FACILITATOR GUIDE

Supportive supervision skills development programme for supervisors of community caregivers

Name of facilitator

Date

Acknowledgements

PATH

HDA
Health & Development Africa

International HIV/AIDS Alliance

Contents

Facilitation Guidelines for the Learner Manual modules

Abbreviations

AC	Assessment Criteria		M&E	Monitoring and Evaluation
AIDS	Acquired Immune Deficiency Syndrome		MOU	Memorandum of Understanding
CBO	Community-Based Organisation		NGO	Non-Governmental Organisation
CCFO	Critical Cross-Field Outcomes		NQF	National Qualifications Framework
CCG	Community Caregiver		OVC	Orphans and Vulnerable Children due to HIV/AIDS
CP	Child Protection		PLA	Participatory Learning and Action
CV	Curriculum Vitae			
DSD	Department of Social Development		POE	Portfolio of Evidence
FBO	Faith-Based Organisation		PSS	Psychosocial Support
HCBC	Home Community-Based Care		TSP	Training Service Provider
HIV	Human Immunodeficiency Virus		RPL	Recognition of Prior Learning
HWSETA	Health and Welfare Sector Education and Training Authority		SAQA	South African Qualifications Authority
			SDP	Skills Development Programme
IHAA	International HIV/AIDS Alliance		SO	Specific Outcome
			US	Unit Standard

Introduction

Purpose of the skills development programme

The need for "care for the carer" training is the basis of the Thogomelo Project. Long-term sustainability of this project, as well as enduring psychosocial support (PSS) for community caregivers (CCGs), is reliant on a workplace environment that is supportive of psychosocial needs at all levels. The value of training community caregivers to be aware of their psychosocial wellbeing will go to waste if the awareness and training is not embraced by the organisation. It is imperative that management (especially supervisors) of caregiver organisations assist community caregivers in maintaining their psychosocial wellbeing through the mainstreaming of psychosocial support.

Embedding training of any kind requires management to support an institutional environment that takes into account the issues at hand. In the case of the Thogomelo Project, implementing the Thogomelo training requires management to:

- understand and recognise the emotional toll of caregiving on CCGs;
- be sensitive to individual psychosocial needs;
- be aware of the impact of caregiving on a team; and
- be willing to allocate organisation resources to addressing the issues that affect CCGs.

Without ensuring implementation and sustainability of psychosocial support and care training, interventions (such as the Thogomelo Project) are expected to operate in isolation of institutional support. This threatens both sustainability and the quality of support CCGs are likely to receive in their own workplace.

The proposed training programme is aimed at addressing this gap in psychosocial support for caregivers. It mainly focuses on:

- strengthening the supervisors' own psychosocial wellbeing;
- managing CCGs; and
- developing a supportive work environment in community-based organisations (CBOs).

In this way the programme will strengthen the quality of community caregiving to vulnerable children.

The purpose of this skills development programme is to enhance the effectiveness and sustainability of the work done by community caregivers through empowering supervisors to create caring environments in their organisations which prioritise the psychosocial wellbeing of community caregivers.

The programme will assist accredited learners on NQF levels 3 and 4 (supervisors) to:

- Strengthen their own psychosocial wellbeing;
- Understand the psychosocial stressors of the CCGs that they supervise;
- Understand their role in maintaining and enhancing the psychosocial wellbeing of CCGs; and
- Build, manage and sustain practical psychosocial support systems, practices and programmes in their organisations.

At the end of the skills development programme, learners will be expected to meet the following exit level outcomes:

- Understand the concept and practical application of psychosocial support in their personal, social, cultural and organisational context;
- Describe and understand the role they play as supervisors in promoting psychosocial support and care in their specific context;
- Develop simple practical solutions to maintaining and sustaining psychosocial support, care and wellbeing in their organisations;
- Promote and encourage a positive participatory learning environment in their organisations using a variety of facilitation styles and approaches;
- Monitor and evaluate organisational PSS practices, strategies and performance against team objectives; and
- Be able to evaluate group learning processes within the team so as to obtain commitment to achieve organisational standards with regard to psychosocial support and care.

How to use this Facilitator Guide

This Thogomelo Facilitator Guide will provide guidelines on how to facilitate the learning pathway for supervisors of community caregivers. This guide works hand-in-hand with the Learner Manual and provides a step-by-step **guide** to the process facilitators are expected to follow at each stage of the training. It covers each day of the classroom-based activities for each module and the required assessment tools.

It should be used with the following material:
- Learner Manual
- Learner Workbooks 1 and 2
- Learner Practical Workbooks 1 and 2
- Knowledge Questionnaire 1 and 2
- Thogomelo supportive supervision resources including posters, booklets and a diary
- The workplace guide and logbook
- Orientation guide
- The assessor and moderator guide

Using the guide

- Read this introductory section of the Facilitator Guide and familiarise yourself with the facilitation methodology, assessment and moderation approach, learner support requirements, and the monitoring and evaluation requirements.
- A road map of the training is provided on pages 28–30.
- Read through and prepare for each module using the step-by-step process. This provides a minimum standard for the delivery of the training.
- As you go through each module with the learners, you will need to refer to the content and activities that are provided in the Learner Manual. The numbers of the activities correspond in all documents.
- A training timetable is provided on pages 32–40.
- A training checklist is provided on pages 25–27 for use before the training.

In each module there are activities that look like the one below:

This is the title of the activity.

The activity number is to help you to navigate between all the different workbooks and assessment tools.

This is the Unit Standard number.

What is supervision? (60 minutes)

Activity 2.1 US 254183; SO 3

Your own experiences of supervision

Type of activity

Individual activity in Learner Workbook and paired activity

These icons mean that this is an individual or group activity that is assessed. You will therefore need to use one of the Learner Workbooks.

This tells you what type of activity it is and which Learner Workbook to write your answers in for assessments.

This refers to the Specific Outcome

This explains the objectives of the activity.

This explains what needs to be provided.

This gives the facilitator a step-by-step guide to help facilitate the activity.

Purpose of activity

- To understand our individual experiences of supervision.

Resources

- Koki pens
- Flipchart paper

How to facilitate the activity

1. Allow learners 20 minutes to complete Activity 2.1 in their Learner Workbooks.

Facilitation methodology

Introduction

When adults are asked about teaching and learning, most think in terms of their own formal education, especially their schooling when they were young. These perceptions have been largely shaped and influenced by past experiences. Under the traditional education system, the teacher was the "subject expert" and learners were just passive receivers of knowledge. Learning was very "teacher-centred". This means the teacher talked and the learners listened. So many adult learners today are convinced that neither they nor their co-learners have anything useful or worthwhile to contribute to the learning process.

However, nothing can be further from the truth. Learning is an ongoing process and involves all aspects of life.

- As adult learners, you bring a huge wealth of knowledge and experience into the classroom or "learning environment".
- Learning is not just about acquiring new knowledge and skills. It is also about:
  - developing a questioning mind; and
  - acquiring and strengthening values like justice, equality and honesty.
- Your life experience provides a rich and valuable resource for learning. The learning methods and techniques used in this training manual are designed to draw on your existing knowledge and experience. In this way it will stimulate personal growth and development.

What is participatory learning and training?

Learning is most effective when learners are actively involved in the learning process. So the supportive supervision skills development programme for supervisors of community caregivers has adopted a methodology called participatory learning. This training strategy emphasises the importance of a respectful collaborative relationship. All participants (facilitators and supervisors) cooperatively explore 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.

Using small group discussions, role play, case studies and presentations, you will:

- engage in lively debates;
- learn 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. Part of the participatory learning process is to create opportunities to question "the way things are". In this way you will become more conscious of the needs of others.

Participatory learning is therefore exciting not only for the supervisors of community caregivers but also for the facilitator. You will share your knowledge and experience as well as bring out the knowledge and experience of every learner (who is a participant in the learning process). This approach enriches the lives of all learners as learning is much more reflective and challenging than other established methods of teaching.

Key principles for the Thogomelo training methodology therefore include[1]:

- modelling a strengths-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 the caregivers as adult learners in this field;
- being able to manage and refer learners who are in need of psychosocial support themselves (the curriculum may bring out sensitive psychosocial issues so the facilitators need to be able to manage this without going too deeply into the problems but also not ignoring the real needs of the learner);
- building a practice of psychosocial wellbeing for sustainability from the beginning;
- assisting CCGs to be aware of their behaviour regarding their own psychosocial wellbeing;
- recognising existing knowledge, skills and experience of individuals and the group as a basis for learning and sharing; and
- upholding people's right to play an active and influential part in shaping the decisions which affect their lives.

Creating a positive, challenging and "safe" learning environment

The best learning comes from a cooperative learning environment or atmosphere where all participants (supervisors and facilitators) can:

- express themselves freely;
- ask questions; and
- give opinions without feeling threatened or intimidated – learners will learn best when they feel emotionally safe and contained; the learning environment therefore should be:
  - democratic
  - collaborative
  - non-threatening

For the success of the learning process, there needs to be an environment where the learners experience:

- trust
- acceptance
- mutual respect
- confidentiality
- friendship
- solidarity

Facilitators should not assume that their words, actions and gestures are unambiguous. Because of differences in communication styles, religious views, and assumptions regarding age, gender or sexual orientation, certain behaviours and words may be misunderstood. Different meanings may be given that are very different from those intended. There may be times when facilitators can even begin to use cultural differences and diversity as an important teaching strategy.

Facilitators must:
- Be aware of the diverse cultural backgrounds of the learners; and
- Adopt the habit of critical reflection.

What is the role of the facilitator in participatory learning?

The role of a facilitator differs dramatically from the role of a "teacher" in traditional education programmes. The following points reflect the main characteristic of participatory learning:

- The experience of the participants is the starting point – so there is joint creation of knowledge.
- There is no "expert", but rather mutual respect for the knowledge and experience all participants bring to the process.

The facilitator is not just a participant

The facilitator's role is to make sure that the learning process (what happens and how it happens) encourages learning and participation. For many learners, this will be a new way of learning as they will bring with them expectations of teacher-delivered information.

- Some learners may be confused or uncomfortable with the participatory approach.
- Others may see "real teaching" and "real learning" only in traditional terms.

The facilitator will need to take these factors into account when leading a participatory programme.

Challenges faced by facilitators in this approach

The role of the facilitator in a participatory learning method is a mixed one – the facilitator is faced with the dilemma of how much to leave to the initiative of others. She or he will also need to decide when and how much to lead in order to avoid chaos and lack of direction.

The way training is organised should reflect the values that highlight the Thogomelo beliefs listed on page 8–9. For example, the training itself must be participatory, democratic and non-hierarchical (these are the values it would like the participants to adopt). In other words, it should give the **participants the experience of participation, collective learning** and **decision making.**

The challenge is to find the right balance between:

• a directive and a non-directive approach; and
• an authoritarian and a participatory way of working in a group.

These are some of the issues that may be a challenge to a facilitator:

• being part of the group yet being different;
• being in a different role and position yet trying to be one of them; and
• being a leader yet not necessarily emphasising the role of leadership.

Facilitators are constantly improvising, always making mistakes and learning from those mistakes, experiences and innovations of others. Training by itself is no magical formula. Training is just one part of the programme. No programme can succeed only on the basis of good training. All other factors must also contribute to the process of participatory learning.

Some attitudes and behaviours of participatory learning for facilitators to remember and act upon[2]:

• Trust people so that they can analyse, plan, act, monitor, evaluate and reflect.
• Don't lecture or dominate people.
• Listen to people.
• Learn from people and share your own knowledge when appropriate.
• Don't judge people, but do challenge harmful ideas to help people see things in a new way.
• Respect people and be friendly.

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2 International HIV/AIDS Alliance

- Be honest with people about intentions and expected outcomes.
- Don't be afraid to make mistakes – but always remember to learn from them.
- Don't rush, let things evolve at their own pace.
- Relax with people.
- Have fun!

*Don't work FOR people – work WITH them. It
is even better to BE with them.*

Challenges faced by learners using this approach

The participatory approach is very "learner-centred" and challenges many well-established learning and cultural models. Unless learners are motivated and value this form of training, some will find it difficult to progress much beyond rote learning (memorising the information as taught in schools). However, once learners understand the reasons behind the teaching approach, they usually accept the process and become more committed and involved.

Main characteristics of participatory learning and training

- It acknowledges the learner's **existing knowledge and skills** and creates learning opportunities that address the learner's needs.
- It is **interactive** – "learning-by-doing" and making sense of the learning experience in day-to-day work situations is far more effective than formal educational settings where learners are passive receivers of knowledge. This approach allows others to give input into the situation and to share their experiences and understanding. At the same time, it generates commitment, confidence and enthusiasm.
- It is **purposeful and relevant** – adults engage in learning voluntarily, therefore learning must be meaningful and appropriate.
- It creates a **supportive learning environment** based on mutual respect and recognises the importance of cultural diversity.
- It makes provision for regular **positive feedback** on performance. Effective feedback also enables learners to identify their strengths and weaknesses and to take action to correct them. The desire to be successful and increase self-esteem is a powerful motivator.

How the adult participatory methodology is included in the Thogomelo Training[3]

Role plays

In a role play, learners act out a particular situation. They may act as themselves or play the role of another person. There is no written script in the role play. The focus is on what happens in the interaction, not on how well people act or perform.

Role play is used as the basis for discussion:
- to increase communication skills and self-esteem;
- to explore different situations and ways of dealing with them;
- to express feelings openly and see how others feel;
- to get inside other people's shoes; and
- to rehearse for the future.

It is important to process role plays by asking the following type of questions:
- What happened?
- Why did it happen?
- How did the characters feel?
- How did others react?
- What did you learn from the experience?
- How is this relevant to your life?

After the role play, give each player an opportunity to express their feelings about the characters and situations they represented. Then ask them to shed their characters and return to themselves by removing any props, saying their real names and something about themselves.
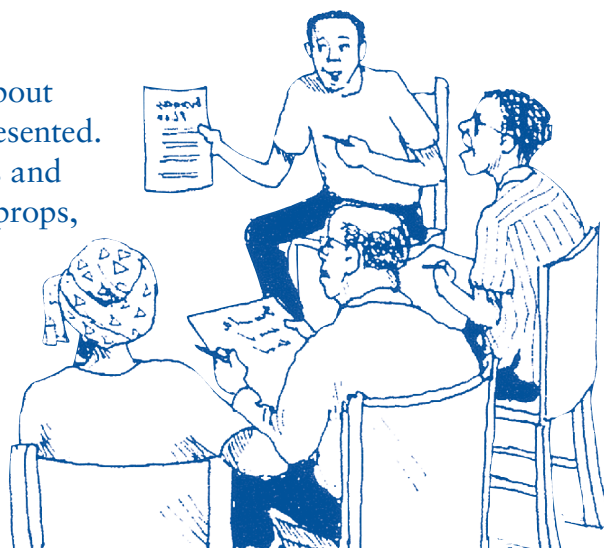
3 Gordon, G. 1999. *Choices: A guide for young people*. International HIV/AIDS Alliance.

Case studies and stories

Stories and case studies provide an opportunity for learners to apply the theory into a practical setting. Using the same case study or story means that everyone is working with a common set of characters and situation. This often creates a safe setting for learners to explore their own thoughts, feelings and reactions.

It is important to guide the learners through the case study or stories by:

- reading it to them;
- summarising what the story is about in their own language; and
- asking questions so that they understand the situation.

The questions are important as they provide a guide for discussions, debates and sharing of experiences.

Discussions, questions and debates

Discussions, questions and debates provide an opportunity for learners to "link" the new knowledge, attitude, skill or view to what they are familiar with in their day-to-day life. These methods help learners to:

- develop their thinking and communication skills;
- articulate (speak) the topics in their own words;
- share their views, experience and challenges; and
- learn from each other.

Drawing, designing and presenting

Drawings and diagrams help people to:

- share
- add to their knowledge
- analyse the situation
- plan
- act

The drawings do not have to be professional. They should encourage learners to be creative and to think "out of the box". It is also a great way of allowing learners to think and create at the same time.

Thogomelo has designed a range of posters as learning aids. They are best used if people can interact with them – this is part of participation and action learning.

For many learners at lower NQF levels, presenting their findings and discussions from their group work is a new experience. This method is important as it gives all learners an opportunity to:

- share their experience;
- build their confidence in talking to a group;
- build their self-esteem;
- feel that their information and experience is valuable; and
- feel respected as a learner.

Energisers

These are used to maintain and stimulate the energy and concentration of the learners during the sessions. They are important as they often demonstrate a concept or help to put new ideas or skills into practice. They are also used to build the group, and can just be used for fun! See pages 41–44 for ideas of energisers.

Songs and sounds

This is important for learners who learn through sound and movement. Encourage learners to present their findings in song. Opening and closing the day's training sessions can also be done using songs – these can be prayers, gospel, relevant songs to the topic, or even groups developing their own songs. Use different ways of clapping to affirm learner contributions in the session.

Quizzes

These are used not only to check people's knowledge, but also to provide an opportunity for them to express new concepts or knowledge using their own language and style. Learners should enjoy the quizzes – they should be fun and not seen as a test. The discussion about the questions is as important as the answers. Learners can share and get information through the quiz.

Processing activities

"Processing helps to integrate the experience with the concepts. It also broadens learning by having others hear what individuals in the group have learned."[4]

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4 *Alternatives to Violence* (AVP) Facilitators Guide, 1992, USA.

Note: Processing is not evaluating the activity. We are not asking the learners whether they liked or disliked the activity, or to rate it. But rather to explore what it means to them. Processing allows learners to get the maximum learning from the activity. We do this by focusing on emotions and feelings first, then lead into concepts, knowledge, and then finally to application to their own lives.

Reflection

Relating the learning activity to everyday working practice helps learners appreciate the relevance of acquiring certain skills and knowledge. By sharing their difficulties, failures and perceptions of what is relevant in the "real world", learners have the opportunity to learn from each other's experiences in different fields. After every training session, the facilitator provides opportunities for learners to reflect on:

- their learning experience;
- what it means for them as individuals; and
- what it means for them as supervisors.

Feedback

Facilitators are encouraged to give immediate feedback to each learner. This is one of the main parts of the learning process. Reinforcing the positive aspects helps to make sure that it is continued. It also acts as a reward, which is a powerful external motivator for the adult learner.
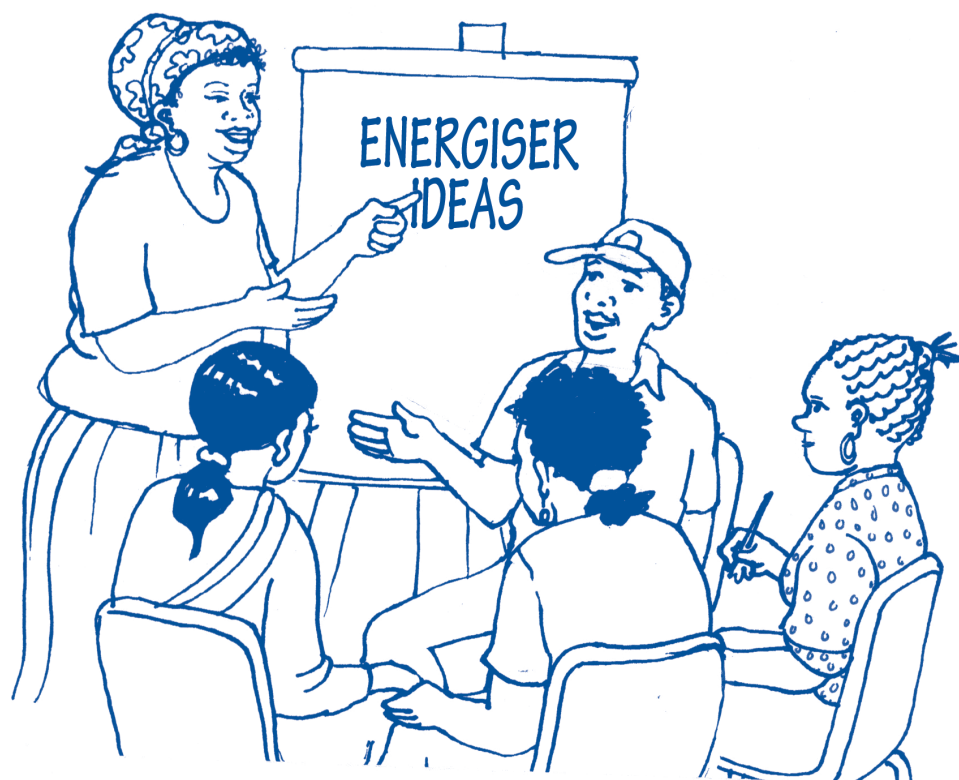
Learner selection and process guidelines

The programme is aimed at NQF level 3 and 4 learners. Individuals wanting to participate in this programme should have a good understanding of English and an education level that is Grade 11 or above. 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.

They are required to be able to:

- work independently in applying what they have learnt in their organisations;
- supervise and mentor community caregivers; and
- work inter-sectorally with other role players in the community caregiving sector (such as social workers, police officials, health workers, etc).

The supportive supervision skills development programme is aimed at the following individuals:

- supervisors who are responsible for managing or supervising other community caregivers;
- supervisors who are responding to children within an NGO, CBO or FBO; and
- active members of Child Care Forums, Child Protection Committees, Community Protection Forums and/or places of safety.

The selection criteria include:

- people 18 years and older;
- people with a valid passport or South African identity document to receive credits for the skills development programme; and
- people 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 (remember to brief the managers first!).

Entry into the skills development programme

The supportive supervision skills development programme (SDP) for supervisors of community caregivers is offered at levels 3 and 4 of the national qualifications framework (NQF). It consists of four unit standards (US), totalling 25 credit points. Eight of these credits are drawn from the psychosocial support skills development programme for community caregivers.

Learners may enter the supportive supervision skills development programme for supervisors of community caregivers in one of three ways:

• Any learner who has attended the psychosocial support skills development programme for community caregivers, and whose results have been successfully endorsed by the HWSETA, may have the relevant 8 credits recognised through prior achievement (**US120308** and **US244584**).

• Any learner who has not attended the psychosocial support skills development programme for community caregivers and therefore does not have the relevant 8 credits, must complete a self-study process that includes the relevant Unit Standards contained in the psychosocial support skills development programme for community caregivers (**US120308** and **US244584**). This process has been included in the supportive supervision skills development programme for supervisors of community caregivers.

• Learners with work skills and experience qualifying them for credits must complete a Recognition of Prior Learning (RPL) process conducted by an organisation registered to run the psychosocial support skills development programme for community caregivers. Such a learner can engage in self study and complete the activities in the Learner and Practical Workbooks. They can be mentored by an organisation that is registered to run the psychosocial support skills development programme for community caregivers.

Learner selection and screening

Learner selection and screening is probably the most critical part of the skills development programme. It sets the tone of whether learners will cope with the level of the training and eventually qualify for competency. Proper learner selection is essential for effective implementation on the orientation day and the training. This involves DSD, the TSP, caregivers and their organisations. The learner selection process is an opportunity for the TSP to:

• build a relationship with the caregivers;

• build a relationship with the caregiver organisations; and

• clarify roles and responsibilities with the caregiver organisations.

Learner orientation

Learners will attend an orientation that is organised by the training service provider. The purpose of the orientation is:

- for the facilitators to meet with learners;

- for learners to learn more about the SDP;

- for learners to understand how the training will be conducted;

- to understand the roles and responsibilities of learners, facilitators, organisations and the training service provider; and

- to understand how assessment, moderation and verification will be conducted.

An orientation package is provided for potential learners and their organisations. This is for distribution to learners before the training begins – during the learner selection process. The purpose of this package is to orientate learners and managers of NGOs, CBOs and FBOs to the accreditation process, and to the supportive supervision skills development programme.

Assessment and moderation of learners

Assessment will take place during and after training. Evidence provided by learners, if assessed (marked) as competent, will allow them to gain credits towards a part of the qualification. The evidence is put together into a Portfolio of Evidence for the assessors. It is the role of the facilitator to work with the learners throughout the training to collect the required evidence. The assessment of the portfolios begins during the training.

Portfolio of Evidence (POE)

Learners will prepare a POE:
- They will complete activities in the Learner Workbooks during training and a Knowledge Questionnaire after each block of training.
- In addition to classroom work, learners will complete practical tasks at home, at the workplace and in their community. These practical tasks will be completed according to the two Practical Workbooks.
- Facilitators will provide learner support during the practical tasks. This will guide the learners to correctly complete the POE.
- Learners will also need to complete all reflections during their practical tasks.
- The POE will be submitted to the Training Service Provider where it will be assessed and moderated. They will apply to the HWSETA for the results to be verified.
- Once results are endorsed, learners will receive a certificate of competence by the accredited TSP who implemented the training.

With their Portfolio of Evidence all learners must do the following:
- Hand in a certified copy of their Identity Document (ID).
- Hand in a copy of a short CV.
- Sign each page of their completed Learner Workbooks.
- Sign each page of their Practical Workbooks.
- Attach the assessed Knowledge Questionnaires.
- Sign and submit their workplace logbooks.
- Sign the relevant documents to confirm their participation in the learning programme, the assessment and the moderation.

Learner support

Learner support refers to the assistance that learners will receive during this training.

- This support will continue after the training and will be provided by the facilitator.
- The purpose of learner support visits are to address and assist learners to complete the practical tasks and to support any learning needs identified in the classroom.
- Learner support visits will take place between each block of training.
- Learner support visits can be undertaken in groups per organisation or they can be individual.
- This support is not only limited to visits but can happen through emails and telephone contact as well.

Assessing

The process of assessing is structured. The person who assesses must be registered against the Unit Standards that they are assessing. They will:

- conduct the summative assessments (a Knowledge Questionnaire);
- assess the Learner and Practical Workbooks; and
- evaluate the performance so that credits and qualifications may be awarded.

Moderating

After the assessor has assessed the 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 10% of all the POEs handed in.

- After they have moderated, they will request the HWSETA to visit the training service provider to verify all the assessments and the POEs.
- If the learner is found to be competent, HWSETA will confirm this and endorse the results.
- The TSP will then issue a certificate of competence which will indicate the Unit Standards and number of credits that have been awarded to the learner.
- There is also an opportunity to appeal for reassessment if a learner is not completely happy with the outcome of the first assessment.

The Thogomelo assessor and moderator guide is available for registered assessors and moderators to use to assess and moderate this skills development programme.

Monitoring, evaluation and reporting

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 also been developed that support this system.

- All project staff, including community facilitators, need to have a thorough knowledge and be familiar with the project's monitoring and reporting system.
- The selected training service providers (TSPs) will be responsible for the day-to-day collection, management and quality assurance of routine data.
- All TSPs have a responsibility to make sure that routine data is collected using the correct forms for each training event in a suitable manner.
- TSPs must remember that it is their responsibility to report to an institution that contracted them to do the training.

At the beginning of each training programme you will need to complete various forms for registration of learners for this skills development programme. At the end of each training programme, you will need to write and submit a report to the Thogomelo Project (Refer to the Thogomelo M&E CD Rom for copies of the required forms and report template) and any other institution or organisation that has contracted the TSP to carry out the training.

Responsibilities of the TSPs and facilitators for M&E

Routine data using Training Data Collection forms:
- Course general information form (completed by the lead facilitator); and
- Participant forms (one completed by each participant).

Information to be completed and signed:

- Daily attendance register (each learner must sign it every day);
- Materials receipt register;
- Training data collection checklist;
- Training report tool together with a narrative training report, one per training event;
- All pre- and post-evaluation tools; and
- Quarterly report using the quarterly training report tool.

The facilitator will:

- Record the training in the right way;
- Conduct learner support visits and provide feedback using the tool; and
- Complete the administration process of evaluation questionnaires.

Refer to the Monitoring and Reporting Guide for correct implementation of the monitoring, evaluation and reporting system. This can be found on the Thogomelo CD Rom that you will be supplied with.

Thogomelo training checklist

Information is available for supporting TSPs in preparing, arranging, administering and managing the training. This includes meeting the requirements of the HWSETA.

Checklist

Things to do before the training	Tick
Layout of room. Must be able to move tables and chairs so that small and bigger group work can take place with ease	
Programme for tea and lunch	
Learner Manuals to be available before the day of the training	
Flipchart stand	
Overhead projector / data projector / laptop	
White board	
An additional training room for assessment of learner presentations	

Put together the training kit (plastic containers) for learners	Tick
3 - 4 flipchart pens (check that they can write well)	
Eraser	
Extra paper	
Pencil sharpener	
Plastic containers must be clean and neat every time we train	

Put together a plastic container for the facilitator	Tick
2 x black, blue, green, red flipchart pens that write perfectly (you can also add other colour pens)	
Scissors	
Prestik	
Stapler	
Punch	

Put together other things for the facilitator kit	Tick
Nametags (+ extras in case)	
Staples	
Masking tape	
Paper clips, rubber bands	
Clock for keeping time	
Camera	
Batteries for clock and camera	
Extension cord (for our own laptop for note-taking)	
Multi-plug	
Flipchart paper	
Cloths (for wiping up or cleaning if needed)	
Balloons	
Candles and matches	
Pack of sweets	
Time cards	
Colour cards	
First aid kit	

Welcome packs for learners	Tick
Programme	
Pen	
Exam pad	
Learner information form (HWSETA)	

Course admin file / manual (CD)	Tick
HWSETA learner information form codes	
Attendance registers (individual)	
Attendance register (group)	
Extra programmes	
Course evaluation forms	
Transport register	

M&E forms from manual on CD Rom to be printed off	Tick
Data collection checklists	
Course information form (1 copy to be completed by the facilitator at the training event)	
Participant information form (1 per learner)	
Daily attendance register (signed daily by participants)	
Materials receipt register (participants sign that they have received their material pack)	
Narrative training report (to be typed after training event – guidelines for typing the report available in the guide)	
Monthly training report (submitted for the month to collate training events that happened for the month)	
Quarterly training report (submitted for the quarter to collate training events that happened for the quarter)	

Mapping the implementation and purpose of the skills development programme

Planning and preparation

Learner selection

- Discuss with DSD provincial coordinator and district official on how you will conduct learner selection.

- Agree on the roles and responsibilities for each party that is involved.

- Refer closely to the selection criteria provided by the project.

- Plan for the orientation day and agree on the programme.

Learner orientation

- Make sure you have the relevant documentation for the day.

- Administer the baseline questionnaire.

- Administer the psychosocial wellbeing tool.

- Make sure that all learners are registered.

- Explain the training cycle.

- Photocopy the training cycle and fill in the agreed training dates.

Training

Module 1 – Psychosocial wellbeing and self care

- Before a supervisor can provide effective support for caregivers, it is important that he or she addresses his or her own psychosocial wellbeing. This involves understanding the sources of stress in your personal and worklife, the impact of stress and ways to manage it.

- This module starts with an understanding of the concepts of psychosocial wellbeing and psychosocial support.

- It then looks at stress and the impact of stress on psychosocial wellbeing.

- Finally, the module introduces self-care strategies to reduce the impact of stress.

Module 2 – Supportive supervision

- Once you have developed awareness of your own psychosocial wellbeing, you are in a better position to understand and address the stress that caregivers may feel as a result of their work. Many caregivers have said that talking about their work helps them to process their experiences and release stress.

- This module is about supervision. This is when a more experienced person listens to a community caregiver talk about his or her work. The supervisor helps the caregiver to reflect on his or her work.

- The module focuses on how supervision can become a supportive practice which encourages the psychosocial wellbeing and self care of caregivers.

Module 3 – Creating a caring organisation

- Supervision does not end with the individual or group contact you have with the caregivers working in your organisation.

- It extends to developing a caring organisation in which caregivers feel supported and are able to develop and work to the best of their potential.

- In this module we look at how supervisors can work within the organisation to strengthen psychosocial wellbeing and networking practises with other organisations in their communities.

Field experience

- Learners complete Practical Workbooks 1 and 2.
- Learner support is provided.

Assessment, moderation feedback and completion of reports

Relevant reports are finalised and submitted.

Verification of assessment and moderation by the HWSETA

This is the confirmation of results by HWSETA and issuing of certificates by the relevant TSP.

Training cycle

Blocks	Activities	Dates	Responsibility
Learner orientation	• Registration • Baseline administration • Understanding the learning cycle		TSP, organisation and learner
Block 1: Classroom training	• Classroom training • Learner Workbook 1 completed • Preparation for Practical fieldwork 1 • Knowledge Questionnaire 1		Learner and facilitator
Fieldwork 1	• Learner support implemented • Practical fieldwork implemented • Practical Workbook 1 completed • Learner Workbook 2 completed		Learner and facilitator
Block 2	• Review fieldwork and Practical Workbook 1 • Assessment feedback on Learner Workbook 1 • Review of Learner Workbook 2 • Preparation for summative assessment • Knowledge Questionnaire 2 • Preparation for Practical fieldwork 2		Learner, assessor and facilitator
Fieldwork 2	• Learner support implemented • Practical fieldwork 2 implemented • Practical Workbook 2 completed		Learner and facilitator
Block 3	• Assessment feedback on Practical Workbook 1 • Review fieldwork and Practical Workbook 2 • Assessment feedback on Learner Workbook 2 • Assessment feedback on Knowledge Questionnaire 2 • Programme implementation presentations • Completion of all POEs and submission		Learner, assessor and facilitator
Assessment and moderation	• Final assessments and verification		Assessor and moderator

Training programme timetable

BLOCK 1 SUPPORTIVE SUPERVISION		
DAY 1	**MONDAY**	
08h30 – 9h30	Welcome and overview of the training Introduction (ice-breaker / get to know one another) Expectations Housekeeping and boundary agreement Overview of the training	60 minutes
Module 1: Session 1: Psychosocial wellbeing and self care		09h30 – 10h00
09h30 – 10h00	Step 1: Module introduction Session 1: Introduce and contextualise Module 1 within skills programme	30 minutes
Session 2: Understanding psychosocial wellbeing		10h00 – 11h30
10h00 – 10h30	Step 2: What is psychosocial wellbeing?	30 minutes
TEA BREAK		10h30 – 10h45
10h45 – 11h30	Step 3: Leading a balanced life	45 minutes
Session 3: Understanding stress		11h30 – 16h30
11h30 – 12h30	Step 4: Stress and its impact on my life	60 minutes
12h30 – 13h30	Step 5: Causes of stress in our personal lives	60 minutes
LUNCH BREAK		13h30 – 14h30
14h30 – 15h00	Step 6: Causes of stress as a result of caregiving	30 minutes
15h00 – 16h00	Step 7: The impact of a build up stress	60 minutes
TEA BREAK		16h00 – 16h15
16h15 – 16h30	Reflection and summary of the day	15 minutes
END OF DAY		16h30

DAY 2	TUESDAY	
08h30 – 09h00	Welcome Reflection and recap of previous day Self-care activity	30 minutes
Session 4: Self-care strategies and tools		9h00 – 10h15
9h00 – 9h45	Step 8: Exploring all elements of a healthy lifestyle	45 minutes
9h45 – 10h00	Step 9: Exploring cultural traditions of care	15 minutes
10h00 –10h15	Step 10: Module summary and reflection	15 minutes
TEA BREAK		10h15 – 10h30
Module 2: Session 1: Supportive supervision		10h30 – 11h00
10h30 – 11h00	Step 1: Module introduction	30 minutes
Session 2: Understanding supervision		11h00 – 13h00
10h30 – 11h30	Step 2: What is supervision?	60 minutes
11h30 – 12h30	Step 3: Effective supervision	60 minutes
LUNCH BREAK		13h00 – 13h45
Session 3: Supervision skills		13h45 –16h30
13h45 –14h15	Step 4: Deep listening	30 minutes
14h15 – 15h00	Step 5: Affirmation and positive feedback	45 minutes
TEA BREAK		15h00 – 15h15
15h15 – 16h15	Step 6: Developing a structure for supervision	60 minutes
16h15 – 16h30	Reflection and summary of the day	15 minutes
END OF DAY		16h30

DAY 3	WEDNESDAY	
08h30 – 09h00	Welcome Reflection and recap Self-care activity	30 minutes
09h00 – 10h00	Step 7: Problem-solving in the context of supervision	60 minutes
Session 4: Making space for difficult feelings in supervision		10h00 – 11h15
10h00 – 11h15	Step 8: Dealing with difficult feelings in supervision	75 minutes
TEA BREAK		11h15 – 11h30
Session 5: Managing workload and boundaries through supervision		11h30 – 13h00
11h30 – 12h15	Step 9: How can I set limits on my workload?	90 minutes
LUNCH BREAK		13h00 – 14h00
14h00 – 15h30	Step 10: Establishing boundaries, delegating and managing time	90 minutes
15h30 – 16h00	Step 11: Module summary and reflection	30 minutes
16h00 – 16h30	Step 12: Introduce Practical Workbook 1	30 minutes
END OF DAY		16h30

DAY 4	THURSDAY	
8h30 – 9h00	Welcome Reflection and recap Self-care activity	30 minutes
Module 3: Session 1: Creating a caring organisation		9h00 – 10h30
9h00 – 9h30	Step 1: Module introduction	30 minutes
9h30 –10h30	Step 2: A caring workplace	60 minutes
TEA BREAK		10h30 – 11h00
Session 2: What can supervisors do to create a caring organisational culture?		11h00 – 16h30
11h00 – 12h00	Step 3: Encouraging affirmation	60 minutes
12h00 – 13h00	Step 4: Looking for signs of success	60 minutes
LUNCH BREAK		13h00 – 14h00
14h00 – 14h45	Step 5: Training and capacity development	45 minutes
14h45 –15h15	Step 6: Orientation and mentoring	30 minutes
TEA BREAK		15h15 – 15h30
15h30 – 16h15	Step 7: Team building (to be continued on next day)	45 minutes
16h15 – 16h30	Reflection and summary of day	15 minutes
END OF DAY		16h30

DAY 5	FRIDAY	
8h30 – 9h00	Welcome Reflection and recap Self-care activity	30 minutes
Session 2: Module 3 continued: What can supervisors do to create a caring organisational culture?		09h00 – 10h15
09h30 – 10h15	Step 8: How can we strengthen the caring aspects of our work environment?	75 minutes
Session 3: Strategic relationship and networking		10h15 – 14h00
10h15 – 11h00	Step 9: Finding points of strategic leverage and strengthening relationships with other organisations	45 minutes
TEA BREAK		11h 00 – 11h15
11h15- 11h45	Step 9 continued: Team building	30 minutes
11h45 – 13h00	Step 10: Community support and mobilisation	75 minutes
LUNCH BREAK		13h00 – 13h30
13h30 – 13h45	Step 11: Modules Aummary and Reflection	15 minutes
Session 4: Summative Assessment		14h00 – 16h30
13h45 – 14h00	Step 12: Preparation for Summative Assessment	15 minutes
14h00 – 16h00	Step 13: Knowledge Questionnaire 1	120 minutes
16h00 – 16h30	Step 14: Preparation for practical fieldwork 1 and self study	30 minutes
END OF DAY		16h30

BLOCK 2 FOLLOW-UP SUPPORT PROGRAMME		
DAY 1		
09h00 – 9h30	Welcome Overview of the two-day programme Workbook submissions Self-care activity	30 minutes
Session 1: Assessment feedback		09h30 – 13h00
09h30 – 10h45	Review of fieldwork and workplace experience Practical Workbook 1 Successes and challenges Solutions to challenges (group work)	75 minutes
10h45 – 11h30	Review and assessment feedback of Knowledge Questionnaire 1	45 minutes
TEA BREAK		11h30 – 11h45
11h45 – 12h00	Self-care activity	15 minutes
12h00 – 13h00	Review and assessment feedback of Learner Workbook 1 Review Learner Workbook 2	60 minutes
LUNCH BREAK		13h00 – 13h45
Session 2: Self-study preparation (supplementary training)		13h45 – 16h30
13h45 – 14h45	Impact of stress (refer to Psychosocial Support Manual for community caregivers)	60 minutes
TEA BREAK		14h45 – 15h00
15h00 – 16h00	Preparation for Knowledge Questionaire 2	60 minutes
16h00 – 16h30	Reflection and summary of day	30 minutes
END OF DAY		16h30

DAY 2		
09h00 – 9h30	Welcome and recap of day 1 Self-care activity	30 minutes
Session 1: Self-study preparation (supplementary training) continued		9h30 – 10h45
09h30 – 10h45	Community development (refer to Psychosocial Support Manual for community caregivers)	75 minutes
TEA BREAK		10h45 – 11h00
Session 2: Summative Assessment		11h00 – 13h00
11h00 – 13h00	Knowledge Questionnaire 2	120 minutes
LUNCH BREAK		13h00 – 13h45
Session 3: Practical fieldwork preparation		13h45 – 16h30
13h45 – 14h15	How to conduct interviews	30 minutes
14h15 – 15h00	Practical group work (conducting interviews)	45 minutes
TEA BREAK		15h00 – 15h15
15h15 – 16h30	Introduction to practical fieldwork 2 Administrative issues	75 minutes
END OF DAY		16h30

DOCUMENTS REQUIRED

Learners:
- bring their POEs (certified documents and signed agreements from supervisors);
- hand in their practical assignment 1 (Practical Workbook 1);
- hand in their work logbook 1;
- hand in Learner Workbook 2;
- write Knowledge Questionnaire 2; and
- recieve practical assignment 2.

All learners to sign M&E tools, including attendance register.

BLOCK 3 FOLLOW-UP SUPPORT PROGRAMME		
DAY 1		
09h30 – 10h00	Welcome Overview of the two day programme Self-care activity	30 minutes
Session 1: Assessment and feedback		10h00 – 13h00
10h00 – 11h15	Review of fieldwork 2 and Practical Workbook Successes and challenges Solutions to challenges (group work) Assessment feedback on Practical Workbook 1	75 minutes
TEA BREAK		11h15 – 11h30
11h30 –12h15	Assessment feedback on Learner Workbook 2	45 minutes
12h15 –13h00	Assessment feedback on Knowledge Questionnaire 2	45 minutes
LUNCH		13h00 – 14h00
Session 2: Psychosocial support programmes presentation preparations		14h00 – 16h30
14h00 –16h00	Preparation on presentation of psychosocial support programmes	120 minutes
16h00 – 16h30	Reflection and summary of day	30 minutes
END OF DAY		16h30

DAY 2		
09h30 –10h00	Review of previous day Self-care activity	30 minutes
Session 1: Psychosocial support programmes presentations		10h00 –12h30
10h00 –11h00	Presentation of individual psychosocial support programmes	60 minutes
TEA BREAK		11h00 –11h15
11h15 – 12h30	Session 1 continued	75 minutes
LUNCH BREAK		12h30 – 13h30
Session 2: Portfolio of Evidence (POE)		13h30 – 16h30
13h30 –16h00	Preparation and finalisation of POEs	150 minutes
16h00 – 16h30	Reflection and summary of day	30 minutes
END OF DAY		16h30

DOCUMENTS REQUIRED

Learners:

- bring their POEs (certified documents and signed agreements from supervisors);
- hand in practical assignment 2 (Practical Workbook 2);
- hand in their work logbook 2; and
- present the programmes that they have implemented in their organisations.

All M&E tools, including attendance register, should be signed.

Energisers

Things to consider when using energisers:

- Use energisers frequently during a workshop or meeting, whenever people look sleepy or tired or to create a natural break between activities.

- Choose games that are appropriate for the local context, for example, think carefully about games that involve touch, particularly of different body parts.

- Select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulties with walking or hearing, or people with different levels of comfort with literacy.

- Ensure the safety of the group, particularly with games that involve running. For example, try to make sure that there is enough space and that the floor is clear.

- Do not use only competitive games, but also include ones that encourage team building.

- Avoid energisers going on for too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up!

Possible energisers to use during facilitation

Three truths and a lie

Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For example, "*Alfonse likes singing, loves football, has five wives and loves PRA*". Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the "facts" are lies.

Names and adjectives

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Arun and I'm amazing." As they say this, they can also mime an action that describes the adjective.

What we have in common

The facilitator calls out a characteristic of people in the group, such as "*having children*". All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as "*likes football*", people with the characteristic move to the indicated space.

Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a "leader". The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him or her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, he or she joins the circle. The person who was the leader leaves the room to allow the group to choose a new leader.

Who are you?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him or her, such as a driver or fisherman. When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him or her from the activities that are mimed.

Names in the air

Ask participants to write their name in the air first with their right hand, then their left hand. Finally, ask them to write their name in the air with both hands at the same time.

As and Bs

Ask everyone to choose silently someone in the room that is their "A" person and another person who is their "B" person. There are no particular criteria on which to base their choices – selections are entirely up to individuals. Once everyone has made their choices, tell them to get as close to their respective "A" person as possible, while getting as far away from their "B" person. People can move quickly but should not grab or hold anyone. After a few minutes, participants stop and reverse the process, getting close to their "B" person and avoiding their "A" person.

"Prrr" and "Pukutu"

Ask everyone to imagine two birds. One calls '"prrr" and the other calls "pukutu". If you call out "prrr", all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its wings. If you call out "pukutu", everyone has to stay still and not move a feather.

Find someone wearing...

Ask participants to walk around loosely, shaking their limbs and generally relaxing. After a short while, the facilitator shouts out "Find someone wearing..." and names an article of clothing. The participants have to rush to stand close to the person described. Repeat this exercise several times using different types of clothing.

Simon says…

The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying "Simon says...". If the facilitator does **not** begin the instructions with the words "Simon says", then the group should not follow the instructions! The facilitator begins by saying something like "Simon says clap your hands" while clapping hands. The participants follow. The facilitator speeds up the actions, always saying "Simon says" first. After a short while, the "Simon says" is omitted. Those participants who do follow the instructions anyway are "out" of the game. The game can be continued for as long as it remains fun.

What has changed?

Participants break into pairs. Partners observe one another and try to memorise their appearance. Then one turns his or her back while the other makes three changes to his or her appearance, for example, putting a watch on the other wrist, removing glasses, and rolling up sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles.

Don't answer

Ask the group to stand in a circle. One person starts by going up to someone and asking them a question such as, "What is your most annoying habit?" However, they must not answer the question themselves, the person to their left must answer. People can make their answers as imaginative as possible!

Group massage

Ask the group to stand in a circle and turn sideways so that each person is facing the back of the person in front of them. People then massage the shoulders of the person in front of them.

I like you because...

Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

People to people

Everyone finds a partner. A leader calls out actions such as "nose to nose", "back to back", "head to knee", etc. Participants have to follow these instructions in their pairs. When the leader calls "people to people" everyone must change partners.

Mirror image

Participants sort themselves into pairs. Each pair decides which one of them will be the "mirror". This person then copies (mirrors) the actions of their partner. After some time, ask the pair to swap roles so that the other person can be the "mirror".

Talking object

Participants sit in a circle. An object is passed around the circle. The person who receives the object has to talk continuously until his or her neighbour decides to take the object.

What am I feeling?

Participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.

Writing on backs

At the end of a workshop, ask participants to stick a piece of paper on their backs. Each participant then writes something on the paper they like, admire or appreciate about that person. When they have all finished, participants can take their papers home with them as a reminder.

Reflecting on the day

To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they feel about the day.

Module 1   **(9 hours 45 minutes)**

Psychosocial wellbeing and self care

Purpose of this module

This module explains the concepts of psychosocial wellbeing and psychosocial support. It focuses on stress and the impact of stress on psychosocial wellbeing. It then introduces self-care strategies aimed at reducing the impact of stress.

UNIT STANDARD NUMBER

US 254183

Title of unit standard

Apply personal development strategies and skills to enhance effective service delivery in child and youth care work

Specific outcome 1

Reflect critically on own practice.

Assessment criteria 1

Encounters and interactions are analysed and described with examples drawn from own experience in terms of reference to the degree of their own presence, and responses they made during interactions.

Assessment criteria 2

Intuitive and/or planned responses are evaluated for their appropriateness for the particular context, and in terms of own skills and strengths.

Assessment criteria 3

Areas for improvement in your own practice are identified. Suggestions for change are appropriate to the identified development area and consistent with best practice in child- and youth-care work.

Assessment criteria 4

The importance of self awareness is explained with reference to care for self, improved understanding of the young person, and more effective responses in the moment when needed.

Assessment criteria 5

The importance of awareness of your own values and beliefs is explained with reference to the possible impact of these on interactions with young people.

At the end of this module, learners should be able to:

- Understand the concept and practical application of psychosocial support in their personal, social, cultural and organisational context.

- Describe and understand the role that they play as supervisors in promoting psychosocial support and care in their specific context.

- Find balance within their own life and set limits for self and others by looking at self-care strategies and tools.

- Understand stress and burnout prevention, mainly focusing on locally appropriate definitions of stress, cumulative stress, burnout and compassion fatigue.

- Do self-assessment exercises and conduct same exercises with community caregivers.

- Identify community caregiver stressors and stress responses (range: CCGs in context, age, gender, culture).

- Understand the impact of stress and strategies to combat it.

DAY 1

Registration and opening session: Welcome

(08h30 – 09h30)

STEP 1

Welcome and introductions   (20 minutes)

Use an icebreaker to get to know one another.

STEP 2

Expectations   (10 minutes)

STEP 3

Housekeeping and boundary agreements   (10 minutes)

STEP 4

Overview of the training   (20 minutes)

- Describe the aims of the training:
  - to strengthen psychosocial care and support of yourself as a supervisor of community caregivers; and
  - to help you strengthen the psychosocial care and support of the community caregivers you work with and supervise.
- Discuss the structure of the training on pages 28 – 30 of this guide.
- Describe the characters of Gugu and Mandla. They are fictional characters created from the stories and experiences of caregivers and supervisors of caregivers from different parts of the country. They are used in a storylike way so that learners can relate their stories to their own experiences.
- Read pages 5 – 6 of the Learner Manual as a group so that everyone is familiar with the central story characters.
- Describe the common terms used in the manual:
  - The term "**community caregiver**" refers to people who are taking care of children and their families, such as a home-based carer or a caregiver who works with families caring for people affected by HIV and AIDS (primary caregivers). At times the term "community caregiver" has been shortened to "**caregiver**". They may be employed or working as volunteers.
  - The term "**supervisor**" refers to anyone who is supporting community caregivers to do their work more effectively.
- Make sure that learners understand the difference.

Session 1: Psychosocial wellbeing and self care

(9h30 – 10h00)

STEP 1

Module introduction   **(30 minutes)**

1. Introduce and contextualise Module 1 within this skills development programme. Draw a mind map to help learners locate this module within the programme. Create your own mind map based on the one in the Learner Manual.

2. This module explores the concepts of psychosocial wellbeing and psychosocial support. We look at what factors keep us well balanced and healthy, as well as exploring the stress factors in our lives. We look at ourselves as complete persons – individuals who operate within families, communities, and organisations. We also explore what we need to do to be physically, emotionally and socially supported.

3. The module concludes with looking at self-care strategies that we can use to improve our psychosocial wellbeing.

Session 2: Understanding psychosocial wellbeing

(10h00 – 11h30)

STEP 2

What is psychosocial wellbeing? (30 minutes)

Activity 1.1

What makes up a whole person? – Drawing a body map

Type of activity

Individual activity and large group brainstorm

Purpose of activity

- To understand all the things that make up each person.

Resources

- Flipchart paper
- Koki pens
- A4 loose blank paper

How to facilitate the activity

1. Ask learners to spend a few (not more than 5) minutes drawing a simple picture of a person on a piece of paper. Then write on the person what they think are the different things that make up the person. Explain that this is called a "body map".
2. After they have completed the short individual activity, draw a large person as a community caregiver on a flipchart. This is a body map of Gugu. Keep this session quick and energetic.
   a. Ask what makes up a person? (feelings, thoughts, beliefs, relationships, spiritual beliefs).
   b. Ask learners to call out quickly what comes to their mind (they can use their own drawings to help).
3. Add learners' responses around the figure. If they say "thoughts", draw a bubble from the head and write "thoughts". If they say "feelings", draw a heart on the figure and write "feelings". Try to find creative and interesting ways to fill the drawing. Do not restrict the answers – the body map of Gugu should be filled with many aspects when the exercise is complete.
4. Reflect for learners that we are all multi-faceted and complex. This means we play different roles and are made up of different emotions, feelings, beliefs, values and attitudes.
5. When we are well balanced and "whole", we are able to manage all aspects of our psychosocial wellbeing (emotions, cognitive, social and spiritual). Use the table on page 27 of the Learner Manual to discuss the signs of psychosocial wellbeing.
6. Discuss with learners how they feel when they experience psychosocial wellbeing.

STEP 3

Leading a balanced life   (45 minutes)

Activity 1.2

How balanced is my wheel of life?

Type of activity

Large group discussion and individual activity

Purpose of activity

- To reflect on whether our lives are balanced and which areas of our psychosocial wellbeing are neglected.

Resources

- Flipchart paper
- Koki pens
- Colour pencils / pastel crayons
- Blank sheets of paper

How to facilitate the activity

1. Draw the Wheel of Life on flipchart paper. Briefly discuss the various aspects shown on the Wheel of Life. These are the many things we may try to do to have a balanced life (see page 28).

   - Friendships – relationships we have with people with whom we share common values, experiences.

   - Personal relationships – relationships we have with people of a personal nature. We may not be friends with them, e.g. a priest or mentor.

   - Family relationships and activities with family members – husbands, wives, children, parents.

   - Work and making money.

   - Study and career – your personal development and where and how you grow.
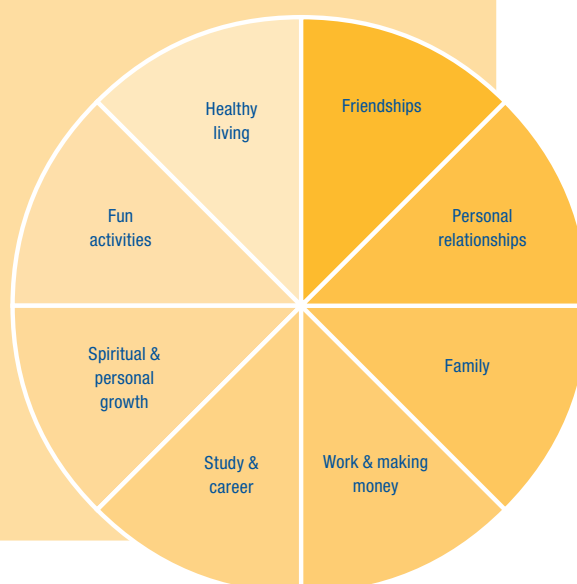
- Spiritual and personal growth – what you want for yourself and how you find meaning in life.
- Fun activities – the things we do that are fun.
- Healthy living – the things we do that keep us healthy (physically, emotionally and socially).

2. Ask learners to draw their own Wheel of Life on a piece of paper and to colour in each aspect of the wheel in a different colour. They should think carefully about **how much** of each slice in the wheel they should colour. For example, if they feel they spend enough quality time with their families, they should colour in the whole slice. If they feel that they spend too little time on their work and making money, they should colour in only a small bit of that slice of the wheel. When they are finished colouring, ask them to think about these questions:

   a. What do you feel you should be doing more of?

   b. How do you think you can make time to do more of this?

3. Ask the following questions, allowing a few learners to share their wheel and responses if they are comfortable to do so:

   a. How balanced is my Wheel of Life?

   b. Where am I investing most of my time and energy?

   c. Where would I like to invest more time and energy to achieve a more balanced life?

   d. What steps (actions) do I need to take to achieve a more balanced life?

4. Ask learners to spend 5 minutes thinking about the caregivers they work with. What do they think their "Wheel of Life" would look like?

Processing the activity

- Remind learners that we are sharing these ideas because we **all** have difficulty in maintaining well-balanced lives. It is very difficult to achieve balance when there are so many things going on in our lives. It is also difficult when there are so many pressures that we face every day.

- It is a good idea to reflect regularly on our Wheel of Life so that we can make changes to achieve more balanced lives.

- Encourage learners to share the exercise with people they work with, or with family members, so that they are able to support others to achieve well-balanced lives.

Session 3: Understanding stress   (11h30 – 16h00)

STEP 4

What is stress and how does it impact on my life?   (60 minutes)

Activity 1.3   US 254183; SO 1
How stressed are you?

Type of activity
Individual Learner Workbook

Purpose of activity
• To monitor your own stress levels.

Resources
• Flipchart paper
• Koki pens
• Colour pencils / pastel crayons
• Learner Workbooks

How to facilitate the activity

1. Ask learners to use their Learner Workbooks and to tick the boxes that apply to them (Activity 1.3).

   • When they have completed ticking the boxes, explain that ticking many of the boxes indicates that stress levels are too high. This means that learners need to find ways to manage stress so that it does not cause harm in their lives. Ask them to write 3 practical things they would do to reduce their stress.

   • Later in the day we will explore what happens when we are unable to manage our stress.

2. On a flipchart, draw a picture of a boiling pot (you can refer to the pot poster). Make sure that you illustrate / show the heat (wood, fire), the pot and the steam coming out of the pot.

3. Using the Learner Manual, think about the pot metaphor on page 31. Label the drawing to show:

   • where the stress comes from (wood and fire);

   • ourselves (the pot); and

   • what happens when the pot boils over or steams (stress affecting our lives when it becomes too much).

52
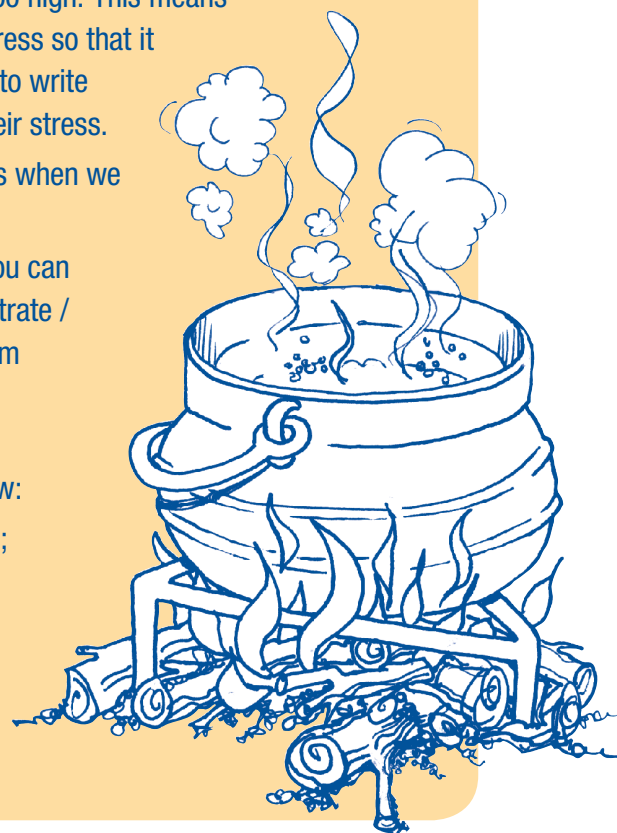
4. Using the flipchart from Activity 1.1, add to the body map of Gugu. Ask the following question:

    a. "What happens to you when you are stressed?" Allow learners to shout out their answers and add these to the body map of Gugu.

5. Refer to the Learner Manual on page 33 – 34 and check that all these signs and symptoms of stress were covered during the exercise.

6. Talk about how dangerous it can be when we are unable to manage our stress. This will be explored later in the day.

Identifying causes of stress in our personal lives   (60 minutes)

Activity 1.4

What stresses you out?   **US 254183; SO 1**

Type of activity

Individual Learner Workbook

Purpose of activity

- To explore the stressors in your life.
- To think about ways in which you cope with your stress.

Resources

- Flipchart paper
- Koki pens
- Colour pencils / pastel crayons
- Blank sheets of paper

How to facilitate the activity

1. Ask learners to complete Activity 1.4 in their Learner Workbooks. Allow them 15 minutes to do this. If they have not finished within 15 minutes, they will need to do it in their own time.

2. Put up the flipchart drawing (and poster) of the pot of water.

3. Discuss the causes of stress (wood and fire) in learners' lives and write these up on the flipchart under the fire. Use the information on page 31 of the Learner Manual to guide the discussion and to prompt responses.

    - Structural – working conditions, job description, laws and policies;

- Environmental – the context of your work and life, e.g. the building you work in, the roads you travel to get to and from work;
- Personal – to do with your own personal life (the number of children you have, taking care of older parents);
- Identity related – what you expect of yourself, what you want for yourself; and
- Historical – your past experiences which affect your present moment (e.g. your school experiences or childhood experiences).

LUNCH BREAK

(13h30 – 14h30)

STEP 6

Identifying causes of stress as a result of community caregiving   (30 minutes)

Activity 1.5

Engaging in the suffering of others

Type of activity

Small group activity

Purpose of activity

- To explore the stress involved in the work we do as community caregivers.

Resources

- Flipchart papers
- Koki pens

How to facilitate the activity

1. This activity looks specifically at the stress that is a part of our work in the community caregiving environment.

2. Every day supervisors and community caregivers are exposed to different situations and contexts that are difficult to deal with. These can create stress in their lives.

3. Ask learners to work in pairs and answer the following questions (written up on a flipchart). Allow about 20 minutes for the discussion:

   a. What do you see in your work that worries you the most?

   b. How does this affect you?

   c. What helps you to cope with these experiences?

4. Share responses from the pairs.

5. Conclude by highlighting some of the common things that were raised by the learners that show the difficulties and stresses involved in the caregiving environment.

STEP 7

The impact of a build up of stress   (60 minutes)

Activity 1.6

The impact of a build up of stress

Type of activity

Small group activity

Purpose of activity

• To explore the effects of a build up of stress.

Resources

• Flipchart papers

• Koki pens

• Sweets / chocolates for prizes (6)

How to facilitate the activity

1. Break the group into 5 small groups. Provide each group with a flipchart and pens. Give each group one of the following topics:

   • Secondary traumatic stress

   • Compassion fatigue

   • Burnout

   • Depression

   • Anxiety

2. Each learner should read the content and information on their topic in the Learner Manual (pages 38 – 40) and make notes about the associated signs and symptoms. In the group they should then discuss examples from their work and experiences of this type of cumulative stress.

3. Thereafter, each group should design a (short) role play to illustrate the signs and symptoms of that type of cumulative stress to the large group.

4. After each group has performed the role play, open the discussion on this form of cumulative stress. The group responsible can add to the discussion.

5. Make brief notes on the flipchart to capture the key elements of each type of cumulative stress.

TEA BREAK
(16h00 – 16h15)

Reflection and summary of Day 1   **(16h15 – 16h30)**

END OF DAY
(16h30)

DAY 2

Welcome and recap of Day 1

(08h30 – 09h00)

- Do the breathing exercise on page 50 in the Learner Workbook.

Session 4: Self-care strategies and tools

(9h00 – 10h15)

STEP 8

Identify and explore all elements of a healthy lifestyle

(45 minutes)

Activity 1.7

Exploring the elements of a healthy lifestyle

Type of activity

Paired activity

Purpose of activity

- To explore the things we need to do to lead a healthy lifestyle.

Resources

- Flipchart papers
- Koki pens
- Magazines
- Scissors
- Glue / Pritt

How to facilitate the activity

1. Ask learners to get into groups of 4. Provide each group with a few magazines and a piece of flipchart paper. The scissors and glue can be kept centrally for all pairs to use.
2. Each group is to create a collage / poster of all the elements of a healthy lifestyle. The collage should include:
   - Healthy diet (eating and drinking)
   - Sleep and rest
   - Exercise
   - Rest and recreation
3. Allow 20 minutes to make the collage and then ask each pair to stick up their poster in a display area. All learners may walk around and look at the posters.

4. Discuss briefly why it is important to take care of ourselves.

5. Ask learners to spend a few minutes thinking about their own lives. They should answer the following questions and write down their answers (privately if they would like to):

   a. What things make you feel most relaxed?

   b. How can you find time to do these things?

   c. Who can you talk to (at home and at work, e.g. manager, husband, children) so that you can make more time to take care of yourself and do more of the things that make you feel happy and relaxed? Discuss this with the person sitting next to you. Then you can help each other find strategies or ways to make more time for yourself.

   d. Think about one thing you can do more often because it makes you feel good. Decide how often you are going to do this (once a month, once a week, once a day).

6. As a group, make a pledge to do more for yourself in your daily life. Choose one thing that you can commit to doing **for yourself** every day. It does not matter how small this is, but you must commit to doing it. For example, I will take a 10-minute walk by myself every day; or I will pray for 10 minutes every night; or I will sit quietly with my thoughts and enjoy a cup of tea. Try to make this a fun pledge, not something heavy. As the facilitator, you can even ask learners to raise their right hand and put it over their heart, then "repeat after me the following: I (*name*) do hereby pledge to myself and all those present to do this one self-care activity every day for the following month".

7. Learners may share their pledges if they are comfortable to do so.

8. Refer learners to the self-care activities outlined in the Learner Manual. Facilitate one of the self-care activities with them.

Exploring cultural traditions of care   (15 minutes)

Activity 1.8

Drawing on cultural traditions to strengthen psychosocial support and self care

Type of activity

Group discussion

Purpose of activity

- To explore traditional ways in which people in communities have supported one another.

Resources

- Flipchart paper
- Koki pens

How to facilitate the activity

1. In the large group ask learners the following questions (write the questions on a flipchart):
   a. How have people in communities traditionally supported one another emotionally and socially during times of difficulty or stress? Think about funerals, weddings, births, illness.
   b. What is **your** experience of the way in which your community supports each other in these times?
   c. How does your community or family express self care or practise stress-reduction activities?
2. Allow learners to share their experiences but keep the discussion brief and tight.
3. Discuss how some of these traditional forms of care and support can be incorporated into our lives so that we are better able to take care of each other in our homes, our communities and in our organisations.

Module summary and reflection   (15 minutes)

1. Go through the main points of the module. Reflect on the mind map from the beginning of the module.
2. Ask learners if there are any points that need clarity.
3. Facilitate the module reflection questions.
4. Spend 10 minutes allowing learners to reflect on the following questions:
   a. What did Module 1 mean for me?
   b. What challenged me? How did that make me feel?
   c. What do I feel excited or energised about? Why?
   d. How have I changed from what I have learnt in Module 1?

END OF MODULE 1

(10h15)

TEA BREAK

(10h15 – 10h30)

Module 2   **(12 hours 45 minutes)**

Supportive supervision

Purpose of this module

This module is about supervision. It describes what supportive supervision is and assists the supervisor to reflect on his or her work. The module focuses on how supervision can become a supportive practice which encourages the psychosocial wellbeing and self care of caregivers.

UNIT STANDARD NUMBER

US 254183

Title of unit standard

Apply personal development strategies and skills to enhance effective service delivery in child- and youth-care work

Specific outcome 2

Identify and access resources for self-development.

Assessment criteria 1

Self-awareness is described with reference to the conscious and unconscious behaviour of self in interactive situations, and the implications of that for the interaction.

Assessment criteria 2

Self-awareness is described with reference to defence mechanisms and their role in interactive contexts with young persons.

Assessment criteria 3

The importance of taking responsibility for own development is explained with reference to types of support to promote personal, mental and emotional wellbeing.

Assessment criteria 4

The role of counselling, therapy and other support is explained in relation to the need for emotional stamina and resilience.

Assessment criteria 5

Resources identified and accessed are appropriate to identified development needs and the development of self-awareness.

Specific outcome 3

Use supervision as a means of self-development.

Assessment criteria 1

The role of online supervision and consultancy is explained in terms of own development and the delivery of effective service in a child- and youth-care context.

Assessment criteria 2

Supervision and peer support is intentionally used to facilitate reflection on own practice, identify development areas and support self-development.

Specific outcome 4

Develop and implement a self-development plan.

Assessment criteria 1

Development needs identified are based on structured reflection on own practice, as well as consultation with supervisors and/or peers.

Assessment criteria 2

Resources and/or support identified to assist in self-development are appropriate and accessible.

Assessment criteria 3

Development objectives are clearly stated in measurable terms. Timeframes allowed for development are realistic in terms of current stage of development.

Assessment criteria 4

The plan is reviewed at agreed intervals with appropriate support persons.

At the end of this module the learner should be able to:

- Understand the value of self awareness in the context of supervision.
- Evaluate group-learning processes within the team so as to obtain commitment to achieve organisational standards with regard to psychosocial support and care.
- Understand the value of regular supervision.
- Know the types of supervision that exist within the organisation (drawing on experience of the supervisors). For example:
  - Internal: facilitated by management;
  - Internal: peer supervision;
  - Mentoring (in the field); and
  - External: by a chosen professional.
- Explore the elements of constructive supervision.
- Understand the concept of balancing work implementation progress and development of the supervisee (task-relationship balance).
- Use certain techniques, such as deep listening, to support CCGs, including knowing when to refer to specialised services.
- Understand issues of containment and how to deal with difficult situations in supervision.
- Identify self-development needs and those of the CCGs.
- Understand the importance of developing the CCGs.
- Be able to identify resources and support for implementation of self care in their organisations.
- Involve CCGs in the development of a self-care plan for their organisation.

DAY 2 (continued)

Session 1: Module 2: Supportive supervision

(10h30 –11h00)

STEP 1

Module introduction

(30 minutes)

1. Introduce and contextualise Module 2.
2. Draw a mind map to help learners locate this module within the programme.

3. In Module 2 we look at the concept of supervision. We explore how we can improve our supervision skills so that we can contribute to the psychosocial wellbeing of those we supervise and others we may work with in our organisations.
4. The module covers types of supervision practices, how we can include or improve psychosocial wellbeing into the supervision process, and the skills that are needed to be a good supervisor. We also examine how to create a constructive environment that supports the process of supervision in our organisations.

Session 2: Understanding supervision

(11h00 – 13h00)

STEP 2

What is supervision?

(60 minutes)

Activity 2.1

Your own experiences of supervision

US 254183; SO 3

Type of activity

Individual activity in Learner Workbook
and paired activity

Purpose of activity

- To understand our individual experiences of supervision.

Resources

- Koki pens
- Flipchart paper
- Learner Workbook

How to facilitate the activity

1. Allow learners 20 minutes to complete Activity 2.1 in their Learner Workbooks.
2. While they are busy with the activity, write up the definition of supervision, as on page 58 of Learner Manual. On another piece of flipchart paper, draw a table as on pages 60 – 61 of the Learner Manual, with the types of supervision, but with space to fill in the advantages and disadvantages.
3. When the exercise is complete, share a few responses from learners with the whole group. Write down key themes onto the flipchart.
4. Reflect on the definition of supervision. Keep this up throughout the training.
5. Refer learners to the types of supervision written up on the flipchart. If time allows, ask them to think of the advantages and disadvantages of each type of supervision. Conduct a quick brainstorm of the advantages and disadvantages, writing key points in a table on the flipchart.

What makes supervision effective?   (60 minutes)

1. Brainstorm "what makes supervision effective?". Ask learners to think about their own experience of supervision, i.e. when they were supervised. Also ask them to think about times where they have supervised others and it has been effective. What made it effective? Discuss issues such as:

    - respect;

    - clarity of roles;

    - understanding the purpose of supervision; and

    - keeping supervision sessions regular.

2. Brainstorm "what are barriers to effective supervision?". Ask learners once again to think about their own experiences. Spend some time exploring why caregivers may be resistant to supervision.

3. Explore the tips of keeping supervision regular on page 67 of the Learner Manual.

4. Talk about how gender may affect the supervision relationship.

    a. What issues may arise for a female supervisor working with a male CCG?

    b. What issues may arise for a male supervisor working with a female CCG?

    Write up responses on a flipchart and discuss potential ways of dealing with problems that may arise. The broad discussion should focus on how and why gender can impact on the supervision relationship. Many communities have deeply embedded notions of gender. For example, "women are caregivers", "men know best", "women need to talk about things, while men should not talk about their feelings". Ask learners for other gendered ideas that may affect the supervision context. Write these up on a flipchart. These deeply embedded gender ideas can affect the supervision process and can cause uncomfortable feelings when dealing with the opposite gender. This can cause resistance in supervision.

5. We also need to be aware of how culture may impact on the supervision relationship. Discuss this. Think about on how culture may affect our care-giving practice:

    • In a particular culture it may be frowned upon to ever turn someone away who needs food. This can place enormous pressure on the caregiver when he or she is dealing with families that do not have food.

    • In another culture, talking about feelings or problems to other people may not be considered appropriate. So it may be difficult to start a supervision relationship with that person.

    Ask learners to think of examples from their own experience. Also draw on cultural traditions of care and support.

LUNCH BREAK

(13h00 – 13h45)

Session 3: Supervision skills   (13h45 – 16h15)

STEP 4

Deep listening   (30 minutes)

1. Introduce this session by reflecting on:
   - what supervision is;
   - the different types of supervision; and
   - the potential benefits and challenges that can be faced when supervising. There are key elements that underpin the process of supervision. These are skills that we use every day when relating to others in the work or family context.
2. On a flipchart, draw a very simple picture of a human body. As you progress with the discussion, you will add various parts.
3. Ask learners what they understand by the term "deep listening". As they answer, add onto the drawing. For example, if they say "it means listening with your whole body", outline the whole body in another colour; if they answer "it means listening with your heart", add in a heart shape onto the body, etc. Make sure that all the points in the Learner Manual are covered (ears, eyes, body, mind, heart).
4. Discuss what it means to:
   - Listen with your ears.
   - Listen with your eyes.
   - Listen with your body.
   - Listen with your mind.
   - Listen with your heart.
5. Refer learners to further training on page 76 of the Learner Manual.

STEP 5

Affirmation and positive feedback   (45 minutes)

Activity 2.2

Demonstrating positive feedback

Type of activity

Paired role play and large group discussion

Purpose of activity
- To reflect on skills for affirming and positive supervision practice.

Resources
- Flipchart paper
- Koki pens
- Colour pencils / pastel crayons
- Blank sheets of paper

How to facilitate the activity

1. Reflect with the learners that in the previous exercise they explored how deep listening becomes the foundation of supportive supervision. There are other aspects that form the foundation of supportive supervision, such as providing affirmation and positive feedback.

2. Ask learners what they understand by the term "affirmation". Look at some of the comments and questions Gugu uses in her work to affirm caregivers she works with (page 81 of the Learner Manual).

3. Ask learners to work in pairs. One learner will be the caregiver and one will be a supervisor. Using the 3 scenarios below, ask different pairs to practise giving positive feedback (affirmation). Learners can swop roles (of CCG and supervisor) for the different scenarios. The learners should explore the feelings experienced by the CCG not just the story.

   - A caregiver tells a supervisor about a first visit to a family where she is not well received because the family are suspicious of the services being offered.
   - A caregiver tells a supervisor of a situation where an elderly person is not well cared for by the family.
   - A caregiver tells a supervisor about a child that he has found who is not attending school.

   The aim of the activity is to hear the **conversation** and **dialogue** between the supervisor and the caregiver. Listen to what the supervisor does to encourage the caregiver to talk in each situation. Learners need to practise giving positive feedback to the caregiver in supervision.

4. Allow pairs 20 minutes for the practice session. Then ask for 3 volunteer pairs to role play **one** scenario each for the class. Ask all learners to observe carefully.

5. After each role play, allow a short discussion:
   a. What worked well / what was effective?
   b. What could have been done differently?
   Summarise the key points on a flipchart.

6. After the 3 role plays have been acted, summarise the key issues. Discuss things like the importance of respect, clarity about the role of the supervisor, affirmation, listening carefully, and any other issues raised.

7. Ask learners to spend 5 minutes reflecting quietly on the first time they went for supervision before answering the following questions:

a. How did you feel?

b. What were you nervous about?

c. Did you ever feel like not going for supervision (resisting)?

d. What helped you to overcome this resistance?

e. How would you deal (gently) with resistance in someone coming for supervision?

Remind learners to think about how gender may have affected their experience.

8. Have a quick popcorn quiz on what the barriers to effective supervision are and write these up on a flipchart.

9. Discuss the importance of keeping supervision regular. As a class look together at the tips on how to keep supervision regular on page 67 of the Learner Manual.

Processing the activity

• Remind learners that there are many things that make for effective supervision.

• Some of these technical skills we will explore as we move through the module. For now we are looking at simple things that help to bring psychosocial awareness into the supervision context.

TEA BREAK

(15h00 – 15h15)

STEP 6

Developing a structure for supervision   (60 minutes)

Activity 2.3   **US 254183; SO 2**

Understanding resistance to supervision

Type of activity

Individual activity in Learner Workbook

Purpose of activity

• To explore different models of supervision.

How to facilitate the activity

1. Allow 20 minutes for this activity. Ask learners to spend a few minutes thinking about their experience of being supervised and of giving supervision. They should then answer the questions below in their Learner Workbooks.
   a. What steps were followed in the supervision?
   b. What did you find useful about this model of supervision?
   Allow 5 minutes for learners to think about these questions.
2. Discuss responses in the group. Using these responses, write up a structure for supervision on the flipchart.
3. Now look at the "simple model of supervision" as discussed on page 84 of the Learner Manual. Explain that this is an "ideal" model and that all the points raised must be remembered when learners are supervising in future. Compare this with what was written up from learners' responses. Add things that may have been left out.
4. Conclude the activity by reviewing the extract of a supervision session between Gugu and Nkosinathi on page 81 of the Learner Manual. Ask 2 volunteers to read out or demonstrate for the group the conversation between Gugu and Nkosinathi.
5. Highlight the key differences between individual, group and peer supervision, using the discussion earlier in the day. Use the content of the Learner Manual (pages 83 – 85). Ask a few learners to read out the textboxes: "A simple model for group supervision" and "An example of group supervision ground rules".

Processing the activity

- Walk around the venue while learners are working on their model of supervision.
- Offer support where necessary, especially to learners who may not have had much experience in supervision yet.

Reflection and summary of Day 2   **(16h15 – 16h30)**

END OF DAY
(16h30)

Welcome and recap of Day 2 (08h30 – 09h00)

- Ask learners whether they are having any problems or have queries. Support them in addressing or answering these.
- Self care activity.

Session 3: Supervision skills (continued) (09h00 – 10h00)

STEP 7

Problem-solving in the context of supervision (60 minutes)

Activity 2.4

A simple model for problem solving

Type of activity

Paired role plays and large group activity

Purpose of activity

- To explore how to deal with problems that are discussed in supervision.
- To explore a problem-solving model in supervision.

Resources

- Flipchart papers
- Koki pens

How to facilitate the activity

1. Ask learners: "How do problems get raised and solved in supervision?" Remind them to draw on their experience as supervisors or in supervision. Write these up on a flipchart using key words.

   Note: many things may be repeated during these sessions – make the links between the different sessions.

2. Refer learners to "A simple model for problem solving" on page 84 of the Learner Manual. Emphasise that problems emerge in the context of supervision. Tell the learners that one of the purposes of supervision is to support caregivers in working through their problems.

3. In pairs, ask learners "to practise" the model of problem-solving.
    - One learner should act as the supervisor and the other should act as the caregiver.
    - Ask learners to choose a real problem that they have experienced in their work.
    - At the end of each role play, learners should swop roles so that each gets a turn to practise the model on a real problem.
    - The problem must be practised within a proper structure for supervision (as completed in the exercise earlier in this model).
    - Remind learners of the structure of supervision.
    - The problem must be located within this structure.
    - Allow 30 minutes for this.
4. Select 4 volunteer pairs to perform one of their role plays for the class. Try to select different pairs from Activity 2.2. Each role play should be no longer than 5 minutes.
5. After each role play, assess whether the "supervisor" followed the general structure of supervision, and whether they used all elements of the problem-solving model. Discuss what was done well and what could be improved or done differently.
6. Conclude by emphasising that it is important that the supervisor supports the caregiver to find his or her own solutions to the problem. He or she should not take over and sort out the problem for the caregiver.

Session 4: Making space for difficult feelings in supervision (10h00 – 11h15)

STEP 8

Dealing with difficult feelings in supervision (75 minutes)

Activity 2.5
Demonstrating containment

Type of activity
Small group and large group activity

Purpose of activity
- To explore the different difficult feelings that may arise in supervision.
- To explore how to manage, identify and contain difficult feelings in supervision.

Resources
- Flipchart papers
- Koki pens

How to facilitate the activity

1. Ask learners to think of someone they would approach to talk to about a problem.
   - Draw a figure on flipchart paper. Ask learners "What makes this person feel safe to talk to?"
   - Surround the figure with answers offered by the learners.
   - Add in things like "keeps things confidential", "doesn't gossip to others", "no judgement", "no criticism", "respect", "kindness", "listens carefully".

2. Emphasise that it is important that the caregivers you supervise feel that you have these characteristics if you are to be an effective supervisor.

3. Discuss the difficult feelings that may come up for caregivers during supervision. Write these up on a flipchart. Issues like bereavement, traumatic experiences, healthcare, HIV and AIDS, and dealing with child abuse are very difficult for most people to cope with. Talk about why these are difficult issues. Read or refer learners to "Common supervision issues" on pages 94 of the Learner Manual.

4. Divide learners into small groups. Ask each group to start by discussing their own experiences of how they dealt with difficult feelings expressed by someone they supervised or talked to. Then ask each group to work together and discuss the following case examples:
   - A caregiver is angry because of the way a child is being treated in a family.
   - A caregiver is upset about the loss of someone she supported for a long time.
   - A caregiver is anxious about working with a family where someone is very ill and may soon pass away.

   The groups should think about the earlier discussion and what they could do to contain the feelings of the caregiver. Allow each group to report back after 15 minutes.

5. On a flipchart draw a picture of the boiling pot of water (or refer to the poster). Discuss why it is important to contain the feelings expressed in supervision. Emphasise that containment involves:
   - finding and creating time to talk;
   - listening carefully;
   - remaining calm even when difficult feelings and emotions are surfacing; and
   - not personalising the issues.

6. Discuss the strategies supervisors can use to effectively contain caregivers in supervision. Refer to the bullet points on page 90 of the Learner Manual.

7. Discuss some ways to find the balance between containing feelings and encouraging someone to express their pain. Think about the earlier examples of the role plays as well as learners' own experiences.

(Continued on following page)

8. Explain that these difficult issues often result in a transfer of feelings. Explain what this means. Ask learners for personal examples of when they transferred their own feelings, or experienced this from someone else. Use the diagram / illustration on page 92 of Learner Manual to explain the concept clearly. Ask learners how they dealt with the transfer of feelings.

9. Highlight the bullet points on page 93 of the Learner Manual about strategies to use when learners recognise that a transfer of feelings has happened.

10. Look at the case example of Mandla's experience of a transfer of community dynamics into the organisation.

11. Conclude the activity by reading "Common supervision issues" on page 94 of the Learner Manual. Refer learners to the boxes on pages 95 – 96 in the Learner Manual for other resources and training courses to further develop their skills as supervisors.

TEA BREAK
(11h15 – 11h30)

Session 5: Managing workload and boundaries through supervision (11h30 – 13h00)

STEP 9

How can I set limits on my workload? (90 minutes)

Activity 2.6 US 254183; SO 4
Setting limits on workload

Type of activity
Individual activity

Purpose of activity
• To explore why it is difficult to set limits on workloads in community caregiving.
• To investigate how to set limits on workloads.

Resources
• Flipchart papers
• Koki pens

How to facilitate the activity
1. Brainstorm the following question in the large group: "Why is it difficult to set limits on work in community caregiving?"

   Learners should offer some of the following responses:

   • Many people are suffering.

   • Constant exposure to other people's problems.

   • Everyone needs our help now.

   • There are too many people who need help and not enough people and resources to give support.

2. Emphasise that while this is the reality, if we are tired and burnt out and unable to cope, we will not be effective in helping others.

3. Look at the description on page 103 of the Learner Manual on the difference between the Rescuer and Helper. Ask the group to put up their hands if they identify with the Rescuer or the Helper. Discuss why it is more effective to be a Helper than a Rescuer.

4. Ask each learner to draw a picture of a train pulling a number of carriages in their Learner Workbook.

   • On each carriage write down the task you do in your work.

   • If a task is very heavy (time consuming and difficult), write it in big, heavy letters.

   • If a task is light (easy and quick), write it in smaller letters.

When learners are finished, ask them to look at the load they are carrying, and to answer the following questions:

a. What type of work feels very heavy or difficult?

b. What type of work feels light and enjoyable?

c. Name 3 ways that you can set limits on your workload.

d. Name 2 colleagues/friends that you can ask to help you evaluate how you are doing in setting limits to your work.

5. Discuss these and brainstorm other personal strategies that can be used to set limits on workload. Write these up on a flipchart. Some of these may be:

- No work after 5 pm.

- Refer more to other organisations and individuals.

- Prioritise what is most important.

- Understand your role and your job description so that you know what fits into your scope of work.

- Take time to think before immediately saying "yes" to a request.

- Practise diplomatic ways of saying "no" to extra work that does not fit within your job description.

6. In the next activity, learners will work through practical ways of managing their workloads so that they can succeed at setting limits on these workloads.

LUNCH BREAK
(13h00 – 14h00)

STEP 10

Establishing boundaries, delegating and managing time   (90 minutes)

Activity 2.7
Establishing boundaries

Type of activity
Small group and large group

Purpose of activity
- To explore how we can establish boundaries to help us manage our workload better.

- To explore the things we do that could be delegated to others.

- To explore ways in which we can manage our time better.

Resources
- Flipchart papers
- Koki pens
- Individual train drawings

How to facilitate the activity

1. In small groups ask learners to answer the following questions (written up on the flipchart):

   a. Does your work overflow into your personal life? How?

   b. What is difficult about managing this overflow?

   c. Why does this happen?

   d. What makes it difficult for you to manage the flow of work from your work into your personal life?

   e. Have you ever managed to set boundaries in a way that worked? Tell us about this.

   Groups should spend 20 minutes on this activity.

2. Get each group to report back on a different question. Allow other groups to add on if they have something different or new to share. Discuss how difficult it is for all of us to manage our boundaries. If you are unable to do this, it does not make you bad or ineffective. Most people battle with this. The key is to learn how to establish and manage boundaries better.

3. Refer learners to the "Tips for establishing boundaries" on page 106 of the Learner Manual. Read through these together.

4. In the large group, brainstorm the triggers (boundary-breaking triggers) that make people feel unable to say "no". Write these up on a flipchart. For each example offered by learners, think about what it is about the situation that makes it difficult for the learner to say "no". As a group explore how this can be overcome.

5. Using the 3 examples below, discuss as a group how to manage the situation in such a way that you can establish the boundary needed.

   - A family that you support keeps phoning you in the evenings to ask for help.

   - Your colleagues keep contacting you about work-related matters while you are on leave.

   - Someone asks you to do something that is beyond your normal duties and they use the magic words "I really need you".

6. Ask learners to write down 3 personal things that they are going to do to set a limit on their workload. When they are done, write these ideas up on a flipchart. Review them and suggest that everyone experiments with a few of these to see which works well.

7. As a group, read through delegating duties and managing time with learners. Allow them to share their experiences of what has worked well in terms of these two areas. Read "Ideas for managing time" on page 110 – 111 of the Learner Manual.

CLOSING SESSION
(15h30 – 16h30)

STEP 11

Module summary and reflection   (30 minutes)

1. Go through the main points covered in Module 2. Ask learners if there are any points that need clarifying.

2. Facilitate the module reflection questions.

3. Spend 10 minutes getting learners to reflect on the following questions:

    a. What did today mean for me?

    b. What challenged me? How did that make me feel?

    c. What do I feel excited or energised about? Why?

    d. How have I changed from what I have learnt today?

STEP 12

Introduction to Practical Workbook 1   (30 minutes)

- Hand out Practical Workbook 1.
- Go through Practical Workbook 1 with the learners.
- Encourage them to review the Practical Workbook 1.
- Encourage them to study for the Summative Assessment on Day 5.

END OF MODULE 2 & END OF DAY
(16h30)

Module 3   **(15 hours 45 minutes)**

Creating a caring organisation

Purpose of this module

This module examines how you can develop a caring workplace in your organisation. It assists you to support your caregivers to do their work to the best of their ability. It is important to recognise that a supervisor is not only responsible for individual wellbeing, but must be able to apply the principles of psychosocial wellbeing described in Module 1 to the organisational environment. The module and the related activities demonstrate how creating a psychosocially supportive work environment enables community caregivers to deal with the everyday stresses of their work. The activities in this module encourage the supervisors to implement a peer-education intervention to strengthen psychosocial care and support in their organisation.

UNIT STANDARD NUMBER

US 264260

Title of unit standard

Facilitate a peer-education intervention

Specific outcome 1

Explore peer-group education within various contexts.

Assessment criteria 1

Peer education is explained in terms of its concept in different contexts.

Assessment criteria 2

Group processes are described in terms of how learning happens.

Assessment criteria 3

The benefits of peer education are identified and described for the peer group and the peer educators in a given context.

Specific outcome 2

Identify and explain the roles and responsibilities of a peer educator within various contexts.

Assessment criteria 1

The roles and responsibilities of a peer educator are identified and explained in various contexts in terms of their application.

Assessment criteria 2

Qualities of an effective peer educator are explained in terms of the effectiveness of the intervention and the consequences within various contexts.

Assessment criteria 3

The importance of maintaining ethical behaviour is explained with respect to peer-education activities.

Assessment criteria 4

Overstepping boundaries in own areas of responsibility are identified and discussed in terms of the consequences within various contexts.

Assessment criteria 5

Influences on the effectiveness on the role of a peer educator are identified and described in terms of internal and external aspects.

Specific outcome 3

Plan a peer-education intervention in a group setting.

Assessment criteria 1

A situational analysis is conducted to determine the relevant strategies for a peer-education intervention.

Assessment criteria 2

Allocation of individual roles and responsibilities are negotiated and agreed to enhance effectiveness of the intervention.

Assessment criteria 3

The intervention plan is logical, well-structured, flexible and encourages an interactive approach.

Assessment criteria 4

Various linked peer-education intervention strategies are defined that enhance the achievement of desired outcomes of a peer education programme.

Assessment criteria 5

A support network with well-established resources is identified and described for referral purposes.

Specific outcome 4

Demonstrate skills required for implementation of a peer-education intervention.

Assessment criteria 1

Facilitation methodologies and techniques to implement a peer-education intervention are identified and applied in different contexts.

Assessment criteria 2

Effective communication skills are applied in order to promote interaction between peers.

Assessment criteria 3

Management skills are applied to implement a peer-education intervention effectively.

Assessment criteria 4

Teamwork and leadership skills are demonstrated to enhance quality of peer-education intervention using at least two methodologies and/or techniques.

Assessment Criteria 5

Own values and attitudes are explored with reference to the implications for the role of a peer educator.

Specific outcome 5

Review the implementation of a peer-education intervention.

Assessment criteria 1

The criteria to review a peer-education intervention are developed to determine the desired outcomes.

Assessment criteria 2

Self assessment is conducted to reflect on own activities in relation to a peer-education intervention with respect to improvement and/or refinements for future practices.

Assessment criteria 3

A review of peer group responses to the intervention is carried out in order to improve and/or refine on possible future peer-education sessions.

Assessment criteria 4

The results of the review of a peer-educator intervention are reported to the supervisor for action in accordance with organisational procedures.

At the end of this module, the learner should be able to:

- Understand their community caregivers and the group dynamics.
- Describe and understand the role that they play as supervisors in promoting psychosocial support and care in their specific context.
- Develop simple practical solutions to maintaining and sustaining psychosocial support, care and wellbeing in their organisations.
- Promote and encourage a positive participatory learning environment in their organisations using a variety of approaches.
- Be able to critically review own plan and implementation processes.
- Monitor and evaluate organisational PSS practices, strategies and performance against team objectives.
- Understand the importance of building community relations for effective referrals and community involvement in psychosocial care of community caregivers.
- Be able to create referrals and networking.
- Understand the importance of strengthening relationships with government services and other stakeholders.
- Be able to plan and implement at least two psychosocial support activities in their organisation.

DAY 4

Welcome and recap of Day 3

(08h30 – 09h00)

- Ask learners whether they are having any problems or have queries. Support them in addressing or answering these.
- Self-care activity.

Session 1: Module 3: Creating a caring organisation

(9h00 – 10h30)

STEP 1

Module introduction

(30 minutes)

1. Introduce and contextualise Module 3.
2. Draw a mind map to help learners locate this module within the programme.

3. In Module 2 we looked at the concept of supervision – exploring how we can improve our supervision skills so that we can improve the psychosocial wellbeing of those we supervise and others we may work with in our organisations. The focus was on the individual and the relationship between supervisor and community caregiver.
4. This module explores how we can strengthen the environment we work in to encourage a focus on psychosocial wellbeing among everyone in the organisation. Therefore the aim of this module is to develop a way of working that encourages a culture of care in the organisation.

A caring workplace (60 minutes)

Activities 3.1 and 3.2

Type of activities
Individual activities in Learner Workbook

Purpose of activities

• To explore our vision for a caring workplace.

Resources

• Koki pens
• Flipchart paper

How to facilitate the activities

1. Without giving learners any information about caring workplaces, ask them to close their eyes. Ask them to focus on the quietness and stillness of the room.

2. Now read the following to them slowly and calmly:

   "Imagine that you woke up one morning and found that during the night all tensions and stress at work had disappeared. If you work for a caring and supportive organisation, imagine what you would find arriving at work and going about your day. Dream about what happens in your day."

   Allow learners 5 minutes to dream and then gently bring them back to the present.

3. **Activity 3.1:**

   Your vision of a caring workplace

   Keeping the mood calm and peaceful, ask learners to now answer the following questions in their Learner Workbooks.

   a. In your dream, how did your day go? How does it look different to what it is like now?

   b. What were you doing at work and in your organisation that is different from usual?

   c. What is your vision of this caring organisation?

   d. What can you learn from this vision that might make your organisation a more caring place to work?

4. Have a quick popcorn quiz of some of the things that cause stress for people in their organisations. Write these up on a flipchart.

5. Learners can now move on to answer the questions about what is happening at their organisations at present. See the checklist in the Learner Workbook on page 118 – "the temperature check of the organisation".

   Learners can move on to answer Activity 3.2 "How emotionally exhausted are we?". As a group, go through the answers before they do it individually in their workbooks. Share some of the responses.

Activity 3.2: US 264260; SO 1: AC 1.1, 1.2

Quick survey risks of compassion fatigue or burnout

- Do you notice any of these signs or risks of compassion fatigue or burnout in your organisation?

❏ Working long hours (in the evenings and on weekends);

❏ Interrupting each other with work matters after hours or on your time off;

❏ Showing a lack of sympathy and even irritation when colleagues experience difficulties;

❏ Feeling like we are not making a real difference in the lives of the people we support;

❏ Working in a disorganised or untidy work environment;

❏ Showing a lack of care in our appearance;

❏ Feeling that it is too much effort to network with other organisations;

❏ Making uncaring jokes about the people we work with; and

❏ Not having fun or being uncreative in our work.

- Have you noticed any other signs of compassion fatigue or burnout?

- What are you doing well in your organisation in terms of caring for each other?

- What can you strengthen in the future?

6. Explain to learners that if they have ticked a number of the boxes above, it means that the stress levels and difficulties experienced need to be addressed. Some of these stressors and difficulties are difficult to remove – they refer more to the nature of the caregiving environment. Remember from Module 1 that some of these stressors may be:

- Structural – like your working conditions, or your job description; or

- Environmental – things to do with the context of your work and your life.

There are also other areas where each of us can make an impact to change the nature of the work environment. These are through the small but meaningful ways in which we treat and care for people we work with.

7. Conduct a quick brainstorm. Ask the questions "What are the things we can do in our organisations to make it a caring place?" Write these up on a flipchart under the heading CREATING A CARING ORGANISATION. If the following weren't offered by learners, add them to the list:

- Affirming people when they do something well or work hard;

- Acknowledging success no matter how small;

- Training and sharing skills and knowledge openly with others;

- Creating a learning environment and ways to learn from each other;
- Team building;
- Working to people's strengths rather than their weaknesses;
- Encouraging people to balance workloads so that work is equally shared;
- Building on existing networks and relationships;
- Celebrating happy events with colleagues – birthdays, weddings, birth of children; and
- Supporting colleagues through difficult or sad events, such as death or illness.

Do not discuss these in much detail as the next section will explore this in more detail.

8. Creating a caring organisation impacts on the culture of the organisation. While the structural issues like policies and procedures may be a management responsibility, creating a caring organisation can be built by everyone – community caregivers, supervisors and management.

9. Explain to learners that they are going to conduct a survey during their Practical Workbooks 1 and 2 after this training block. They will use the same methods that they used during this exercise (asking questions and brainstorming with their caregivers) to understand the caregiving environment in their communities so that they can create a caring organisation. They will find this exercise in Practical Workbook 1, Activities 1.1 and 1.2 (pages 5 – 6).

TEA BREAK

(10h30 – 11h00)

Session 2: What can supervisors do to create a caring organisational culture?　　(11h00 – 16h15)

Encouraging affirmation　　(60 minutes)

Activities 3.3 and 3.4
Positive feedback

Type of activity
Paired activity in the large group

Purpose of activity
• For learners to experience and practise the use of positive feedback.

How to facilitate the activities
1. Draw a spider diagram (circle in the middle and legs coming out). Ask learners what the term "affirmation" means for them. If it hasn't been offered by learners, add the term "positive feedback" to one of the spider legs.

2. Talk about positive feedback and what it means. Ask learners if they can think of times in their work where it is important to give positive feedback. Ask for examples of positive feedback. Reflect on Module 2, Activity 2.2, page 77.

3. Ask learners to stand in a circle. Starting with one learner, ask him or her to turn to the person on the right and give positive feedback to the person (they have now spent 3 days together and have had an opportunity to work and talk together, and to observe). Suggest that they start the sentence with: "(*name of the person*), I appreciate that…". Remind learners to think carefully about what they say. This is not a frivolous activity.

4. The exercise is complete when each learner has had an opportunity to offer and receive some positive feedback.

5. Process the activity: Check how learners experienced receiving positive feedback by asking the following questions to the group:
   a. How did it feel to offer positive feedback?
   b. How did it feel to receive positive feedback?

6. Now talk about negative feedback. There are times when it is also important for us to provide feedback on things that could have been done better or done differently. This is not always easy to do.

7. Using the following 2 examples, ask learners to work in pairs. They should role play how to deal with these situations in a way that is diplomatic and builds the dignity of the people involved? One should role play the first example and the other role play the second.

- A colleague is talking to the family she supports in a disrespectful way and you would like to encourage her to show greater respect.
- A manager in your organisation is showing favouritism and unfair behaviour towards caregivers.

8. After 15 minutes, allow a few pairs to role play each example. Provide feedback on what has been done well, and on what could have been done better or differently. Emphasise again that this is practice on positive and negative feedback.

Looking for signs of success   (60 minutes)

Activity 3.5   US 264260; SO 5
Recognising signs of success

Type of activity
Individual Learner Workbook 1

Purpose of activity
- To develop personal indicators of signs of success.

How to facilitate the activities

1. Discuss the term indicator. Use the example of the car indicator or road signs. Ask for other common or obvious examples that learners can think of. For example, when our children finish all their food, it may "indicate" to us that they have enjoyed our cooking. When our friends laugh at a joke we tell, it "indicates" to us that they have enjoyed our joke.

2. Explain that in all organisations, management designs indicators that help them assess whether the role of the organisation is being fulfilled. Ask learners for examples of indicators that may be used in community caregiving. For example, some indicators may include:
    - The number of families visited per day by each community caregiver; or
    - The support offered to families – these may be broken down into how many food parcels, how many grants, how many sick people being cared for, etc.

3. These indicators help management decide on:
    - what is working well;
    - what is not working well;
    - where to spend more money;
    - how much money they need; or
    - how many staff they need, etc.

    Many donors also use indicators like these to make sure that the money they are giving organisations is being used for the purpose intended.

4. These indicators are important for management and donors. But they are also important for each of us to have as simple indicators for our work to inform our practice. They are also useful for us as supervisors to assess the work of others. The indicators should not be complicated. They can be small indicators that show that we are working effectively. We all need to feel that our work is making a difference – or else we could become very despondent and burnt out.

5. Do a quick brainstorm on what indicators the learners think should be considered. For example, after spending some time helping a family with vulnerable children, we may see that a child is looking healthy and well dressed. Or we may see that a child is doing well at school or spending more time playing with friends or laughing. These are simple indicators that tell us how things are going.

6. Ask learners to spend 20 minutes in their Learner Workbooks answering questions about indicators and signs they can use as supervisors of community caregivers.

LUNCH BREAK

(13h00 – 14h00)

STEP 5

Training and capacity development (45 minutes)

Activity 3.6 US 264260; SO 4
Training of community caregivers

Type of activity
Group work and individual activity in Learner Workbook 1

Purpose of activity
• To identify the types of training and capacity development initiatives that may benefit you as a supervisor and the CCGs that you supervise.

How to facilitate the activities
1. Discuss the following. As a supervisor, you are in a good position to identify what training may benefit the CCGs you supervise. You may also recognise and identify your own skills and knowledge that you need to be a more effective supervisor. Therefore you are in a good position to offer suggestions to the managers in your organisation about who may benefit from training and what that training may be.

2. Allow learners to sit in small "buzz-groups". This is not meant to be a long exercise, just a quick discussion. Ask them to think about the following questions:

   a. Do you know of training that may benefit supervisors? What are these?

   b. Do you know of training that may benefit CCGs? What are these?

   c. Do you know where and how to access this training?

   d. Do you think that these training suggestions would be well received by the management in your organisation if you were to suggest them?

   After a short time (5 minutes) share some of these responses.

   If the learners raise the point that managers would not be supportive of training ideas, brainstorm as a group how this challenge can be dealt with. Use some of the tips from the problem-solving techniques (Module 2) as a reminder for learners of how to work through a problem.

3. Ask learners to complete the Activity 3.6 in their Learner Workbooks. This can be completed at home if there is not enough time.

STEP 6

Orientation and mentoring   (30 minutes)

Activity 3.7   **US 264260; SO 2**
Orientation and mentoring

Type of activity

Group work and individual activity in Workbook 1

Purpose of activity

• To discuss orientation and mentoring as a way of developing the capacity of community caregivers.

How to facilitate the activities

1. Discuss the following. As a supervisor it is important that you recognise the role of orientating new CCGs to their roles.

   • Effective orientation helps new CCGs understand the systems and procedures of the organisation.

   • It also assists them in having a clear understanding of what the organisation and management requires of them.

   • This helps avoid stress that is often caused by people not knowing how to go about things.

2. Discuss the orientation programme in the Learner Manual on page 134.

3. Now explain the concept of mentoring. Mentoring allows for one person who has some experience to work closely with someone who is new or has little experience. This is to share knowledge, skills, experiences and tips. It is a very effective way of building the capacity of others, but is often difficult to do because of heavy workloads. For mentoring to work effectively, it needs the support and buy-in of management, as sufficient time has to be set aside to mentor others. As a supervisor, if you feel that mentoring would benefit CCGs you work with, then consider mentoring as an approach to building their capacity with your manager.

It is also important that there is a comfortable relationship between the caregiver and the mentor. Think about the dynamics that may affect the relationship, such as gender, language and age.

4. Brainstorm what other possible stumbling blocks there could be to a successful mentorship.

5. Ask learners to complete Activity 3.7 in the Learner Workbook.

TEA BREAK
(15h15 – 15h30)

STEP 7

Team building (45 minutes)

Activity 3.8
What type of work are you passionate about?

Type of activity

Small and large group activity

Purpose of activity

- To discover how to identify areas of common interest.

- To understand people's strengths.

- To identify simple ways of working effectively in teams.

Resources

- Flipchart papers

- Koki pens

How to facilitate the activities

1. Use the following energiser to begin the next session. As you call out the following instructions, ask learners to create groups that share the common theme. Let them form the groups freely:
   - Find others who have the same favourite colour as you.
   - Find others who have the same favourite food as you.
   - Find others who have the same favourite type of music as you.

   The exercise tells us how energy and excitement levels increase when we share things in common with other people.

2. Break learners up into groups of 5 or 6. In the same groups ask learners to share with each other:
   - The things I feel passionate about; and
   - What my strengths are (especially in relation to community caregiving).

3. Provide each group with flipchart paper on which they should trace the hand of each learner.
   - Ask each learner to label their hand, and write on each finger some of their passions and strengths.
   - Display posters in a gallery and allow one learner from each group to present their poster to others.

4. Summarise for learners that when we work with teams, we work with different people who have different passions and strengths. Some of these we may share, but some of these may be different. Look back at the posters to do this. It is important to know what excites and energises people you work with.

Reflection and summary of Day 4   **(16h15 – 16h30)**

END OF DAY
(16h30)

DAY 5 — Welcome and recap of Day 4 (8h30 – 9h00)

- Reflection and recap of Modules 1 and 2 (very brief) and Module 3 (in greater depth).
- Self-care activity.
- Remind learners about the Summative Assessment at the end of the day.

Session 2 (continued): What can supervisors do to create a caring organisational culture? (9h00 –10h15)

STEP 8

How can we strengthen the caring aspects of our work environment? (75 minutes)

Activity 3.9
The caring organisation

Type of activity
Large group and individual activity

Purpose of activity
- To explore how we can further strengthen a caring work environment.

Resources
- Flipchart papers
- Koki pens

How to facilitate the activities
1. Conduct a quick brainstorm of ways in which learners feel they can create a caring environment for all. Write these up on a flipchart. If these have not been suggested, add them to the list:
   - Understanding the stress experienced by CCGs;
   - Creating an inspiring work environment (physical);
   - Including creative activities for CCGs; and
   - Making time to relax and socialise together.
2. Discuss the information on page 142 of the Learner Manual.
3. Now ask learners to think back to their "dream" of a caring organisation at the beginning of the module. They can refer to their Learner Workbooks to remind them of what they "dreamt" about. Allow them 5 minutes to think quietly about all they have learnt through this module, and all the things that have occurred to them about how they can make their workplace a more caring one.

4. Each learner should pretend he or she is a writer that has to write about the amazing work that their organisation has become well known for in the community. The piece of writing should have a title, and should include a short description of the organisation and its caring activities. Allow learners 15 to 20 minutes for this.

5. Allow as many learners as possible to read their writing to the group.

6. Comment and draw out the common things that learners identify to create a caring environment.

    • Encourage them to try to implement some of these in their workplaces.

    • Explain that this may not always be easy and that it will require support and buy-in from management.

    • Even small activities can make a big difference to the way CCGs and others will experience their work.

Session 3: Strategic relationships and networking   (10h15 – 14h00)

STEP 9

Finding points of strategic leverage and strengthening relationships with other organisations   (45 minutes)

Activities 3.10 and 3.11
Finding ways of increasing your impact
Your pyramid of impact

Type of activity
Small group and individual activities

Purpose of activity
• To investigate the importance of strengthening strategic relationships and networking.
• To explore where we can invest more time and energy for better results and greater impact.

Resources
• Flipchart papers
• Koki pens

How to facilitate the activities

1. On a flipchart draw and explain the Circles of Support diagram as on page 148 of the Learner Manual. Discuss why it is important to work at all levels of the circles and why it is important to draw in support from all levels. Link to the earlier step on working in teams. Networking at all levels is very important for CCGs and supervisors.

2. Now draw the pyramid diagram on page 150 of the Learner Manual. Explain the different levels using the information in the Learner Manual.

3. Although we spend very little time and energy in the upper levels of the pyramid it is useful to change this, as it is often here where we are able to make a bigger, wider impact. For example, when we see in our work that there are many cases of children who are unable to access grants because they have no birth certificates, it is useful to step back and ask ourselves, "How can we intervene at other levels to address this problem more strategically?"

4. In small groups ask learners to work on one of the following scenarios (try to encourage each group to choose a different one):

   • A caregiver is struggling to visit the many children who need help in the community where he works.

   • A caregiver is coming across many teenage pregnancies in the community where he works.

   • A caregiver is finding that many young girls in the community where he works have relationships with older men as a way of getting financial support.

   • A caregiver is finding that many people do not take their healthcare treatment regularly because they find it expensive to travel to the clinic to collect their tablets every month. This is creating more work because people are getting sick and need emergency assistance.

   • A supervisor is finding paperwork and filing very time consuming and tedious.

   Using the pyramid diagram, discuss in your small groups how supervisors, together with the management and CCGs in the organisation, can think strategically about how to support more people in this position. Share responses from the groups, allowing them to report on different scenarios so it does not become repetitive. Other groups may add in if they feel they have more to contribute.

TEA BREAK

(11h00 – 11h15)

Team building   (30 minutes)

5. Now ask learners to work individually to draw their own pyramid of impact, and to write down the activities they do at each level of the pyramid.
    • They should indicate in the drawing where they spend most of their time and energy.
    • When learners have completed the activity, display the drawings on the wall.
    • Walk around and assess where most learners indicated they spend most of their time and energy. Discuss why this is so.
    • Now ask how this may be changed so that more time could be spent elsewhere.
    • For learners who indicated that they spend sufficient time in the higher levels of the pyramid, ask them to share with the group how they do this.

6. One of the ways of working at higher levels of the pyramid is through developing strong relationships with a few key organisations. For example, it is very important to have good solid working relationships with government departments. Having a few good people to work with and refer to in these organisations can save a lot of time and energy. By identifying organisations and individuals to work with, we are drawing together an effective network of people who are good at what they do in a particualr area.

7. Encourage learners to develop relationships so that they have a network of leaders, individuals and organisations (government, NGOs and private) they work with.
    • They should all keep a contact list of these key people and organisations.
    • While individuals should have their own contact lists, it is also useful for the organisation to build contact lists of people and organisations that are useful and important to know. This encourages a culture of sharing and support in the organisation.

Community support and mobilisation (75 minutes)

Activity 3.12 US 244584; SO 1, 2, 3, 4
Social capital mapping exercise

Type of activity

Small group activity in Practical Workbook 2

Purpose of activity

- To explore the importance of knowing your community (leaders, organisations and individuals) and identifying the social capital in your community.
- To understand the importance of community mobilisation.

Resources

- Flipchart papers
- Koki pens

How to facilitate the activity

1. Try to break learners up into small groups that work in the same community. If there are learners that do not have anyone from their community, they can work individually or in pairs. Ask learners to draw a community map. The map should indicate the following:

   - The basic geographical spread of the community. This does not have to be exact and they should not spend too much time on this.
   - Organisations in the community (government, NGOs, religious, private).
   - Services in the community (health, schools, social development).
   - Traditional and government leadership structures and services.

2. When the map is complete, answer the following questions in the groups:

   a. Who are the most influential people? This may not only be political or traditional leaders but also community or public officials who are able to influence things and make things happen in your community.
   b. Where are they located?

   Draw these onto the map. This is some of the social capital of your community.

3. Now answer the following questions:

   a. How can we access the support of important organisations and people?
   b. Is there anyone that can help to link us / network us with these important and influential people?

4. When the groups are complete, create a gallery of maps. Walk around from group to group. Discuss what is on the maps, as well as the last 2 questions. Share responses and ideas in the large group.

5. Now read the 2 case examples of networking with community leadership on pages 154 and 156 of the Learner Manual. Both are examples of creating the right networks with the right people. This is effective networking and can change the outcome of an activity.

LUNCH BREAK

(13h00 – 13h30)

STEP 11

Module summary and reflection   (15 minutes)

1. Go through the main points of the module. Reflect on the mind map at the beginning of the module.

2. Ask learners if there are any points that require clarity.

3. Facilitate the module reflection questions.

4. Spend 10 minutes allowing learners to reflect on the following questions:

    a. What did today mean for me?

    b. What challenged me? How did that make me feel?

    c. What do I feel excited or energised about? Why?

    d. How have I changed from what I have learnt today?

STEP 12

Preparation for Summative Assessment   (15 minutes)

1. Prepare learners for the Summative Assessment.

2. Take them through the study notes for the Summative Assessment.

STEP 13

Summative Assessment: Knowledge Questionaire 1   (120 minutes)

1. Hand out the Summative Assessment test papers.

2. Assist and provide support to learners during the Summative Assessment.

CLOSING SESSION
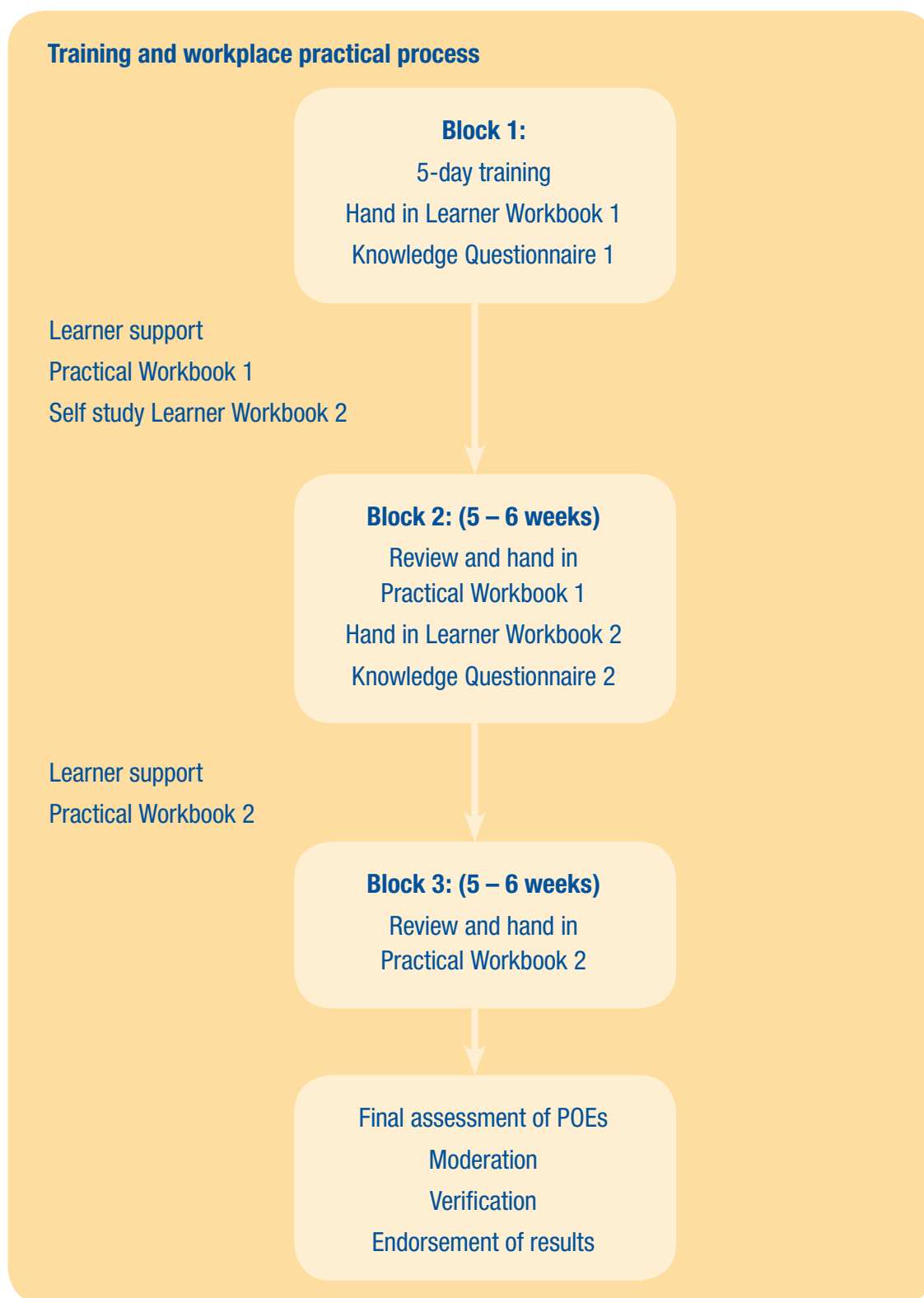(16h00 – 16h30)

STEP 14

Preparation for practical fieldwork 1 and self study   (45 minutes)

Instructions for the practical activities in the workplace:

- Congratulate the learners on working very hard during the 5-day training.
- Explain to them that they need to supply evidence that they have implemented what they have learned in this course. This is done in the workplace and the evidence will form part of their portfolio of evidence.
- Explain that each module has practical activities that need to be completed.
- Ask them if they have any questions on Practical Workbook 1 and explain how they will complete the workbook.
- All practical work is linked to work that has been done in class.
- Emphasise that they will all receive learner support for all practical work.
- Go through the Learner Workbook 2 and explain that the book is based on self study.
- They will be required to hand in the Learner Workbook 2 when they come back for Block 2.
- Explain the training process if it is necessary, as well as the workplace process on the following page.
- Hand out the workplace manager letter to all learners.
- Explain to them that they need to have it signed by their managers.
- They should bring back the letter during second block.

END OF DAY
(16h30)

Training and workplace practical process

Block 1:

5-day training

Hand in Learner Workbook 1

Knowledge Questionnaire 1

Learner support

Practical Workbook 1

Self study Learner Workbook 2

Block 2: (5 – 6 weeks)

Review and hand in
Practical Workbook 1

Hand in Learner Workbook 2

Knowledge Questionnaire 2

Learner support

Practical Workbook 2

Block 3: (5 – 6 weeks)

Review and hand in
Practical Workbook 2

Final assessment of POEs

Moderation

Verification

Endorsement of results

END OF MODULE 3 AND END OF TRAINING

(16h15)

Follow-up support programme

Purpose of the 2 blocks

The purpose of the follow-up support blocks is to:

- Write the summative assessment 2 (Knowledge Questionnaire 2);

- Prepare for practical fieldwork 2;

- Review Learner Workbooks, Practical Workbooks and Knowledge Questionnaires;

- Assessment feedback on Learner Workbooks, Practical Workbooks and Knowledge Questionnaires;

- Facilitate the preparation for self-study modules;

- Presentation of individual psychosocial support programmes; and

- Complete Unit Standards **120308** and **244584**.

The activities in this section encourage intensive learner support and proper preparation of learners for future practical work field activities.

Requirement to complete the supportive supervision programme

The supportive supervision programme for the 5 days covers Unit Standards (**US 254183** and **US 264260**). Learners will be able to get the full credits for the supportive supervision skills development programme if they complete the other two Unit Standards (**US 120308** and **US 244584**) from the psychosocial support skills development programme for community caregivers. Therefore to complete the SDP, learners are required to:

- Provide enough evidence for having completed all Unit Standards.

- Engage in self study based on the psychosocial support skills development programme provided by the Thogomelo Project. Study materials and workbooks will be provided for the learner.

- The self study is based on the Thogomelo Psychosocial Support for Community Caregivers SDP Learner Manual focusing on Modules 2 to 5 covering **US 120308** and **US 244584**.

However, the learner has the option of approaching an accredited training service provider to get Recognition of Prior Learning (RPL) for experience related to the two Unit Standards (**US 120308** and **US 244584**). Facilitators should encourage the learners to take the self-study route as this would minimise time taken off work and the cost of attending a week's training. The facilitator should highlight to the learners that the curriculum is at NQF levels 1 and 2. This means that:

• they can easily cope with the content; and

• most of the content would have been covered already in the supervisor's curriculum.

Facilitating Block 2

• At the end of Block 1, the facilitator should explain the purpose of Block 2. He or she should explain what will be covered in Block 2 according to the programme on page 31.

• Block 2 is run for two days with a focus on:

  - reviewing and assessment feedback of Knowledge Questionnaire 1;

  - reviewing practical fieldwork 1;

  - assessment feedback of Learner Workbook 1;

  - reviewing Learner Workbook 2;

  - preparation for practical fieldwork 2;

  - facilitating the preparation for self-study Modules 2–5 of the Thogomelo Psychosocial Support for Community Caregivers SDP Learner Manual (manuals will be provided); and

  - writing the Knowledge Questionnaire 2.

• The facilitator should facilitate a session on the impact of stress on pages 50 to 73 of the Thogomelo Psychosocial Support for Community Caregivers Manual. It is important for the facilitator to make links with information in the supportive supervision manual that was covered in Block 1. The facilitators can make links to the pot illustration and the activity of the stick person. It is important to stress the impact of stress on the physical, emotional, psychological and behavioural level.

• The facilitator should facilitate the session on preparation for Summative Assessment 2. Use the study notes provided.

• The facilitator should facilitate the session on community development covered on pages 136 to 152 of the Thogomelo Psychosocial Support for Community Caregivers Manual. The facilitator should focus on explaining the concept of community development and how it relates to the area of community caregiving. Explore what makes community projects succeed and what makes them fail. Make use of practical examples that the learners can relate to.

- The facilitator should facilitate a session on how to conduct interviews as per instructions in Practical Workbook 2. This is in preparation of the practical work 2. Make sure the learners practise how to conduct interviews.

- Please note that all activities have been included in either the Learner Workbooks or the Practical Workbooks.

- Make sure that the learners feel confident in completing the workbooks and are prepared for the Knowledge Questionnaire at the end of Block 2.

- Learners will write Summative Assessment (Knowledge Questionnaire 2) at the end of the block for 120 minutes.

Facilitating Block 3

- Block 3 is run for two days with a focus on:
  - assessment feedback on practical fieldwork 1;
  - reviewing practical fieldwork 2;
  - reviewing and assessment feedback of Knowledge Questionnaire 2;
  - assessment feedback of Learner Workbook 2;
  - preparing and presentation of individual psychosocial support programmes; and
  - completion of POEs.

- The facilitator should prepare learners on Day 1 on how to present their psychosocial support programmes because it is an assessed activity. The learners are to prepare presentations on flipcharts that become part of their POEs.

- The facilitator should stress to the learners that their flipcharts need to contain all the relevant headings. Each learner will give a short presentation. The presenter should be prepared to receive comments from the class.

- The facilitator should review information in Practical Workbook 2 pages 40–44 when preparing for this session. The presentation times should be carefully planned as well. It is the responsibility of the facilitator to make sure all learners present their programmes.

Preparation for presentation

US 264260: Facilitate a peer-education intervention

S0 4: Demonstrate skills required for implementation of a peer-education intervention

Facilitate a session where you prepare your learners for the presentation of their psychosocial support programmes in their organisation. Ask them to develop their presentation with the following information on a flipchart.

- Show the following on the presentation:
  - Name of your organisation and province
  - Your name and position in the organisation
  - Name of the psychosocial support activity you have implemented
  - Type of activities that you conduct in your programme
  - The number of community caregivers that are involved in your activities
- Show how you have implemented the programme.
- Show the indicators of success of your programme.

Assessment will be based on the following:

1. Presentation style (flipchart)
2. Communication style (facilitation and answering questions from other learners)
3. The presentation should show good management skills, team work with other community caregivers and leadership skills

They will be assessed while they are conducting their presentation. Their flipcharts are part of their POEs.

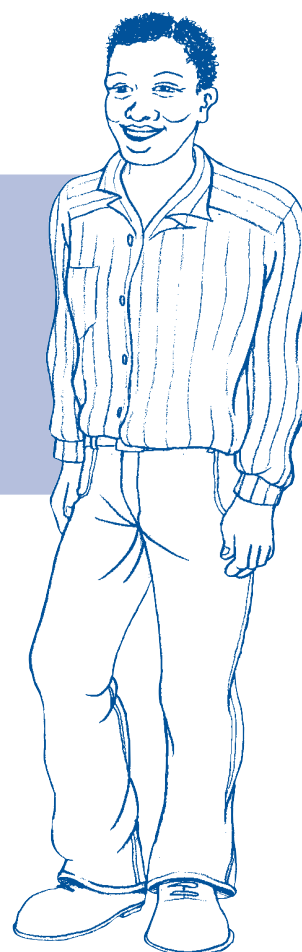**Tips!**

For facilitation:

- Go through the Learner Workbooks and the Practical Workbooks of all learners prior to the follow-up blocks or training sessions so that you can easily assist your learners.
- As you facilitate the self-study sections make links to the supervisors' curriculum as this will help put the learners at ease and reassure them that it is manageable.
- As you go through the workbooks, make notes in pencil to help the learners as they independently complete the assessment tasks.
- Do not facilitate the tree of life activity as there is not enough time to process it. Ask learners to answer the questions in their workbooks.
- Mention to the learners that the tree of life needs to be facilitated by people trained to do this. This is because it can provoke intense emotional reaction from the learners.

For learner support:

- 2–3 weeks after each block, contact each learner telephonically for learner support.
- There might be a need to meet learners who are really struggling but also depending on distance and budget.
- Encourage each learner to work on the tasks and address any issues that they may be struggling with.
- Remind them of the following training dates and what will be covered during the follow-up support training.
- Remind them of all the documents that need to be submitted during the follow-up support training.
- Encourage them to have all workbooks signed by their supervisors.
- Encourage them to start study groups with other learners as a means of support.

CONGRATULATIONS

Your learners have completed Blocks 1, 2 and 3! Wish them all the best for the completion of their Practical Workbooks and their Portfolio of Evidence.

Notes