo Child Protection Skills Development Programme are supervisors, coordinators and managers responsible for managing CCGs working with children and families/households or providing direct services to vulnerable children.



The core framework for the content and scope of this Skills Development Programme is the Children's Act No. 38 of 2005.

The programme will assist you to strengthen your skills when responding to vulnerable children. It will help you to maintain your psychosocial wellbeing through developing effective referral systems and a supportive network in your community.

It is important that your organisation becomes a part of this process so that they are aware of the issues we will be dealing with during this programme. The aim is to improve the quality of your services to beneficiaries (in particular vulnerable children).

The Skills Development Programme will be implemented by accredited Training Service Providers (TSPs) in each province. These TSPs will have a background in child protection.


From the Thogomelo team, GOOD LUCK and have FUN!




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# List of acronyms



AIDS	Acquired Immune Deficiency Syndrome
CCG	Community Caregiver
CBO	Community-Based Organisation
CP	Child Protection
DSD	Department of Social Development
FBO	Faith-Based Organisation
HDA	Health and Development Africa
HIV	Human Immunodeficiency Virus
HWSETA	Health and Welfare Sector Education and Training Authority
IHAA	International HIV/AIDS Alliance
NDSD	National Department of Social Development
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
PATH	Program for Appropriate Technology in Health
PoE	Portfolio of Evidence
PSS	Psychosocial Support
QMS	Quality Management System
SAG	South African Government
SDP	Skills Development Programme
SS	Supportive Supervision
SAQA	South African Qualifications Authority
TSP	Training Service Provider
USAID	United States Agency for International Development





# Introduction and background

The Thogomelo Child Protection Skills Development Programme aims to increase the capacity of managers and coordinators in community caregiver organisations to act as child protection resource people within communities. This is in order to strengthen the response to child protection issues and to support individual CCGs to do the same.

The purpose of this Skills Development Programme is to build the skills, knowledge and practice of coordinators, supervisors and managers who are in direct contact with CCGs who engage and respond to children and families.

In addition, the purpose is to build the skills of these learners to become child protection resource people in their communities. They need to network, work in a multi-sectoral response and enable a safer environment for children.

Due to the effects of working with vulnerable children and responding to child abuse, neglect and exploitation, the Thogomelo Child Protection resource person will need to be able to support CCGs in building their psychosocial wellbeing. Consequently, this element is included in the Skills Development Programme.



## Who are the partners in this project?

The Thogomelo Project was initiated by South Africa's Department of Social Development (DSD) with the support of the United States Agency for International Development (USAID) in 2008. The project is managed by a consortium comprised of the Program for Appropriate Technology in Health (PATH), Health and Development Africa (HDA) and the International HIV/AIDS Alliance (IHAA).

The immediate goal of the project is to strengthen the capacity of CCGs through the provision of accredited Skills Development Programmes. This will in turn improve the care, support and protection of the vulnerable children in their care.

The pilot phase of the project ran from October 2008 to September 2013. After this an extension was granted for a further 3 years, until end April 2016.

# What does accredited training mean?

## Accredited training means the following:

- You will be registered as a learner with the Health and Welfare Sector Education and Training Authority (HWSETA).
- You will be expected to submit a Portfolio of Evidence (PoE) with the four workbooks and two summative assessments.
- The portfolio will be assessed against Unit Standards with certain assessment criteria.
- The project uses an integrated method of assessment where learners are assessed *during* the training (formative assessment) and *after* the training (summative assessment).
- If you are found competent, you will be awarded credits according to the Unit Standards that you have been assessed against.
- At the end you will receive a certificate of competence for the Skills Development Programme.

## What Unit Standards make up the Skills Development Programme?

The Skills Development Programme is aligned to the National Certificate: Victim Empowerment Level 3, Qualification ID: 49688.

The table opposite shows the list of Unit Standards that make up the Skills Development Programme. The number of credits indicates the number of credits these Unit Standards contribute to the qualification, and not the number of credits required for the qualification.

Unit Standard ID	Unit Standard Title	Level	Credits	Registration End Date	Achievement
120081	Provide support to child victims of abuse, neglect and exploitation	4	4	2015/06/30	2019/06/30
119722	Identify intervention services and provide support to children and youth victims of abuse and neglect	3	4	2015/06/30	2019/06/30
119725	Provide support to victims of sexual offences	3	4	2015/06/30	2019/06/30
119726	Participate in public education and advocacy campaigns in communities	3	4	2015/06/30	2019/06/30
13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	3	5	2015/06/30	2019/06/30
TOTAL NUMBER OF CREDITS:			21		

## Who should participate in this Skills Development Programme?

This training is aimed at the National Qualifications Framework (NQF) Levels 3 and 4. This is the equivalent of Grade 11 and 12 learners. The potential learner must be able to read and write English and be over the age of 18 years. The motivation for this level of training is that learners need to be able to engage at a knowledge and skill level with the learning material, which is at a moderately complex level. At the end of this programme learners must:

- be able to work with children and families who are vulnerable or have been victimised;
- be able to work independently in applying what they have learnt in their organisations;
- be able to supervise and mentor CCGs; and
- be able to work inter-sectorally with role players in the child protection sector (such as social workers, police officials, health workers).

The Child Protection Skills Development Programme is aimed at the following individuals:

- Supervisors who are working with children within an NGO, CBO, FBO and government departments



- Active members of Child Care forums, Child Protection Committees, Community Protection Forums and/or places of safety, etc.
- Persons 18 years and older
- Those who have a valid passport or South African Identity Document to receive credits for the Skills Development Programme
- Persons who have been cleared by the Child Protection Register as per the Children's Act requirements
- Those who have the written support or mandate of their manager to participate in the training and have been given time to complete the activities and assessment process

## What do we hope to achieve through this Skills Development Programme?

At the end of this programme, you are expected to meet the following exit-level outcomes:

- Demonstrate an understanding of children in need of care and support, child protection and child victimisation in South Africa.
- Identify, define and explain child abuse, neglect and exploitation and its impact on children.
- Demonstrate how to respond and provide support to a child who has been abused, neglected or exploited using policies, procedures and legislation.
- Identify intervention services to support children who have been victims of abuse and neglect or who are in need of care and support.
- Establish and maintain strategic partnerships and referral systems to enhance responses to child protection, and work inter-sectorally.
- Design and facilitate ways in which CCGs can contribute towards creating a caring environment for children who are vulnerable through planning, coordinating and implementing child protection programmes.
- Demonstrate knowledge, understanding and skills of psychosocial wellbeing for self, for supporting CCGs and to build a caring team of CCGs.
- Participate in public education and advocacy campaigns in the community.
- Demonstrate ability to solve problems, write reports and communicate in different contexts within the scope of community caregiving.



# How will the training be conducted?

Learning is most effective when learners are actively involved in the learning process. Therefore the **Thogomelo Psychosocial Support Skills Development Programme** adopted a methodology called participatory learning specifically aimed at adult learning.

- This training strategy emphasises the importance of a respectful collaborative relationship, with all participants (facilitators and learners) cooperatively exploring the learning content.
- A variety of “hands-on” practical learning tasks or activities have been specifically designed to encourage greater learner involvement and participation through free and open dialogue.
- Throughout the Skills Development Programme, we will use small group discussions, role plays, case studies and presentations. You will be encouraged to engage in lively debates, taught how to appreciate another person’s point of view, and have the opportunity to re-evaluate your existing knowledge, values, beliefs and assumptions.
- In this way, participatory learning promotes independent thinking and helps to develop important intellectual and social skills.
- The facilitators will also create opportunities for you to question “the way things are” in order to become more conscious of the needs of others as part of the participatory learning process.

## **Key principles for this methodology include:**

- Recognising supervisors, coordinators and managers of community caregiving organisations’ existing knowledge and skills as a basis for learning and sharing;
- Modelling a strength-based approach;
- Delivering content knowledge accurately and appropriately;
- Sharing specialist skills and practice through the activities;
- Providing experiential learning through activities such as role play, case studies, action and reflection-orientated activities;

- Being able to respond to the diverse demands of community caregiving of children as adult learners in this field; and
- Ensuring sustainability of the training from onset.

*It is hoped that this methodology will create a positive, challenging and “safe” learning environment for all learners.*

When we talk about a supportive learning environment, we would like you to express yourselves freely, ask questions and give opinions without feeling threatened or intimidated. We believe that we can take full advantage of the training only when you feel emotionally safe.

It is critical for the success of the learning process that:

- there is a group experience in which the learner experiences trust, acceptance and mutual respect;
- confidentiality is upheld;
- friendships are created; and
- solidarity among fellow learners is developed.

We hope that such an environment will increase your self-confidence and creativity.

We are aware of differences in communication styles, religious views, assumptions regarding age, gender or sexual orientation, and certain behaviours or words that may be misinterpreted and given meanings that are very different from those intended. We have prepared facilitators to be mindful of the diverse cultural backgrounds of learners and to adopt the habit of critical reflection on everyone’s practice by using cultural differences and diversity as an important teaching strategy.

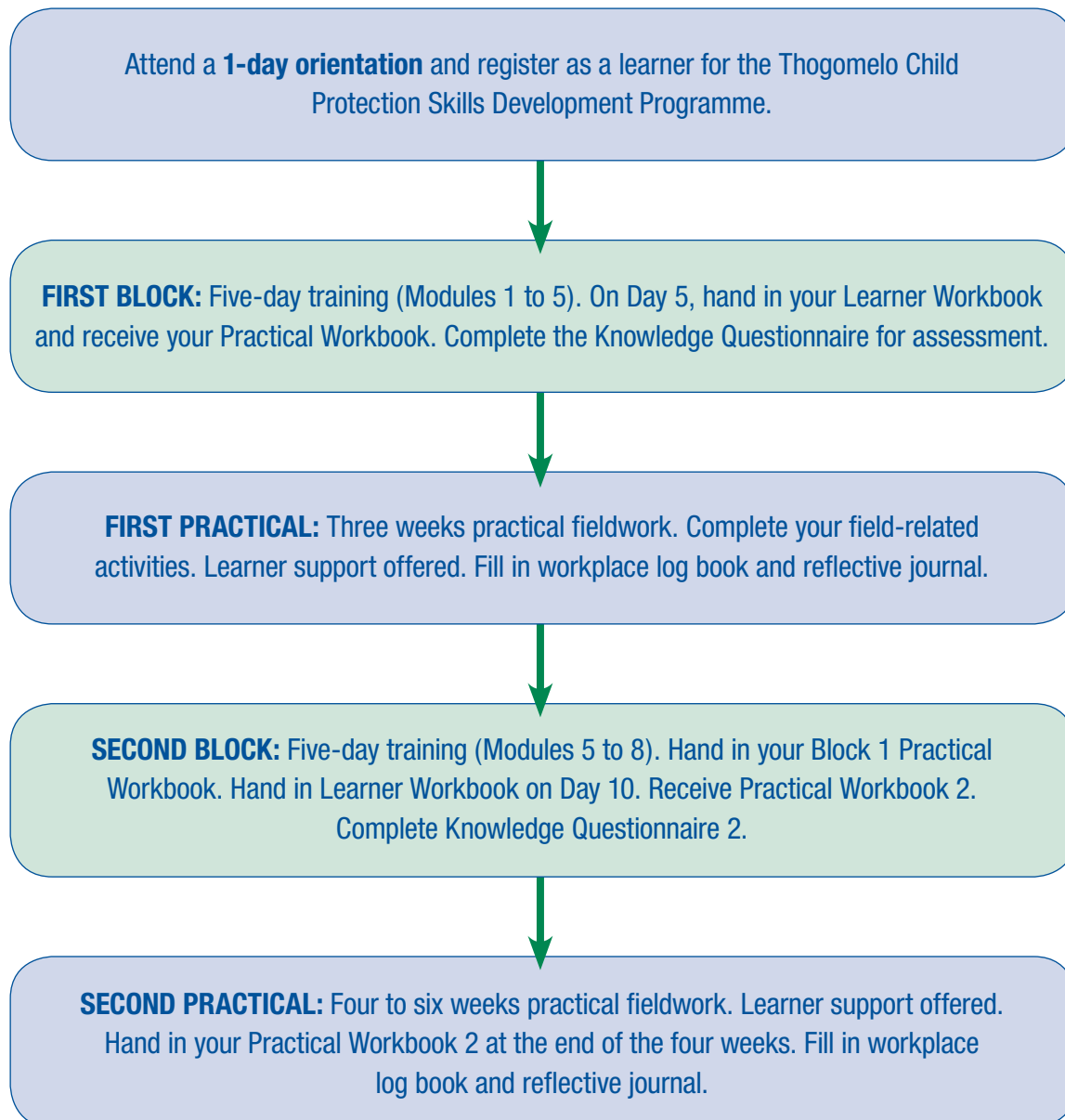


## Length of the training

We expect you to attend the orientation day so that you understand this Skills Development Programme better. You should be able to get a sense of whether you would like to continue with the training or not. It is also during this time that the facilitators will share with you what is expected of you as a learner.

The training is split into classroom training which will account for 30% of your time and practical work which accounts for 70% of your time.

The classroom training is compulsory. This is the time that you will be expected to do your formative assessments (filling in your Learner Workbooks and answering all the questions in your Learner Manual). You will be expected to complete a Knowledge Questionnaire. Therefore, it is important that you attend all days of the classroom training. See flowchart opposite.



# What resources will I receive to help me with this programme?

You will receive the following resources:

- 1 Learner Manual with 8 modules
- 2 Learner Workbooks
- 2 Practical Workbooks
- Thogomelo Child Protection Resources including a CD-ROM and a Child Protection Booklet
- A workplace guide for you and your organisation
- A workplace log book and reflective journal which is included in Practical Workbook 2

## The Learner Manual

You will be provided with a Learner Manual (which has 8 modules) during the period of the 10-day classroom training. Please make full use of all the learning material as this will continually help you as you refer back to it while you complete the assessments. It is also for you to use after the training. The Learner Manual will provide the information and directions you need for completion of your Learner Workbooks.

### Modules' summary

It is important to note that all Unit Standards in this document are used as a base upon which learners can get credits. The focus of all Unit Standards is in relation to child protection and psychosocial wellbeing within caregiving. The following 8 modules are included in the training:

### Module 1: Understanding children

#### Module description

This Child Protection Skills Development Programme is based on the understanding that adults need to care for, and protect, children. In order to do this, people who work with children should have an opportunity to develop their skills and knowledge in child protection.

#### The module explores:

- The concept of child protection
- The development stages of children



- The context of children's lives
- The circle of courage
- Who is a child champion?

## Module 2: Understanding vulnerability and vulnerable groups

### Module description

CCGs often need to help different groups of people, both adults and children. They also have to deal with children who are made vulnerable because of what happens to them in their homes. Often their family members or caregivers are vulnerable themselves. This module looks at the reasons that adults and children may be vulnerable. It also looks at how vulnerability impacts on the lives of children and their caregivers.

### The module explores:

- Understanding marginalisation and vulnerability
- Understanding victims, survivors, victim empowerment and victim support
- Understanding children at risk in South Africa
- The cycle of violence

## Module 3: Understanding child abuse, neglect and exploitation

### Module description

South Africa has extremely high rates of child abuse, neglect and exploitation. As a result CCGs often come across children and adults who have been abused, neglected or exploited in some way or another. They may also be at risk of this. This module therefore looks at the concepts of child abuse, neglect and exploitation. It also looks at the causes of abuse, and the signs and symptoms of abuse in children.

### The module explores:

- Recognising child abuse and neglect
- Definition of child abuse, neglect and exploitation
- Understanding sexual offenses and legislation related to sexual offenses
- The effects and impact of child abuse in society
- Child abuse in the context of HIV/AIDS
- The cycle of violence

## Module 4: Responding to vulnerable and abused children

### Module description

The purpose of this module is to give CCGs an understanding of how to respond to vulnerable and abused children. The first step is to understand the legislation and policies for responding to vulnerable children, including what victim empowerment means.

To respond to children appropriately, CCGs need to understand the impact of abuse on child development, how to talk to children who have been abused and how to refer them to legal, social and psychological services for help.

### The module explores:

- Legislation and policies for responding to vulnerable children
- South African legislation that guides child protection
- Referral systems for victims of abuse
- Understanding the factors that may influence the impact of abuse and sexual offences on the child

Dealing with child abuse, neglect and exploitation is stressful and CCGs need to know how to look after themselves if they are to remain strong for the children in their care.

## Module 5: Exploring child exploitation

### Module description

South Africa is faced with an increasing number of orphaned and vulnerable children who are at risk of being exploited. Exploitation makes children more vulnerable to all other forms of abuse and they usually experience many forms of abuse. The rights of these children are violated as part of their daily life.

### The module explores:

- Child labour
- Child trafficking
- Exploitation for commercial sex work

## Module 6: Providing services to children: the continuum of care

### Module description

The purpose of the module is to explore how CCGs and community organisations can respond to vulnerable children across a range of services and how supervisors can support and strengthen organisational responses to vulnerable children.

CCGs need to be aware of the laws and policies that guide working with vulnerable and abused children.

**The module explores:**

- What laws apply to specific situations
- How to access the laws
- How the laws guide responses to children

## **Module 7: Mobilising community responses to protect children**

**Module description**

In this module, learners will use all the knowledge that they have gained to plan and create an awareness campaign and activities around responding to child abuse. The purpose of this is to build and strengthen child protection responses within organisations and the community.

**The module explores:**

- Strengthening preventative work to help make the environment within which children and families live safer for children
- Supporting and strengthening early intervention services in the community

## **Module 8: Building child champions in a community caregiving organisation**

**Module description**

The purpose of the module is to explore how to develop the type of teams and leaders capable of acting in the best interest of the child. These leaders are called “child champions”.

Child champions are leaders in their community and organisations and lead teams that are made up of individuals. It is therefore important to celebrate the individuals’ strengths and at the same time identify areas of development. Self-awareness is an important first step towards being able to work with children and manage a team well.

**The module explores:**

- The roles and responsibilities of the supervisors of CCGs as child champions
- The roles and responsibilities of CCGs that work with the child champions

**What resources will I receive to help me with this programme?**



## The Learner Workbooks

You will receive two Learner Workbooks (*Learner Workbook 1* and *Learner Workbook 2*).

- These workbooks will be part of your Portfolio of Evidence (PoE). The PoE (with your workbooks) will be assessed to determine your competency against the criteria of the various Unit Standards. They will be checked by a moderator and verified by the HWSETA.
- *Learner Workbook 1* will be handed to you on the first day of the training and you will be expected to hand it back to the facilitator on Day 5 of the training (the last day of Block 1).
- *Learner Workbook 2* will be handed to you on Day 6 of the training (Day 1 of Block 2). You are expected to hand in *Learner Workbook 2* on the last day of the training.
- If you are found to be competent, the HWSETA will issue a certificate of competence, which will be given to you by the TSP.

## The Practical Workbooks

You will receive two Practical Workbooks (*Practical Workbook 1* and *Practical Workbook 2*). They have instructions for all the activities that you will need to do when you do your practical work in the field.

- *Practical Workbook 1* will be handed to you on Day 5 of the first block of training.
- The facilitator will explain the field activities that you should conduct during the 3-week practical break between Blocks 1 and 2.
- Learner support will be provided during this time and you can contact your facilitator if you need any further clarification on the work covered during the classroom time.
- We expect you to submit *Practical Workbook 1* on the first day of Block 2 training.
- You will then receive *Practical Workbook 2* on Day 10 (the last day of training).
- The facilitator will explain the field activities that you should conduct during the 4-week practical break.
- Learner support will be provided once more and you can contact your facilitator if you need any clarification. We expect you to submit your *Practical Workbook 2* at the end of the 4-week practical break after the fieldwork has been completed.
- The assessor will assess your workbooks and this will form part of your PoE. Your workbooks will be handed over to a moderator to be checked.
- They will then be handed over to HWSETA for verification.



# The Thogomelo Child Protection Resources

You will receive the Thogomelo Child Protection Resources which has information booklets, guide books and a CD-ROM.

These resources offer practical ways of dealing with issues around the Children's Act, dealing with children who have been abused and neglected and how to maintain psychosocial wellbeing in one's life.

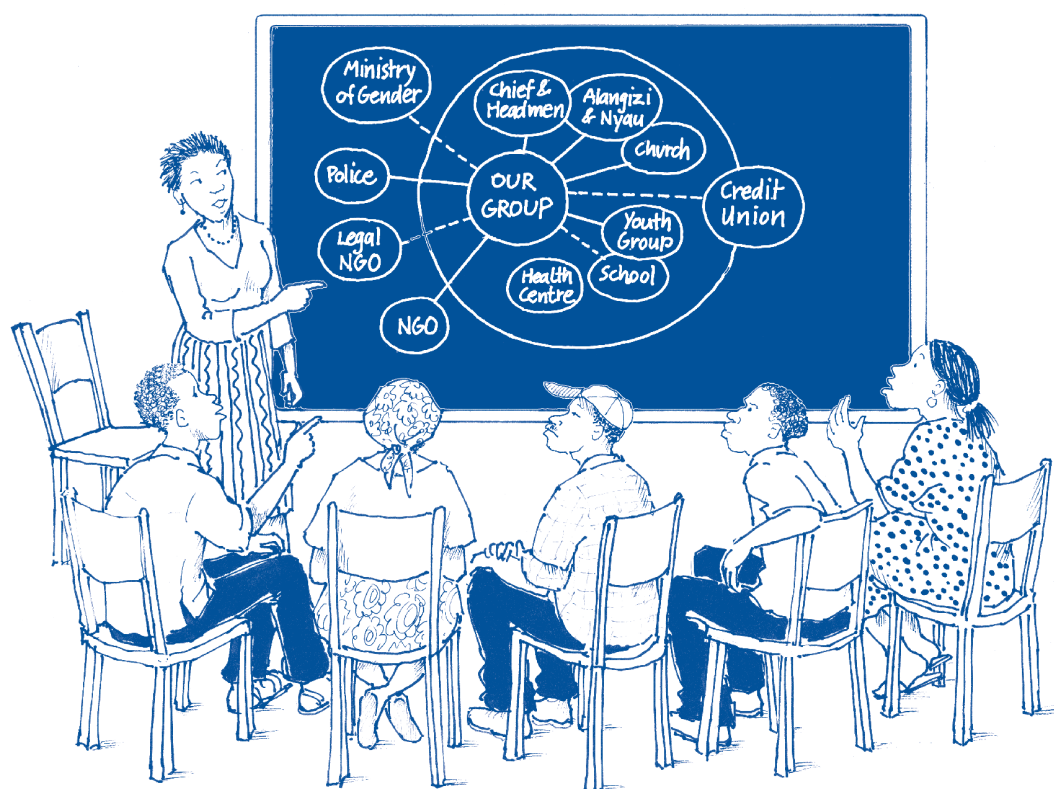
The resources will be used during training and are intended to provide you with helpful resources that you can refer to and use in your daily lives.

You can even share it with your colleagues back in your organisation.

## Flow of materials

Materials	Activity	Responsibility
Learner information form	You are expected to complete all the necessary information forms during the orientation day to register.	The learner
Daily attendance register	You are expected to sign in every day that you attend the training.	The learner
Learner Manuals	Handed to you at the beginning the training.	Facilitator
Learner Workbook 1	Handed to you on Day 1 of the training. Fill it in every day. You are expected to hand it in on Day 5 of the training.	The facilitator will collect the workbooks. It will be assessed by an accredited assessor and checked by a moderator.
Learner Workbook 2	Handed to you on Day 6 of the classroom training. Fill it in every day. You are expected to hand it in on Day 10 of the training.	
Practical Workbook 1	Handed to you on Day 5 of the training. You are expected to hand it in on Day 6 of the training after the 3-week break of practical work.	
Practical Workbook 2	Handed to you on Day 10 of the training. You are expected to hand it in after the four-week break of practical work.	

Materials	Activity	Responsibility
Two knowledge questionnaires (summative assessments)	You are expected to complete two knowledge questionnaires either during the training or during the learner support provided. Each assessment will be 1½ hours long.	An accredited assessor will administer the assessment.
Workplace log book and reflective journal	You will need to log (track) your daily work that relates to the Unit Standard, and to reflect on (think back on) how the Skills Development Programme is strengthening your work.	It will be assessed by an accredited assessor and checked by a moderator.
Learner support	You will be offered learner support while in the classroom and also when you go into the field.	Facilitator
Assessments	The assessor will assess all work and observe some of your practical work.	Accredited assessor
All PoE documents	Since assessments are confidential, your fully assessed PoE (including all the workbooks) will be kept in a safe place on the training providers' premises.	TSP
The Thogomelo Child Protection resources	It will be given to you during the 10-day training.	Facilitator



# Roles within this training programme



## The learner's role

We expect the following from you:

- You must be an active CCG or supervisor working with CCGs.
- You must be affiliated to a CBO, NGO or FBO working in the field of vulnerable children either within a community support group, an HIV/AIDS home-based care, HIV prevention and community mobilisation work, community health work, victim empowerment, youth work or other community caregiving services including access to education.
- We hope that you will be able to communicate in basic English, though this is optional and not mandatory.
- You are expected to attend all 10 training days and complete the two Learner Workbooks.
- You will write two summative exams during classroom attendance. This will account for 30% of your time towards the Skills Development Programme.
- You will also be expected to do practical work in the field while you are doing your usual community work. This contributes 70% of your time towards the Skills Development Programme.



## The facilitator's role

The role of a facilitator in this programme is very different from the role of a “teacher” in a traditional education programme.

- The facilitator will use the experiences of learners as a platform and guide to the learning experience so there is joint creation of knowledge. There is no “expert” but rather a mutual respect for the knowledge and experience all learners bring to the process. We believe that everyone teaches and learns and that we are all partners in learning.
- You will ensure that the learning process (what happens and how it happens) encourages learning and participation. For most of you, this might be a new way of learning. We hope that you enjoy the experience of “experiential teaching” and “experiential learning”.





## The assessor's role

- The role of the assessor is to assess the work that you have done in your workbooks in a structured manner.
- The assessor must be registered against the Unit Standards for the Skills Development Programme.
- They will conduct the summative assessments (2 knowledge questionnaires which you need to answer within 2 hours without referring to your manual or notes).
- They will also assess (mark) your Learner and Practical Workbooks.
- They will be able to evaluate your performance so that credits and qualifications may be awarded.



## The moderator's role

After the assessor has assessed your workbooks, they will hand them over to the moderator.

- The purpose of moderating is to make sure that the assessor has done a fair job.
- He or she will moderate 50% of all the PoEs handed to them.
- After they have moderated, they will hand over to HWSETA who will then verify all the assessments and the PoEs.
- If you are found to be competent, HWSETA will verify (confirm) this and endorse (support) the results.
- The TSP will then issue you with a certificate of competence, which will indicate the number of credits that have been awarded to you.
- There is also an opportunity to appeal for reassessment if you are not completely happy with the outcome of the first assessment.



## The Department of Social Development's role

The Department of Social Development (DSD) has been a partner of the Thogomelo Project since the conceptualisation of the training programme. As indicated earlier, this training will be conducted nationally over the project's life span (1 October 2008 – 30 April 2016). Thereafter, the skills programme will be handed over to the DSD for further implementation and scale up.

- The national office of the DSD provided invaluable technical support during the development of this skills programme and they continue to give input into the strategic direction of the project.
- They also act as a liaison between the Thogomelo Project and the provincial offices of the DSD.
- Provincial offices of the DSD give support to the TSP in the provinces in terms of implementation of the training.



# Who do I contact if I need more support?

## Learner support

Learner support refers to the assistance that you will receive for the duration of this training. This learner support will continue after the training and will be provided by the facilitator together with the supervisor at your place of work.

- The purpose of learner support visits are to address and assist you with learning needs identified in the classroom.
- The learner support visits will take place soon after completion of each block of training. Facilitators will conduct these learner support visits.
- It is the responsibility of the facilitator to communicate with you about this remedial process where the needs of each individual learner will be addressed and when these visits will take place.
- Both you and the facilitator need to agree on dates and the venue of the visits.
- Learner support visits can be undertaken in groups per organisation or they can be individual. It then becomes the responsibility of the facilitator and you to arrange and negotiate for time with your organisation for the facilitator to conduct the support visit.
- You are encouraged to attend these visits so that you can get assistance in completing your workbooks towards your PoEs and address any gaps or difficulties you might be experiencing.
- This support is not only limited to visits but can happen through emails and telephone contact as well.

# What do I need to do to pass this Skills Development Programme?

We have no doubt that you are capable of completing this Skills Development Programme and that you will be found competent. You will receive adequate learner support from your facilitator. The assessors will also be able to assist you. However, you will need to comply with a number of deliverables for you to be able to receive your credits for this training.

## **You need to do the following:**

- Register for the Skills Development Programme during the orientation day. This includes signing of documents for various purposes and submitting a CV and copy of your ID;
- Attend at least 9 out of the 10 days of classroom trainings;
- Fill in the 2 Learner Workbooks for Block 1 and Block 2 training;
- Write the 2 summative tests;
- Do the fieldwork and submit your 2 Practical Workbooks for assessment;
- Complete the practical log book and reflective journal (included in the Practical Workbooks); and
- Be available for the learner support provided during the fieldwork

You will need to meet all the assessment criteria for the Unit Standard to be found competent. This means that all the questions need to be answered in all the workbooks and journals. At times the assessor may ask for more examples, explanations or other information to show them that you understand the question. This is all part of the learning experience.

# Monitoring and evaluation

The Thogomelo Project has developed a Monitoring, Evaluation and Reporting plan to monitor progress made in achieving its objectives.

- This plan defines all of the indicators and data sources that are needed to track the progress of the Thogomelo Project.
- In addition to the Monitoring, Evaluation and Reporting plan, a set of guidelines and tools have also been developed which support the project's Monitoring and Reporting system.
- The facilitators will guide you through completing all the forms during this training. You may be contacted a year after this training to complete Monitoring and Reporting forms again as part of the project's Monitoring and Reporting system.
- As part of evaluation and documenting the learning from your experience of the training and the Skills Development Programme as a whole, various evaluations will take place from time to time for the duration of the project.
- During these times we would appreciate your full participation and cooperation, which will help us make adjustments and improvements where needed.
- The evaluations will be used by various stakeholders in the future to inform similar interventions.



# What are my learning options or possible career path after the Thogomelo training?

The Thogomelo Skills Development Programmes work within the Standard Generating Body (SGB) and Qualifications for Victim Empowerment, Community Health Work and Community Development. This allows you to move to qualifications in the health and social development sector.

The credits you achieve act as a stepping stone to the National Certificate: Victim Empowerment Level 3 (49688). Learners who complete the Thogomelo Skills Development Programmes can also follow the following learning pathways:

- Further Education and Training Certificate: Social Auxiliary Work (23993)
- Further Education and Training Certificate: Community Health Work (49131)

# What do I need to do to get registered for this Skills Development Programme?

Now that you have read and understood this document, there are a number of forms that we would like you to sign. The facilitator will take you through the process of registration.

- You need to complete all relevant registration documentation that you will receive from the facilitator.
- You need to get your organisation to sign a consent form that you will receive from the facilitator. The consent form asks that you be allowed to attend all classroom training and for time during the practical field break.
- You also need to sign another form indicating that the whole training process has been explained to you.

**CONGRATULATIONS!** You are now officially registered as a learner in the Thogomelo Child Protection Skills Development Programme for Supervisors of Community Caregivers. We hope that you enjoyed this enlightening journey with us. If you have any queries, please contact the Department of Social Development or the Training Service Provider.