

The Thogomelo Project

PROVINCIAL IMPLEMENTATION STATUS: LIMPOPO

“Building South Africa’s capacity to care for its community caregivers and protect vulnerable children”

The Thogomelo Project aims to build the capacity of community caregivers (CCGs) to care for themselves and in turn to enhance the quality of care and protection they provide to vulnerable children and families. The project was initiated in 2008 by the national Department of Social Development with the support of USAID. The project is implemented by a consortium consisting of PATH, Health and Development Africa (HDA) and the International HIV/AIDS Alliance (IHAA) in close partnership with community caregivers (learners) and their

supervisors; provincial training service providers (TSPs); and district and provincial Departments of Social Development.

The Thogomelo Project is now in the third year of its five-year pilot phase. This document profiles the provincial achievements, reach and impact as reflected in the Mid-term Process Evaluation of June 2011. This information aims to support decision-making, quality assurance and sustainability of project results.

Thogomelo curricula

Curriculum	Child protection
Thogomelo Psychosocial Skills Development Programme for CCGs	<p>Levels: 1 & 2 of National Qualifications Framework</p> <p>Target: Community caregivers</p> <p>Content: Understanding and dealing with psychosocial stress; maintaining psychosocial wellbeing and sources of psychosocial support; and basic child protection skills</p>
Thogomelo Child Protection Skills Development Programme for Supervisors of CCGs (and other child caring occupations)	<p>Levels: 3 & 4 of National Qualifications Framework</p> <p>Target: Supervisor/coordinators of community caregivers</p> <p>Content: Knowledge and skills to respond to child abuse, neglect and exploitation; and referral networks</p>
Thogomelo Supportive Supervision Skills Development Programme	<p>Levels: 3 & 4 of National Qualifications Framework</p> <p>Target: Supervisors of community caregivers</p> <p>Content: Supportive supervision skills; enhancing caregiver and organisational wellbeing</p>

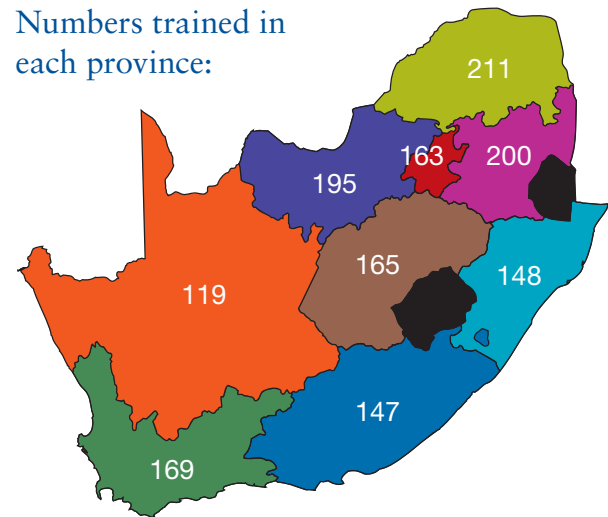


National project achievements to date

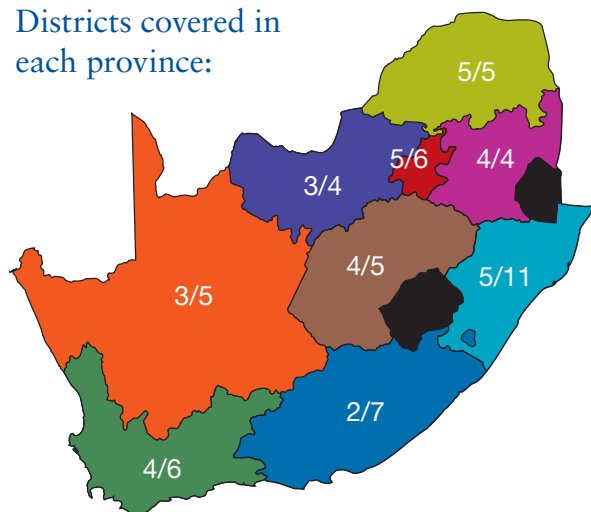
- Development of three curricula registered with the Health and Welfare SETA (see table on previous page).
- Capacity development of 12 provincial training service providers in curriculum content, facilitation methodology and accreditation requirements.
- A total of 1 526 community caregivers and supervisors were trained. In Psychosocial Support 1 289 learners were trained, in Child Protection 207 were trained and 21 learners were trained in a Field Review of Supportive Supervision for Supervisors of community caregivers (Years 1 to 3), verification of 193 community caregivers in Year 3.
- Production of three good practice case studies on the development of accredited curricula, capacity development of training service providers and incorporating gender in capacity development.
- Resources for community caregivers: a child protection CD-Rom containing relevant policy and legislation; a psychosocial support diary for caregivers; resource guides in child protection and psychosocial support; and a costing model for use by the Department of Social Development, training service providers and stakeholders to accurately cost the Thogomelo accredited training.

National reach

Numbers trained in each province:



Districts covered in each province:



Provincial status: Limpopo (Years 1-3)

Development of provincial accreditation capacity in psychosocial support

Training service provider	Facilitators	Assessors	Moderators
FAMSA	3	2	2
FAR NORTH	2	1	2

Total learners trained in psychosocial support SDP:

Year 1	Year 2	Year 3	Total
56	103	30	189

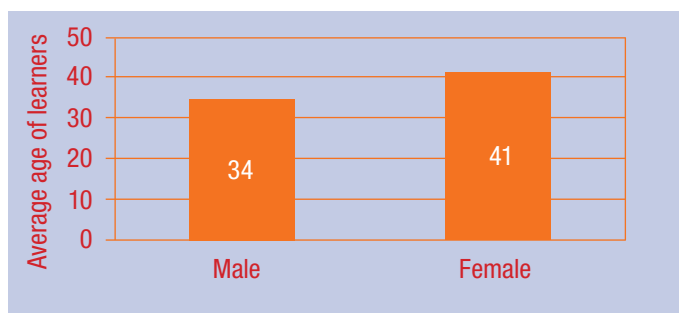
Total learners trained in child protection SDP:

Year 1	Year 2	Year 3	Total
		22	22

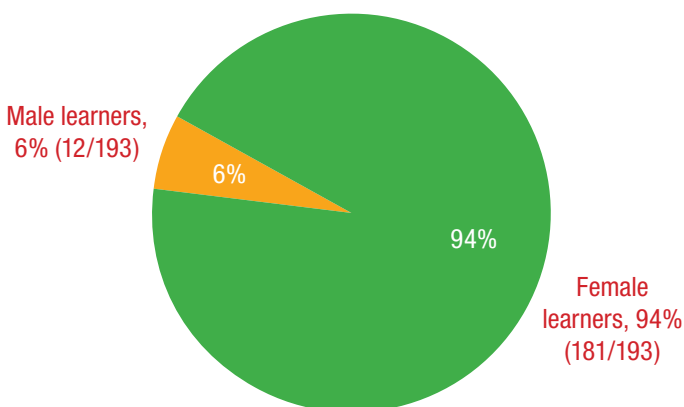
District reach

Learners from all 5 districts in Limpopo have been trained: Sekhukhune, Vhembe, Capricorn, Mopani and Waterberg.

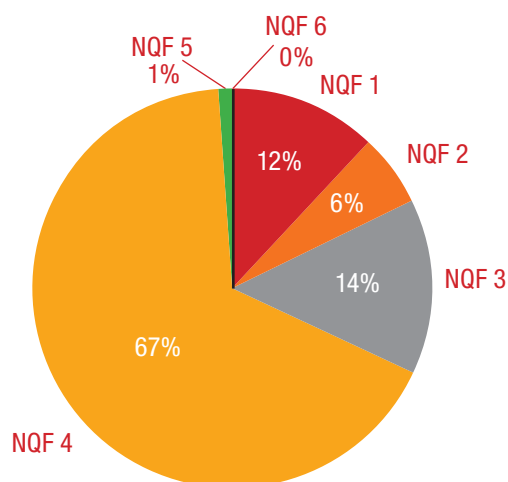
Average age of male and female learners 2010



Percentage of male and female learners trained in PSS



Educational (NQF) levels of PSS training learners in Year 2



National findings from the mid-term process evaluation

- Consolidation of buy-in from all levels of DSD is required; encourage DSD to play an increasingly central role in the Thogomelo project management; provide training to provincial officials in programme implementation and quality assurance of deliverables.
- Potential for Thogomelo to be conducted as an unaccredited skills development programme to be explored.
- Affordability study to be conducted to review value for money and sustainability of various implementation models; increase awareness of value of Thogomelo Costing Model.
- Increased involvement and participation needed of HCBCs in the Thogomelo programme.
- Communication with provinces to be improved. Encourage dialogue and partnership.
- Thogomelo training should focus on depth rather than breadth to increase impact at lowered costs (this means training learners in one district as opposed to across the province).

Province specific findings of the mid-term process evaluation

Conducted with national, provincial and district Departments of Social Development, training service providers, home community-based care organisations and learners through a qualitative stakeholder analysis, including focus group discussions with learners.

What are the project successes in Limpopo?

- Excellent learner support from the TSPs, both during training and once learners returned to their organisations.
- The programme fills an important gap as there are no other programmes that provide support for CCGs.
- Working relationship between the TSPs is excellent. They operate as one entity, building each other's capacity.

Action required in Years 4 and 5

- Learner selection needs to become a cooperative effort between DSD and the TSPs.
- Briefing of learners and HCBC organisations prior to training needs to be improved,
- Selection criteria and briefing of learners as to this selection needs clarification.
- Possible translation of parts of the curricula into local vernacular needs discussion.
- Relationship between DSD and TSPs needs developing for project sustainability.
- Different costing models need consideration and alternative funding options identified.
- Increased and continued DSD participation, as well as ownership of the programme, needs to be encouraged.

Evidence of impact

- Community members have confidence in the trained caregivers, and are not afraid to approach them for help.
- HCBC's approach to resolving issues of child abuse has improved.
- TSPs have grown, exposure to other stakeholders in the sector has increased and relationship with provincial DSD has improved.
- Learners' ability to handle stress and manage their time had improved.
- Community networking and referral capabilities of CCGs has improved.

Cost of training

- The cost to train 30 learners excluding materials, travel, accommodation, venue hire and catering is R134 484. The cost per learner is R4 482.80 (including assessment, moderation and verification costs).
- The cost for TSP staff to attend accredited facilitator/assessor/moderator training is a minimum of R3 000 per trainee (excluding travel, accommodation, venue hire and catering).

What our learners say

I think this is a good project and one that we would like to see in the future here in our community.

In my workplace I am teaching other co-workers what I learnt at the training. I have just pasted different types of stress on the wall. I encourage them to do self awareness.



I have begun to understand that community development is about a balanced wellbeing. It is about participating in community activities while working as a team.

I now understand myself better and appreciate the work that I am doing in my community.

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