

Welcome to the Thogomelo Psychosocial Support Skills Development Programme



The Thogomelo Project recognises that you may have attended other trainings offered by your organisation. However, the **Thogomelo Psychosocial Support Skills Development Programme** intends to build your knowledge and skills in psychosocial support and child protection in the context of HIV/AIDs and the vulnerable child.

The programme will focus on improving your psychosocial wellbeing as community caregivers (CCGs) affiliated with civil society organisations like Community-Based Organisations (CBOs), Faith-Based Organisations (FBOs) or Non-Governmental Organisations (NGOs).

The programme mainly aims to:

- Build your skills so that you are able to manage stress and at the same time increase your coping and functioning so that you are able to provide a quality service to vulnerable children and their communities.
- Build your awareness of the dynamic relationship between psychological and social aspects of your lives and how these elements influence your wellbeing.
- Build your psychosocial wellbeing expressed through caring and nurturing relationships that communicate understanding, unconditional tolerance, empathy and acceptance.

Since this is an accredited training programme, we are hoping that the programme will assist you to strengthen your own psychosocial wellbeing and support systems through developing a supportive work environment in your organisations. It is important that supervisors and managers are part of this process so that they are aware of the issues we will be dealing with during this programme. We also hope that this will improve the quality of your services to your beneficiaries (in particular vulnerable children). The skills development programme will be implemented by accredited Training Service Providers (TSPs) in each province with a background in psychosocial support and child protection.

From the Thogomelo team, GOOD LUCK and have FUN!






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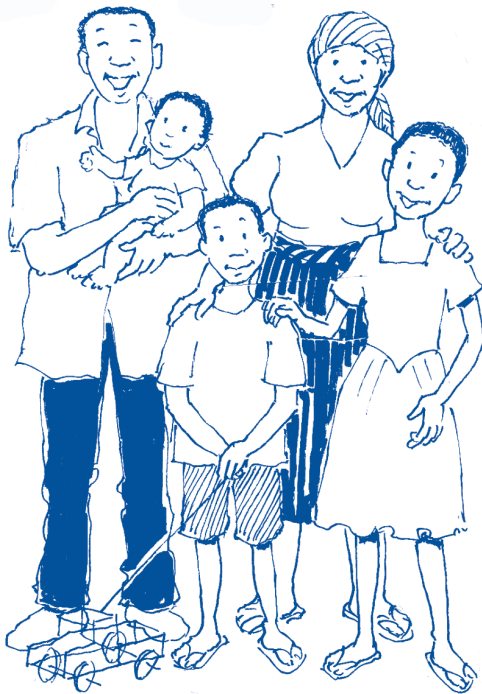
List of acronyms



AIDS	Acquired Immune Deficiency Syndrome
CCG	Community Caregiver
CBO	Community-Based Organisation
CP	Child Protection
DSD	Department of Social Development
FBO	Faith-Based Organisation
HCBC	Home and Community Based Care
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



Community caregivers (CCGs) and their organisations often fail to recognise the full impact that caregiving has on their lives. We all seem to focus our attention on the children and families you provide services to but often do not recognise or pay attention to your own needs.

Some of the challenges that you experience arise from your own lives and personal circumstances which include your families. But mostly, your main source of stress lies in the difficult conditions in which you work.

At present, there is an extremely high turnover of CCGs who work in very challenging circumstances, with little support and training, and for which there is no career path. An initial step to remedy this is to provide you with support and insight into the impact of caregiving and how you can better take care of yourselves.

We are also hoping that by being aware of yourselves and the impact of your work on your wellbeing, you will slowly start to address these issues. Then you can take the necessary steps to improve your wellbeing and the care that you provide.

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 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: Community Health Work ID: 64749 Level 2.

The table on the following page 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
14659	Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4	2015/06/30	2019/06/30
119565	Assist with palliative care	Level 1	6	2015/07/01	2019/06/30
120308	Apply knowledge of self in order to make a personal decision	Level 2	3	2015/07/01	2019/06/30
117883	Demonstrate an understanding of violence and victimisation affecting children	Level 2	5	2015/07/01	2019/06/30
244584	Investigate ways of contributing towards community development	Level 3	5	2015/07/01	2019/06/30
244564	Identify causes of stress in own life and indicate techniques to manage it	Level 2	2	2015/07/01	2019/06/30
TOTAL NUMBER OF CREDITS:			25		

What does accredited training mean?

Who should participate in this Skills Development Programme?

This training is aimed at the National Qualifications Framework (NQF) Levels 1 and 2. This is the equivalent of Grade 9 and 10 learners. The potential learner must be able to read and write English and be over the age of 18 years. They also need to be working as a CCG or Home-Based Carer in an NGO, FBO or CBO.

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:

- Understand the concept and practical application of psychosocial support in the personal, social, cultural and organisational context;
- Demonstrate an understanding of community caregiving and your personal motivation for community caregiving in relation to your psychosocial wellbeing;
- Identify causes of stress in your own life and demonstrate/indicate techniques to manage stress;
- Describe and demonstrate how to manage reactions arising from a traumatic event, loss, grief or bereavement for self and beneficiaries;



- Understand the process of grief, loss and bereavement;
- Understand and demonstrate how to build psychosocial wellbeing through strengthening self and the care of others;
- Understand the concept of child protection and demonstrate an understanding of how to identify and respond to children who have been abused, neglected and exploited;
- Be able to demonstrate how to incorporate psychosocial wellbeing in a family, organisation and community context;
- Demonstrate the ability to build community relations for effective referrals and community involvement; and
- Understand how to build a caring and supportive environment that enhances your psychosocial wellbeing.



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.



We believe that participatory learning is not only exciting for you as the learner, but also for the facilitator as you share your knowledge and experiences.

This approach will enrich your life as it is much more reflective and challenging than other established methods of teaching.

This training is about psychosocial support. The processes that you will be engaged in, together with the activities, may bring emotions, social or psychological issues to the surface.

We expect the facilitators to be able to manage these emotions without losing focus on the training or achieving the purpose of the session. The aim is also not to ignore your real needs as a learner but to manage time effectively and deal with these real issues in another platform. The facilitator will refer you for professional help if necessary.

We also expect training to:

- build psychosocial wellbeing practice for sustainability from the beginning of the training;
- be geared towards changing your behaviour around your own psychosocial wellbeing by building a community of practice based on promoting psychosocial wellbeing;
- recognise your existing knowledge, skills and experience as an individual and then as a group using it as a basis for learning and sharing; and
- uphold your right to play an active and influential part in shaping the decisions that affect your lives.

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.

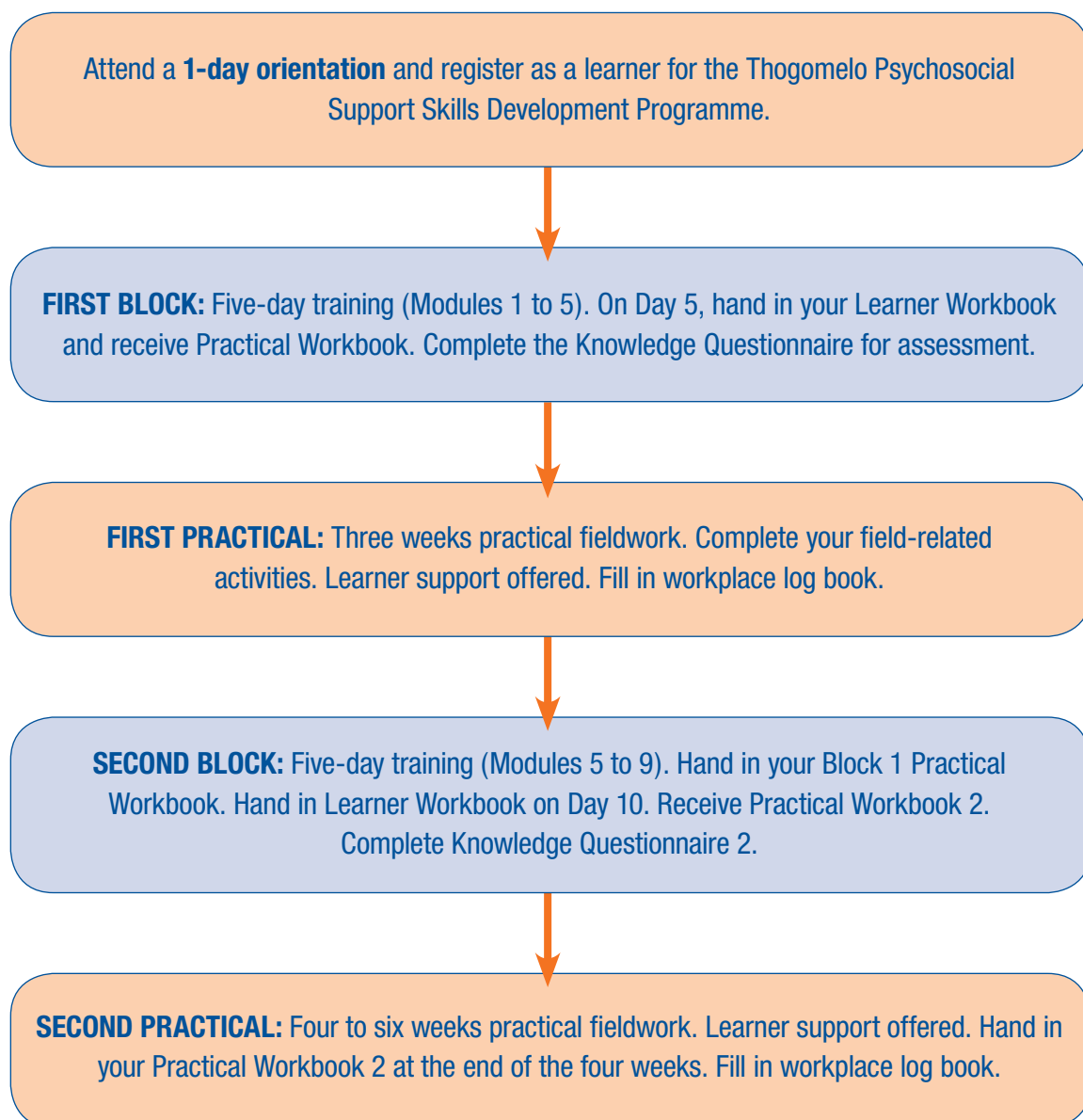
Length of the training

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 write a test on Day 6 and 10 of the classroom training. Therefore, it is important that you attend all days of the classroom training. See flowchart on the following page.

How will the training be conducted?



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

You will receive the following resources:

- 1 Learner Manual with 9 modules
- 2 Learner Workbooks
- 2 Practical Workbooks
- A Thogomelo Community Caregiver Toolkit
- A workplace guide with a log book

The Learner Manual

We will provide you with a Learner Manual (9 modules) during the period of the 10-day classroom training. The Learner Manual is designed especially for you as the CCG for use during the training. Please make full use of all the learning material as this will continually help you as you refer back to it. The Learner Manual will provide the information and directions you need to assist and facilitate the 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 psychosocial support, psychosocial wellbeing and child protection within caregiving. The following 9 modules are included in the training:

Module 1: Being a community caregiver

Module description

What does caregiving mean for the CCG and for vulnerable children? How does caregiving relate to the caregivers' family and community? What are the gender related norms and expectations underlying the role women take on as caregivers both in the cultural and social circles?

The module explores:

- Why CCGs get involved in caregiving and what motivates them.
- Caregiving work ethics and the concept of organisational care within the context of psychosocial support.
- The practice of being a caregiver in the context of HIV/AIDS and vulnerable children.
- How caregiving adds community development (health and social aspects).
- The CCG's rights, roles and responsibilities and thus establishing the foundation for caregiving (given that caregivers are coming from different organisations which have different visions, purposes, structures and activities). This includes reference to the norms and standards being developed by DSD.
- Establishing a baseline (for later modules) on developing self-care and an implementation plan to mainstream psychosocial support (detailed in Module 8).

Module 2: My psychosocial wellbeing

Module description

The basis of this module is for the CCG to understand themselves and their psychosocial wellbeing. The module also sets the scene for the rest of training framed within psychosocial support. The module pays attention to the notions of the interdependent self and notions of wellbeing that make local and cultural sense.

The module explores:

- The definition and conceptual understanding (building blocks) of psychosocial wellbeing. Focus will also be on investigating "who am I" and understanding how a sense of psychosocial wellbeing contributes towards the care of self and others.
- The practice of psychosocial support and how it promotes or hinders caregiving in communities.
- Investigating the provision of psychosocial support to others versus self in a social and cultural context.
- The provision of psychosocial support within one's life, the organisation or workplace and in the vulnerable child's context.
- What are psychosocial services? Who provides these services and what are the effects of psychosocial support on personal, child services, family and community?

Module 3: Dealing with stress

Module description

The focus of this module is on the self and factors that affect your wellbeing (typically the “stressors” in your life) in a cultural context. It will also explore the responsibility of care on CCGs and vulnerable children from an individual perspective moving on to community and then into their own organisations (a range of factors such as grief, trauma, loss and bereavement are considered).

The module explores:

- The impact and burden of caregiving on CCGs including their families and communities.
- How personal contexts impact on CCGs’ experiences and their stress levels.
- The local expressions of psychological stress and distress.
- The cultural concept of stress, the positive and negative effects and the possible physiological, emotional and behavioural responses.
- The signs and symptoms of different types of stress and burnout.
- How individuals deal with stress, including the possible consequences if CCGs do not take care of themselves.
- Techniques and strategies for CCGs to cope and manage their own stress, anxiety and depression in their local contexts.

Module 4: Dealing with loss, death, bereavement and grief

Module description

This module builds on the understanding gained from the previous modules. The focus shifts to the skills that the caregiver needs to be able to build improved psychosocial wellbeing in their daily lives. This includes a range of strategies, approaches and practical skills that CCGs can use in their daily lives, who to go to for help and when to go. The module explores concepts like stress, burnout, depression, compassion fatigue, trauma, grief, loss and bereavement.

The module will assist CCGs to know what to do, what not to do and when to refer. The module also deals with boundaries, respect, ethics and confidentiality within community caregiving.

The module explores:

- What is death?
- Cultural and religious beliefs associated with death
- Emotional reactions to death
- Coping with death and grief
- How to support someone who is grieving
- How to help children deal with death and loss
- Dealing with frightening experiences

Module 5: Creating a caring community for community caregivers and their clients

Module description

This module shifts from exploring the self as an individual within the caregiving context into caregiving within an organisation in a community. The focus is on mapping what is in your reach in the organisation and community that can assist in supporting your psychosocial wellbeing. It explores the extent to which support exists in your community.

The module explores:

- A physical mapping of the psychosocial support infrastructure in the CCG's organisation and community.
- The range of individuals who can offer psychosocial support (who at the clinic can assist, who at the police can or should be contacted, who at ChildLine can assist at this time).
- How the CCG can build and develop his or her own network and referral system. This will be developed at two levels:
 - Development of a self-care plan that CCGs can put in place (e.g. keeping a diary that focuses on psychosocial wellbeing and self-care, journaling, knowing when to stop and ask for help when stressed)
 - Mapping his or her networks and resources in relation to psychosocial support

Module 6: Understanding child protection

Module description

The work of the learners (CCGs) is on caregiving for vulnerable children, and the Thogomelo Project ultimately aims to benefit vulnerable children. This module therefore places children at the centre of the CCG's work.

The module attempts to give the CCG the basics of child protection.

The module explores:

- Understanding the social context of violence affecting youth and children.
- Understanding children at risk, the factors that place children at risk and the causes of child vulnerability.
- Understanding "child protection" including important terms and the national framework and agenda in relation to child protection.

Module 7: Responding to child protection

Module description

This module will give CCGs some of the tools to identify and refer children (in the correct way) who:

- have been abused, neglected, exploited or at risk of abuse and neglect; and
- are in need of care or protection.

The learning outcomes are limited to identification of the problem and then referral of the child.

This module does not equip CCGs to provide “counselling” to children or to investigate if abuse has taken place.

The module explores:

- Identifying and responding to victims of child abuse, exploitation and neglect.
- Understanding children in conflict with the law.
- Understanding CCGs responses to child protection.

In addition, the module leads into Module 8 which focuses more on how CCGs can take care of themselves when responding to the issues or stressors that arise from working with children.

Module 8: Caring for the caregiver in the organisation and community

Module description

This module explores the practical application of creating a caring and supportive environment for CCGs and their beneficiaries.

This is a practical module that involves developing a self-care plan for the CCG, a support programme for the organisation and understanding what it means to mainstream psychosocial support into their programmes.

The module explores:

- Developing a self-care plan for the CCGs. It is designed individually by each learner.
- Developing a psychosocial support programme for their organisations.
- Mainstreaming and understanding what it means to mainstream psychosocial support into their programmes. This includes learning how to conduct debriefing sessions, reviewing workloads and hours and looking at stipends, rewards and acknowledgement.

What resources will I receive to assist with this programme?

Module 9: Palliative care for children

Module description

As CCGs it is often difficult to watch or respond to children who are in pain or who are terminally ill. This module provides information on understanding and responding to children who are terminally ill or who are in pain from any injury or disease.

The module explores:

- Maintaining the quality of life for a child who is in pain or terminally ill.
- Ways of keeping the child as comfortable as possible.
- Providing emotional support to the dying child and the grieving family.

The Learner Workbooks

You will receive two Learner Workbooks (*Learner Workbook 1* and *Learner Workbook 2*) where you will record your thoughts, ideas and answers to questions asked in the Learner Manuals.

- The Learner Workbooks are completed during classroom training.
- They are collected on the last day of each block.
- They will be part of your Portfolio of Evidence (PoE). In other words, they will be marked by an assessor, checked by a moderator and verified by the HWSETA.
- 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 contain instructions of 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.
- *Practical Workbook 1* must be submitted on the first day of Block 2 training.
- You will then receive *Practical Workbook 2* on Day 10 (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.
- *Practical Workbook 2* must be submitted at the end of the 4-week practical break after the fieldwork has been completed.
- The assessor will mark 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.



What resources will I receive to assist with this programme?

The Thogomelo Community Caregiver Toolkit

You will be given a Thogomelo Community Caregiver Toolkit.

- The toolkit has different types of resources ranging from information booklets, guide books (The Child Protection Guidebook and Psychosocial Wellbeing: “A guide for community caregivers”) including physical objects like a stress ball, a candle and an umbrella.
- The tools in the kit offer practical ways of dealing with issues around self-care, dealing with abused and neglected children and how to maintain psychosocial wellbeing in one’s life.
- The toolkit will be used during training and is intended to provide you with versatile resources that you can refer to and use in your daily lives.
- This toolkit can also be shared within organisations.



Flow of materials

Materials	Activity	Responsibility
Registration forms	You are expected to complete all the necessary registration forms during the orientation day.	The learner
Daily attendance register	You are expected to sign in every day that you attend the training.	The learner
Learner Manual	Handed to you at the beginning of 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 workbook. It will be marked 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.	The facilitator will collect the workbook. It will be marked by an accredited assessor and checked by a moderator.
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 three-week break of practical work.	The facilitator will hand it over to the learner. It will be assessed by the accredited assessor and checked by a moderator.
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.	The facilitator will hand it over to the learner. It will be assessed by the accredited assessor and checked by a moderator.
Two summative assessments	You are expected to write a test on Day 6 and Day 10. The test will be 1½ hours long.	Accredited assessor will administer the test.
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 the learners during the Palliative Care Practical.	Assessor
The Thogomelo Community Caregiver toolkit	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 supervisor's role

We expect the following from you:

- You must play an active role as a supervisor/coordinator/manager working directly 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. The above is also relevant to you as a learner.



- You must be able to assist and support the CCG wherever possible after attending the Skills Development Programme.
- You will become the first line of support for the CCG both as a learner and then as a CCG in your organisation.
- Your assistance and support is crucial to the learner during the practical field days and beyond the programme.
- We hope that you take the lead in mainstreaming the Thogomelo Psychosocial Support Skills Development Programme into your organisation.



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 Development 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?

Peer support groups

As part of this skills development the creation of a peer support group is encouraged.

- A peer support group is a forum for people to give and receive both emotional and practical support as well as to exchange information.
- They are made up of people with common interests and experiences and people who have been through, or are going through, similar experiences.
- The members of the group can do more than sympathise with one another. Most importantly they can relate to what you are going through and keep you from feeling alone.
- By listening to one another, sharing difficulties and actively seeking solutions many of the problems can be addressed and you might be able to deal with the problem in a better way.
- As a result, you can feel supported and have the confidence to try other approaches to your difficulties.

For that reason, we encourage you to join a support group during the training so that your group becomes a resource for you. These support groups can continue beyond the training or you might want to start your own in the community or the organisations that you are part of.



Learner support

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

- The purpose of learner support visits is to address and assist 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 the 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 supervisor 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 passing this Skills Development Programme. 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;
- 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 on Days 6 and 10 of the training;
- Do the fieldwork and submit your 2 Practical Workbooks for marking; and
- Be available for the learner support provided during the fieldwork.

Monitoring and evaluation

The Thogomelo Project has developed a comprehensive 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 been developed that support the project's Monitoring and Reporting system.
- The facilitators will guide you through completing all the forms during this training.
- 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 programme.
- 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 Psychosocial Support Skills Development Programme for Community Caregivers is accredited with the HWSETA.

This means the following:

- You will be assessed against Unit Standards and certain assessment criteria;
- If you are found competent, you will be awarded credits according to the Unit Standards that you have been assessed against;
- You will be registered as a learner on the National Learner Record Database on successful completion of this skills programme; and
- You will receive a certificate of competence if assessed as being so.

This Thogomelo Skills Development Programme allows you to move to qualifications in the health and social development sector. The credits you achieve can act as a stepping stone to the National Certificate: Community Health Work Level 2 (64749). Learners who complete this Skills Development Programme can also follow the following learning pathways:

- National Certificate: Community Health Work Level 3
- National Certificate: Auxiliary Nursing Level 3

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 supervisor 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 need to sign a form indicating that the whole training process has been explained to you.

CONGRATULATIONS! You are now officially registered as a learner in the Thogomelo Psychosocial Support Skills Development Programme. 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.



