



BRINGING CARE EXPERIENCE TO SOCIAL WORK CAPACITY BUILDING IN UGANDA

Facilitator Manual

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This Facilitator Manual and the associated tools were developed with the Child's I Foundation and the Association of Care Leavers Uganda. This training draws on the voices of vulnerable children and families, care leavers and caregivers. Bringing their voices to this training could not have been possible without the support of community volunteers from Mpigi and the following organisations: Bring Children from the Street, Home of Hope and Dreams, Nsambya Babies Home, OVC Kampala Activity (Reachout Mbuya) and Willow International.

Finally, and importantly, we want to thank and acknowledge the care experienced individuals in Uganda who participated in the consultations and whose voices we sought to elevate.

DEFINITIONS

Alternative family care: Care for children outside of their parental care that includes foster care, adoption, kinship, guardianship or kafala.

Caregiver/carer: A parent or guardian who is charged with the responsibility for a child's welfare.

Care experienced individuals: Children already separated from their families and in alternative care (residential care, kinship care, foster care). Children reintegrated from residential care and their families and young people who have grown up in alternative care and are now living in the community, or who are preparing for this transition.

Care leaver: Anyone who spent time in care as a child or young adult. Such care could be in foster care, institutional care (mainly children's homes), or other arrangements outside the immediate or extended family.

Care reform: Improvements to the legal and policy framework, structures and resources that prevent family separation, support families to care for children well, determine and deliver alternative care and promote reintegration.¹

Child Care Institution: In Ugandan law these are also known as Children's homes, Children's villages, and Baby Homes according to the Children and Baby Home Regulations.

Community: Individuals or groups of people, organizations and institutions (formal and informal) where the child and family live.

Child: Any human being under the age of 18 years.²

Family: Relatives of a child, including both immediate family (mother, father, stepparents, siblings, grandparents), and extended family also referred to as relatives or 'kin' (aunts, uncles, cousins).

Foster Care / Foster Care Placement: Placement of a child with a person who is not his or her parent or relative but who is willing, with support and supervision, to undertake the care and maintenance of the child (National Framework for Alternative Care (NFCA) 2012, Children Act Cap 59 as amended 2016). Internationally, Foster Care is defined as situations where children are placed by a competent authority in alternative care—the domestic environment of a family other than children's own family, that has been selected qualified, approved and supervised for providing such care.

Kinship Care: Family-based care within a child's extended family or with close friends of the family who are known to the child. It is the care of a child by relatives, also called relative placement.³

Life skills: Skills that are necessary to fully participate in everyday life.

¹ Adapted from UNICEF Eastern and Southern Africa Regional Office (ESARO) and Changing the Way We Care (CTWWC), *An introduction to care reform*, 2022

² United Nations Convention on the Rights of the Child (1989) and African Charter on the Rights and Welfare of the Child (1990)

³ Uganda Ministry of Gender, Labour and Social Development (MGLSD), *The National Framework for Alternative Care 2012*.

Reintegration: “Process of a separated child making what is anticipated to be a permanent transition back to his or her immediate or extended family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life.”⁴

Social service workforce: The social service workforce refers to a broad range of governmental and nongovernmental, paid or unpaid, professionals and paraprofessionals who work with vulnerable children, youth, adults, older persons, persons with disabilities, families and communities to ensure healthy development and well-being. The social service workforce focuses on preventative, responsive and promotive services; they prevent and respond to violence, abuse, exploitation, neglect and family separation.

The social service workforce constitutes a broad array of practitioners, researchers, managers and educators, including, but not limited to: social workers, social educators, social pedagogues, child care workers, youth workers, child and youth care workers, community development workers/community liaison officers, community workers, welfare officers, social/cultural animators and case managers.⁵

⁴ The Interagency Group on Reintegration, *Reaching for Home, Global learning on Family Reintegration in low and lower-middle income countries*, 2013

⁵ Adapted from: Global Social Service Workforce Alliance, ‘Definition of the Social Service Workforce’, 2016. Access here: <https://socialserviceworkforce.org/the-workforce/defining-the-workforce/>

BACKGROUND TO CARE REFORM

Millions of children are growing up in institutional care or are at risk of being separated for long periods from their families and communities even in countries that have adopted laws and policies to reform their care systems to a more family- and community-based approach.

Social workers and the wider social service workforce are critical to reforming care systems and achieving lasting family- and community-care solutions. Still, such national-level change is currently constrained in many countries as the workforce is understaffed, overworked, demoralised and lacking the practical guidance and inspiration they needed to effectively support children, families and caregivers.

As the first line of response for many children and families at risk of separation, a well-developed and supported social service workforce—including social workers, paraprofessionals and community volunteers—plays an essential role in helping countries achieve lasting family care. Unfortunately, too often these workers are not appropriately equipped, supported or empowered to effectively support children and families in need. To ensure children separated from their original family, or at risk of separation, receive or return to high-quality family- and community-based care, countries must strengthen, deepen and sustain the motivation and competence of the social service workforce. This must be done by listening to the voices of care-experienced children, families and care leavers.

“

Listening to those who have been through the formal care system, helping them tell their story about what kind of help they and their families needed at crucial points in their lives, whether they got that kind of help and who they got it from, will help us identify the kind of social service workforce behaviours and practices that make the biggest difference in helping families stay together.

Hugh Salmon, Director, Global Social Service Workforce Alliance

”

Institutional care is known to be harmful to children. Care reform seeks to end the use of large institutional care facilities where children are looked after by changing staff, follow common rules and may be isolated from communities.⁶

Care reform involves improvements to the legal and policy framework, structures and resources that prevent family separation, support families to care for children well, determine and deliver alternative care and promote reintegration.⁷

The goals of care reform are informed by international standards, including the United Nations (UN) Convention on the Rights of the Child, and the Guidelines for the Alternative Care of Children.⁸ Informed by these standards, care reform aims to:

1. Ensure children are well looked after in families and not unnecessarily separated from parents or other family members who care for them.

⁶ van IJzendoorn, Marinus H. et al. (2020) *Institutionalisation and deinstitutionalisation of children 1: a systematic and integrative review of evidence regarding effects on development*. The Lancet Psychiatry 7(8), 703–720.

⁷ Adapted from UNICEF ESARO and CTWWC, *An introduction to care reform*.

⁸ UN (1989) *Convention on the rights of the child*. USA: United Nations; UN General Assembly (GA) (2010) *Guidelines for the alternative care of children*. USA: United Nations.

2. Give children a range of alternative care choices, ideally within families, where they cannot be looked after by parents.⁹ These choices, often called a “continuum of care”, might include the following:¹⁰
 - a. Kinship care provided by extended family or friends of the family.
 - b. Foster care where the courts or social workers place children temporarily with another family.
 - c. Supervised independent living, where older children live alone or in small groups with the support of adults.
 - d. Small scale, family-like residential care.

Who do we mean by social workers?

In the context of this training, we use the term social workers to “refer to a broad range of governmental and nongovernmental, paid or unpaid, professionals and paraprofessionals who work with vulnerable children, youth, adults, older persons, persons with disabilities, families and communities to ensure healthy development and well-being. The social service workforce focuses on preventative, responsive and promotive services; they prevent and respond to violence, abuse, exploitation, neglect and family separation.”¹¹ It is important to recognise the role played by those with lived experience in the social service workforce.

⁹ Ibid

¹⁰ Ibid

¹¹ Global Social Service Workforce Alliance, ‘Definition of the Social Service Workforce’, 2016. Access here: <https://socialserviceworkforce.org/the-workforce/defining-the-workforce/>

BACKGROUND FOR FACILITATORS

Thank you for your interest in facilitating training to bring the voices of care-experienced individuals to social work capacity building in Uganda. This training aims to share the voices of care-experienced individuals and children at risk of separation / vulnerable families with social workers and their managers. By care-experienced individuals and those at risk, we mean:

- Children at risk of separation and their families.
- Children already separated from their families and in alternative care (residential care, kinship care, foster care).
- Children reintegrated from residential care and their families.
- Young people who have grown up in alternative care and are now living in the community, or who are preparing for this transition.

We have listened to a range of care-experienced individuals and aim to bring their voices to social workers to improve the relevance and effectiveness of their work on children's care. A participatory assessment captured the knowledge and lived experiences of children, families, caregivers and young people from their contact with the formal care system, including those with experience in residential care, foster care and formalised kinship care and those who have left these forms of care to live independently or to be reintegrated back into their families. This training and associated materials were developed to provide a platform for the voices of care-experienced individuals and to motivate and strengthen the work of social workers as they prioritise the prevention of separation and family care.

This Facilitator Manual has been designed to support you in delivering activities aimed at social workers working with care-experienced people. It shows the overall training objectives and schedule. Each session is documented so you can see the session objectives, time allocation, materials and preparation required, the training activities and the role of the facilitator in delivering each activity.

To share the voices of care-experienced individuals three tools have been developed to accompany this Manual. All tools can be found [in this folder](#). these are:

1. **Tool 1: How should social workers help me and my family?** A poster and handout can be found in Annex 3. These are used in Session 2.
2. **Tool 2: What makes a good social worker?** A video has been embedded into Slide 9 and a Good Social Worker checklist is in Annex 5. These are used in Session 3.
3. **Tool 3: Edith and Eric case studies** are in Annex 6. These are used in Session 4.

Training administration

Facilitator experience and skills

It is recommended that a team of at least two facilitators run the training. They should be:

- skilled and experienced facilitators with a participatory and motivational approach to adult learning;
- experts in working in care reform with children, young people and caregivers; and

- experienced in working with vulnerable families and communities.

Lived experience of the care system would be a welcome advantage for facilitators.

Participants

The training is targeted at social workers and their managers in government and NGOs as well as community volunteers who work with care-experienced individuals.

The sessions have been designed to be as participatory as possible for in-person training for groups of around 20 people. This will allow for the sharing of diverse ideas and experiences among participants.

Social workers and their managers from a range of government and non-governmental organisations can be brought together for the training. This will strengthen and build capacity across the child protection system and may increase understanding of roles and future collaboration. Facilitators should consider whether small group activities should comprise mixed groups or role-specific groups. Mixed groups will allow the sharing of ideas and experiences across roles, whereas specific role-based discussions may enable participants to speak more openly with their peers. All group discussions are then brought to the wider group, or mixed.

Again, consideration should be given to whether community volunteers and paraprofessionals join government and non-governmental social workers or whether they would benefit from training which meets their needs as volunteers and their differing capacities, languages and roles.

Additional guidance for groups of community volunteers is highlighted in gray.

Pre- and post-training questionnaire

At the start of the training, participants should complete a pre-training questionnaire that can be found in Annex 1. This will enable you to understand the capacity of training participants at the start of the training. At the end of the training, participants should complete a post-training questionnaire (Annex 2) to provide an understanding of their confidence and capacity to work with care-experienced individuals at the end of the training.

You can either provide hard copies of the pre and post questionnaires or they can be uploaded to your preferred online survey platform, such as Microsoft Forms (for more information see [here](#)), Google Forms (for more information see [here](#)), Survey Monkey (for more information see [here](#)) etc.

Training delivery

The training should be facilitated in person over **two days** with breaks in the morning and for lunch.

The training has been designed as six sessions:

1. Welcome and introductions
2. How should social workers help me and my family?
3. What makes a good social worker?
4. Welcome back
5. What's the role for social workers in care reform?
6. Closing and evaluation

Ensure you allow sufficient time for the activities. The training includes lots of group work and discussions to keep participants engaged.

You can use energisers of your choice as needed.

Preparation

In addition to being familiar with the activities, the Facilitator Manual, PowerPoint and testing all equipment, you should prepare the following:

Session	Preparation
1- Welcome and introductions	• Print Attendance List (if needed) • Print Annex 1- Pre-questionnaire x1 per participant OR • Create a QR code for an online questionnaire and add it to a slide
2- How should social workers help me and my family?	• Print the following: ○ Tool 1 poster A0 size (1 copy) ○ Annex 2- How should social workers help me (1 per participant) ○ Annex 3- Children and care leavers (enough so each participant has a picture of a child or care leaver)
3- What makes a good social worker?	• Download the video • Test the projector and speakers work with the video, adjust the volume as needed • Draw 'walls' on the flipcharts for the group work • Print Annex 5- Good social worker checklist (1 per participant)
4- Welcome back	• Print Attendance List (if needed)
5- What role for social workers in improving care?	• Print Annex 6- Case studies (1 per group)
6- Closing and evaluation	• Print Annex 2- Post-questionnaire (1 per participant) OR • Create a QR code for an online questionnaire and add it to a slide • Print certificate

Materials

You will need the following materials:

- Flipcharts
- Marker pens
- Tape
- Post-it notes
- Projector
- Camera
- Laptop
- Speaker
- Slides
- Check if you will need extension cables

Objectives

By the end of this training, social workers and social work managers will:

1. Have heard the voices of vulnerable families and care-experienced individuals.
2. Understand the roles and attributes required to provide high-quality family and community-based care and support care-experienced individuals transitioning to independent living.
3. State their commitment to adjust their working practices and behaviours to serve vulnerable families and care-experienced individuals.

SCHEDULE

Time	Session	Learning outcomes
Day 1		
9.00-9.50	1. Welcome and introductions	• Introduced participants and facilitators • Begun to reflect on what makes a happy childhood • Understood the training objectives • Agreed ground rules
9.50-11.00	2a. How should social workers help me and my family?	• Engaged 'personally' with a child or care leaver • Reflected on what help they think a child, care leaver and family may want and need • Discussed how the roles of social workers can provide the help that care-experienced people want and need
11.00-11.15	Break	
11.15-1.00	2b. How should social workers help me and my family?	• Engaged 'personally' with a child or care leaver • Reflected on what help they think a child, care leaver and family may want and need • Discussed how the roles of social workers can provide the help that care-experienced people want and need
1.00-2.00	Lunch	
2.00-4.00	3. What makes a good social worker?	• Social work managers understand the attributes and capacities that social workers need and consider how to make necessary changes to ensure social workers they manage have these. • Social workers have reflected on their own attitudes and behaviours with care-experienced individuals and are motivated to display these in their work with care experienced individuals.
Day 2		

9.00-9.50	4. Welcome back	• Celebrated the previous day's learning and responded to any questions.
9.50-11.00	5a. What's the role for social workers in care reform in improving care?	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs
11.00-11.15	Break	
11.15-12.45	5b. What's the role for social workers in care reform in improving care?	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs
12.45-1.45	Lunch	
1.45-3.15	5c. What's the role for social workers in care reform in improving care?	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs
3.15-4.00	6. Closing and evaluation	• All participants have shared their commitments for high-quality services for care experienced individuals • Training evaluated

Day 1

Session 1- Welcome and introductions

Time	Activity	Slides	Handouts	Technology/ Materials
50 mins	Introductions Happy childhood memory	1-4	Attendance List Annex 1 - Pre-questionnaire (or online link)	Flipchart Marker pens Tape
Learning outcomes	• Introduced participants and facilitators • Begun to reflect on what makes a happy childhood • Understood the training objectives • Agreed upon ground rules			
Preparation	• Print Attendance List (if needed) • Print Annex 1- Pre-questionnaire (1 per participant) OR • Create a QR code for an online questionnaire and add it to a slide			
As participants arrive invite them to complete the Attendance List and Pre-questionnaire.				
1. Welcome (5 mins) Slide 1: Welcome everyone to the training				
2. Introductions (30 mins) Slide 2: Share your name and a happy memory from your childhood. Once everyone has introduced themselves summarise the memories of happy childhoods. Slide 2: Click again and explain that everyone has a key role to play in creating happy memories for the children and young people they work with.				

3. Agree on ground rules (10 mins)

Invite participants to share ideas for ground rules and write these on the flipchart to display at the front of the room.

Ensure there is a common commitment to confidentiality:

- Don't give names or other identifying details of children, families or care-experienced individuals
- Don't share participants' personal experiences outside the training
- If you talk about children, families or care-experienced individuals who are being harmed or at risk of harm we can't keep this confidential and will discuss together how to respond.

4. Objectives (5 mins)

Slide 3: Present training objectives

Slide 4: Present sessions

Session 2a- How should social workers help me and my family?

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour 10 mins	Large group discussion Group work Plenary	5-6	Annex 3- How should social workers help me Annex 4- Children and care-leavers	Poster A0 size Flip chart Marker pens Tape
Learning outcomes	- Engaged ‘personally’ with a child or care leaver - Reflected on what help they think a child, care leaver and family may want and need - Discussed how the roles of social workers can provide the help that care-experienced people want and need			
Preparation	- Print the following: - Tool 1 poster A0 size x1 - Annex 3- How should social workers help me x1 per participant - Annex 4- Children and care leavers so each participant has a picture of a child or care leaver x1 per participant			
5. Bringing a care experienced individual to life (50 mins) Divide participants into two groups. One group will work with the images of a child and the other with images of a care leaver. Group 1, give each participant an image of a girl or boy from Annex 4 and ask them to individually think about a child they have a good relationship with, who they love and care for. They should think about this child as they bring the image of the child to life by giving them an identity, a name (pseudonym), age and things they enjoy doing. (5 mins) Group 2, give each participant an image of a male or female care leaver from Annex 4 and ask them to individually think about a young person aged 18-25 years they have a good relationship, and who they support and care for. They should think about this young person as they bring the image of the care leaver to life by giving them an identity, a name (pseudonym), age and things they enjoy doing. (5 mins) Now invite each participant to introduce their child or care leaver to the group. (30 mins)				

Welcome all the children and care leavers to the group and reflect on their similarities and differences.

Now say,

“Group 1, imagine, you are this child’s parent or caregiver and are unable to continue to look after them. They will need to go into residential or foster care. What help might you and your child need and want from a social worker?”

“Group 2, you are a community member. A care-experienced young person in their early twenties lives next door to you. They are struggling to provide for themselves and fit into the rest of the community, so you often help with food and provide a listening ear and emotional support to help them manage the challenges of daily life and make new friends. What might your neighbour (care-experienced young person) want need and want from a social worker?”

Capture their ideas on flipchart and note the differences and similarities between the children and care leavers, also think about support to any caregivers. Explain that what these children and young people need and want may inform the roles of social workers to meet the needs of care-experienced individuals. (15 mins)

6. Large group reflections on the How Should Social Workers Help Me poster (20 mins)

Place the AO poster on the wall and distribute Annex 3 to all participants.

Slide 5: The voices of 133 care-experienced people were heard during a consultation.

Explain that this is the help that care experienced children, young people and caregivers said they wanted from social workers. The larger the word or phrase the more often that issue was mentioned during the group discussions. These are the roles that care-experienced people want us to play in their lives.

Invite participants to reflect on the similarities and differences between what ‘their’ child or care leaver would want and what care experienced children, young people and caregivers said. Again, these can be captured on flipcharts.

Session 2b- How should social workers help me and my family?

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour 45 mins	Group work Plenary	7	None	Poster A0 size Flip chart Marker pens Tape
Learning outcomes	Discussed how the roles of social workers can provide the help that care-experienced people want and need			
Preparation	For volunteers change the questions on slide 6			

7. Group work- Social work roles (30 mins)

Slide 7: Divide participants into 4 groups and give each group a flipchart and marker pens. Invite them to answer the following questions. Allow 30 minutes.

- Do you agree or disagree with the roles of social workers described by those with care experience? Explain why, thinking about:
 - How reasonable/ appropriate is it for social workers in Uganda to fulfil these functions?
 - How closely does your job match the role of social workers described by those with care experience?
 - To what extent can you and other social workers fulfil these roles?

For volunteers

- Do you agree or disagree with the roles of social workers described by those with care experience? Explain why, thinking about:
 - How reasonable/ appropriate is it for community volunteers in Uganda to fulfil these functions?
 - To what extent can you and other volunteers fulfil these roles?

8. Plenary (30 mins)

Invite each group to share their thoughts and discuss

9. Group work (20 mins)

Slide 7: Groupwork- Help and hinder (20 mins)

Participants return to the same groups and are invited to think about:

- What helps social workers to fulfil the roles and activities wanted and needed by care-experienced people?
 - Think about training, caseloads, resources, location of the services
- What challenges do social workers face to fulfil these roles?
 - Think about training, caseloads, resources, location of the services

10. Plenary (25 mins)

Invite each group to share their thoughts and discuss.

Session 3- What makes a good social worker?

Time	Activity	Slides	Handouts	Technology/ Materials
2 hours	Group discussion Video	8-11	Annex 5- Good Social Worker Checklist	Video (slide 7) Speakers Laptop Projector Flipchart Marker pens Tape Post-it notes
Learning outcomes	• Social work managers understand the attributes and capacities that social workers need and consider how to make necessary changes to ensure social workers they manage have these. • Social workers have reflected on their own attitudes and behaviours with care experienced individuals and are motivated display these in their work with care experienced individuals.			
Preparation	• Download the video • Test the projector and speakers work with the video, adjust the volume as needed • Draw ‘walls’ on the flipcharts for the group work • Annex 5- Good Social Worker Checklist x1 per participant			
11.How would you want a social worker to behave with ‘you and your child’? (20 mins) Invite participants to look at ‘their child’ who is now in the residential or foster care, or ‘their care-leaver neighbour’. Ask, “What qualities does a social worker need to work with your child and care leaver neighbour when they are going into care, in care and in the future as they leave care? How should they behave?” Note responses on the flipchart.				

12. Video- What makes a good social worker (20 mins)

Slide 8: Show the video. Explain that this has been created from consultations that were held with 133 care-experienced children, young people and caregivers.

Invite participants to reflect on the similarities and differences between what ‘their’ child and care-leaver neighbour would want and what care-experienced children, young people and caregivers said. Again, these can be captured on flipcharts.

13. Self-reflection (20 mins)

Slide 9: Show the word cloud summary of the voices of care-experienced individuals. Explain that the larger the words/ phrases the more frequently this was expressed during the consultations.

Give each participant the word cloud and the Good Social Worker checklist (from Annex 5). This includes the qualities and capacities shown on the word cloud.

Invite participants to complete the checklist. Social workers to assess the qualities and capacities they have and ask managers to assess how they role model these qualities with their social workers. Explain this will not be shared with others, it is a personal reflection, so they should be as honest with themselves as possible.

For volunteers:

When you give the checklist read each question in the local language and ensure that volunteers understand the statement and tick the statement before moving to the next statement.

14. Group work (30 mins)

Divide participants into 4 groups. Give each group a flipchart with a ‘wall’ and pens.

Slide 10: Ask the groups to write in each brick a barrier to being a good social worker. (15 mins)

Slide 11: Now ask groups 1 and 2 to swap their flipcharts, and groups 3 and 4 to swap their flipcharts. Give each group some post-it notes and ask them to identify a solution for each of the barriers. The solution should be written on a post-it note and placed over the barrier it seeks to solve. The solutions should be concrete and feasible, e.g. training on X, resources for Y, support from Z, supervision, policies, procedures, recruitment etc. (15 mins)

15. Plenary (30 mins)

Now invite the groups to present the solutions. Discuss which solutions the participants may be able to implement and what their organisation and others may need to change.

16. Closing

This is the end of Day 1, so remind participants to look after their child or care leaver, and that we will start tomorrow at 9 am with a short recap before looking at the role of social workers in working with care experienced individuals.

Day 2

Session 4- Welcome back

Time	Activity	Slides	Handouts	Technology/ Materials
50 mins	Recap	12	Attendance List	Flipchart Marker pens Tape Post-it notes Ball
Learning outcomes	Celebrated the previous day's learning and responded to any questions.			
Preparation	- Print Attendance List (if needed) - Draw on one flipchart, Wow, Yesterday I learned... and on a second flipchart, I still have questions about...			

As participants arrive invite them to complete the Attendance List.

17. Welcome back (5 mins)

Welcome everyone to the training. Check that everyone's child and care leaver had a good evening 😊

Explain that the focus of the training today will be on the role of social workers in improving the lives of care experienced individuals. Before then we will check what was learned yesterday and respond to any outstanding questions.

There are two alternative activities to recap Day 1's learning, or you can use another activity of your choice.

18. Throw the Ball (45 mins)

Invite participants to stand in a circle where everyone can see each other. Give one person a ball. The person with ball is invited to say what they learned yesterday. Ask that person to throw the ball to a participant who will say what they learned, and then to throw

the ball to another participant, and so on. Participants are free to share or to repeat what the previous participants have shared. Continue until everyone has had a turn.

Note the responses on a flipchart.

OR

19. Wow, Yesterday I learned... (45 mins)

Slide 12: Click on the slide twice, to show Wow, Yesterday I learned... Give everyone some post-it notes and invite them to write on the post-it notes everything they learned yesterday. Each thing learned should be written on one post-it note, so if they learned five things they would need five post-it notes. Display the Wow, Yesterday I learned... flipchart, and ask participants to put their post-it notes on the flipchart (10 mins). One facilitator should cluster the similar post-it notes together.

Now, click twice more on the slide so it shows, I've still got questions about... Invite participants to write on the post-it notes, any questions they have from the activities completed yesterday. Again, one question on one post-it note (10 mins). Display the I still have questions about... and ask participants to put their post-it notes on the relevant flipchart. One facilitator should cluster the similar post-it notes together.

Present to the group the clusters of learning. Celebrate this learning.

Present to the group the questions. For each cluster of questions, ask if any participant would like to answer the questions. Where no one wants to answer, or the answers need some correcting, the facilitators should respond to the questions.

For volunteers:

Throw the ball may be more suitable for low literacy groups.

For the Wow! activity instead of using individual Post-it notes for groups with low literacy, you may want to do this as a large group callout or ask participants to work in small groups or pairs and then share their responses with the large group.

Session 5a- What's the role of social workers in care reform?

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour 15 mins	Presentation Groupwork Plenary	13-14	Annex 6- Case studies	Flipchart Marker Pens Tape
Learning outcomes	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs			
Preparation	• Print the case studies for each group			

20. Presentation Child Protection Ecosystem (20 mins)

Slide 13: Show the child protection ecosystem and explain that when we’re thinking about care reform, by which we mean “improvements to the legal and policy framework, structures and resources that prevent family separation, support families to care for children well and determine and deliver alternative care” (UNICEF ESARO, 2022), we need to consider all levels of the ecosystem.

- Vulnerable children and care experienced individuals are at the centre of our work
- Micro- Birth families, foster families, kinship carers and other caregivers, neighbours, community and faith leaders, community members, community groups and community volunteers
- Exo- Service providers, government, NGOs, CBOs, education, health, legal and justice services
- Macro- MACRO- Government, laws, media, religion, cultures, values, beliefs and social norms which influence the way that society acts.

21. Group work (50 mins)

Divide participants into 4 groups and give them flipcharts and marker pens. Give two groups case study 1- Edith and two groups case study 2- Eric.

Invite groups to reflect on the voices of care experienced individuals and think about their ‘child’ and ‘care leaver neighbour’ as they respond to the following questions:

Slide 14: Edith and Eric

1. What could have been done differently to provide more effective support at different points in Edith's and Eric's lives, e.g. entering care, in care and leaving care?
2. What could I do to support Edith and Eric?
3. What resources, guidelines and training do I need so I can provide Edith and Eric the support they need?
4. What else could my organisation do or put in place, so I can support Edith and Eric? Think about policies, procedures, roles and responsibilities, networking etc.

After the allocated time, explain that we will have a 15 min break, and the plenary will be after the break.

Session 5b- What's the role of social workers in improving care?

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour 30 mins	Presentation Groupwork Plenary	14	Annex 5- Case studies	Flipchart Marker Pens Tape
Learning outcomes	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs			
Preparation	• Print the case studies for each group			
22.Plenary (1 hour 30 mins) Slide 14: Invite the two groups with the Edith case study to share their responses to the questions on the case study. Invite the Eric groups to comment on the presentations, what they agree with, what else might they do, who else might they be involved etc.? Widen the discussion so all groups can discuss the new ideas. Invite the two groups with the Eric case study to share their responses to the questions on the case study. Invite the Edith groups to comment on the presentations, what they agree with, what else might they do, who else might they be involved etc.? Widen the discussion so all groups can discuss the new ideas. Finally, summarise the discussions and examine the similarities and differences between the support that Edith and Eric need.				

Session 5c - What's the role of social workers in improving care?

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour 30 mins	Self-reflection Discussion	15	None	Flipchart Post-it notes
Learning outcomes	• Reflect on the role of social workers in supporting a child • Identify areas of personal practice and organisational policy that need to change to meet these needs			
Preparation	• Draw the eco-system on a piece of flipchart			

23. What do you need? (one hour)

Slide 15: Give all participants some post-it notes.

Explain that so far, we have focused on what care-experienced individuals need, but it is also important to understand what participants need to be even better in their work with care-experienced individuals, and what wider changes are needed across the child protection eco-system. Remind participants of the eco-system and where they are within it. Volunteers are at the Micro level and Service Providers are at the Exo level.

Ask participants to write on the post-it notes, what they need so they can work even more effectively with care-experienced individuals. You can give prompts such as training, management support and supervision, clearer role mandate, policy, procedures, resources etc. Each idea should be on its post-it note so if they have five ideas they would write one idea on one post-it notes and then write five post-it notes. Allow 10 minutes for this.

Once they have written their ideas ask them to place their post-it notes on the flipchart against the part of the system they represent.

You should then cluster the post-it notes into themes and report back to the group. Invite comments.

For volunteers:

Instead of using individual Post-it notes for groups with low literacy, you may want to do this as a large group callout or ask participants to work in small groups or pairs and then share their responses with the large group.

Invite participants to think together in a large group how they can get their needs met. What can they do? Who do they need to talk to? What help do they need from others? Note the responses on the flipchart.

24. What is needed at the macro level? (30 mins)

Now ask participants **what is needed at the macro level** to improve services for care experienced individuals? **Remind participants** the Macro level includes government, donors, policymakers, laws, media, religion, cultures, values, beliefs and social norms.

Ask them to call out their ideas and write these on the flipchart at the Marco level.

Finally, ask what can they and their organisations do to create the change needed. Gather these ideas on another flipchart.

Session 6- Closing and evaluation

Time	Activity	Slides	Handouts	Technology/ Materials
45 mins	Self-reflection Post-questionnaire evaluation	16- Add QR code if using	Post-questionnaire evaluation if using hard copy Certificate	Post-it notes Flipchart Camera
Learning outcomes	- All participants have shared their commitments for high-quality services for care experienced individuals - Training evaluated			
Preparation	Print the evaluation or create a QR code for an online evaluation and add to a slide			
Evaluation (15 mins) Provide a summary of the work that has been done. Give participants the post-questionnaire and evaluation or display the QR code and invite them to complete the post-questionnaire and evaluation.				
For volunteers When you give the post-questionnaire and evaluation read each question in the local language and ensure that volunteers understand the statement and tick the statement before moving to the next statement.				
Commitment (30 mins) Invite each person to share with the group their personal commitment and what they will do differently in their work with vulnerable families and care-experienced individuals.				

The facilitator will write these on a flipchart and connect the commitments to the roles and qualities of a good social worker and how these commitments will contribute to creating happy childhood memories for the care experienced individuals they work with.

Take a photo of the Commitment Flipchart to share with participants after the training.

Slide 16: On behalf of care experienced individuals, thank all participants for their participation.

ANNEX 1: PRE-QUESTIONNAIRE

1. What do you understand by prevention of separation (tick all that apply)
 - a. Referral of vulnerable families to available services in the community
 - b. providing economic strengthening, medical support, housing and educational support
 - c. Attaching vulnerable families to peer groups for support as well as community volunteers
 - d. psychosocial support to families in crisis
 - e. Referring a child to institutional care
 - f. All the above

2. Who are care experienced individuals? Tick one
 - a. Children already separated from their families and in alternative care (residential care, kinship care, foster care).
 - b. Children reintegrated from residential care and their families
 - c. Young people who have grown up in alternative care and are now living in the community, or who are preparing for this transition.
 - d. All the above

How confident am I to do the following with care experienced individuals and those at risk...	Use the scale of 1-5 with 5 being highest- very confident and 1 the lowest- not at all confident				
	1	2	3	4	5
3. Prevent separation of children in vulnerable families					
4. Support parents and caregivers in vulnerable families					
5. Provide emotional support and encouragement to recover from past trauma					
6. Provide life skills such as cooking, cleaning, employment skills, relationship building, confidence, etc.					
7. Protect from abuse, exploitation and neglect					
8. Follow-up and provide ongoing support					
9. Support reintegration					
10. Develop a warm and respectful relationship					
11. Refer to other services, e.g. livelihood, vocational training, counselling, education etc.					
12. Discuss with my manager the support I need to be even better at my job					
How well do I...	1	2	3	4	5

13. Know what care experienced individual want me to do (my role)?					
14. Know how care experienced individuals want me to behave?					
15. Advocate for care-experienced individuals to receive high-quality care?					

ANNEX 2: POST-QUESTIONNAIRE AND EVALUATION

1. What do you understand by prevention of separation (tick all that apply)
 - a. Referral of vulnerable families to available services in the community
 - b. providing economic strengthening, medical support, housing and educational support
 - c. Attaching vulnerable families to peer groups for support as well as community volunteers
 - d. psychosocial support to families in crisis
 - e. Referring a child to institutional care
 - f. All the above

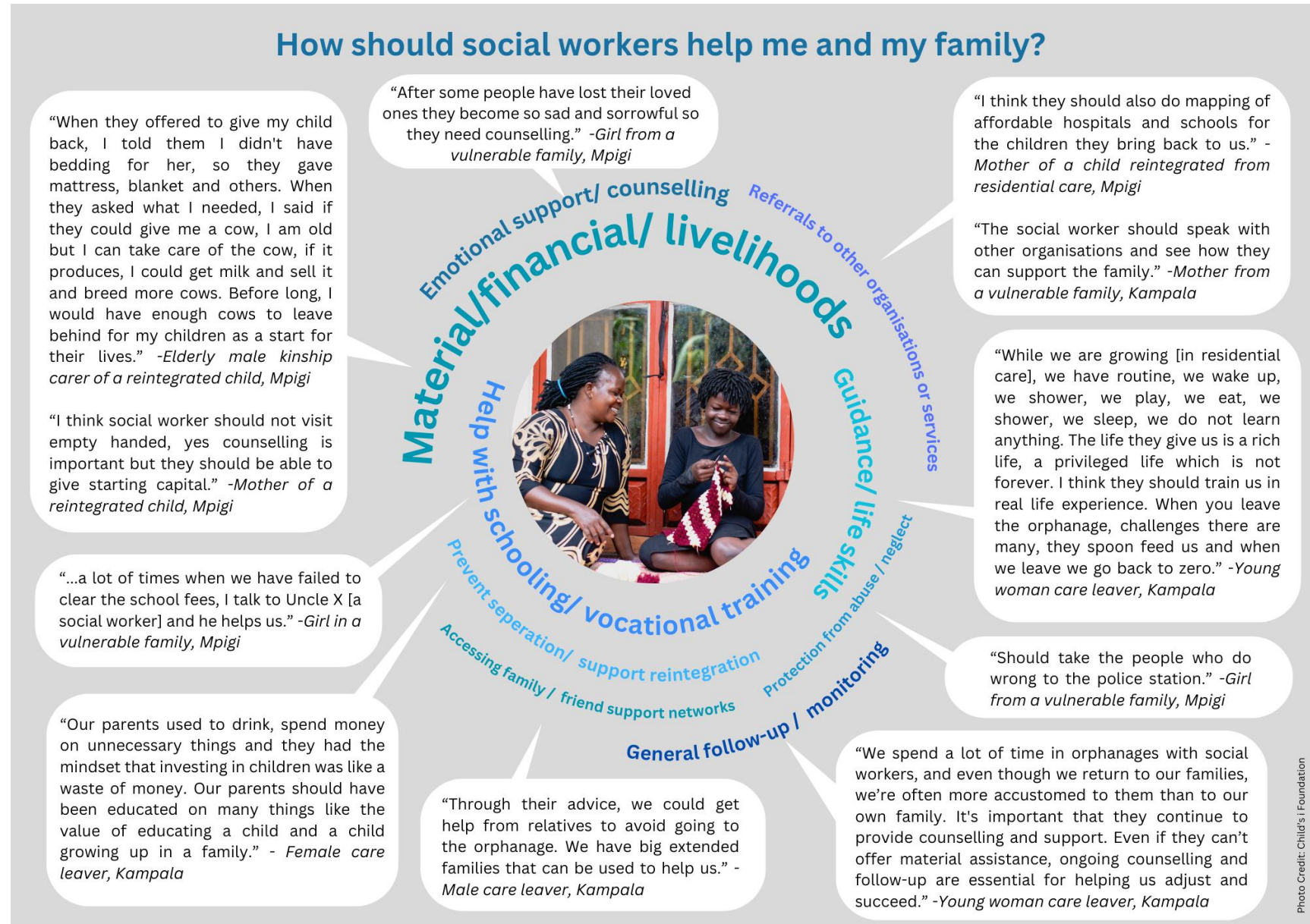
2. Who are care experienced individuals? Tick one
 - a. Children already separated from their families and in alternative care (residential care, kinship care, foster care).
 - b. Children reintegrated from residential care and their families
 - c. Young people who have grown up in alternative care and are now living in the community, or who are preparing for this transition.
 - d. All the above

How confident am I to do the following with care experienced individuals and those at risk...	Use the scale of 1-5 with 5 being highest- very confident and 1 the lowest- not at all confident				
	1	2	3	4	5
3. Prevent separation of children in vulnerable families					
4. Support parents and caregivers in vulnerable families					
5. Provide emotional support and encouragement to recover from past trauma					
6. Provide life skills such as cooking, cleaning, employment skills, relationship building, confidence, etc.					
7. Protect from abuse, exploitation and neglect					
8. Follow-up and provide ongoing support					
9. Support reintegration					
10. Develop a warm and respectful relationship					
11. Refer to other services, e.g. livelihood, vocational training, counselling, education etc.					
12. Discuss with my manager the support I need to be even better at my job					

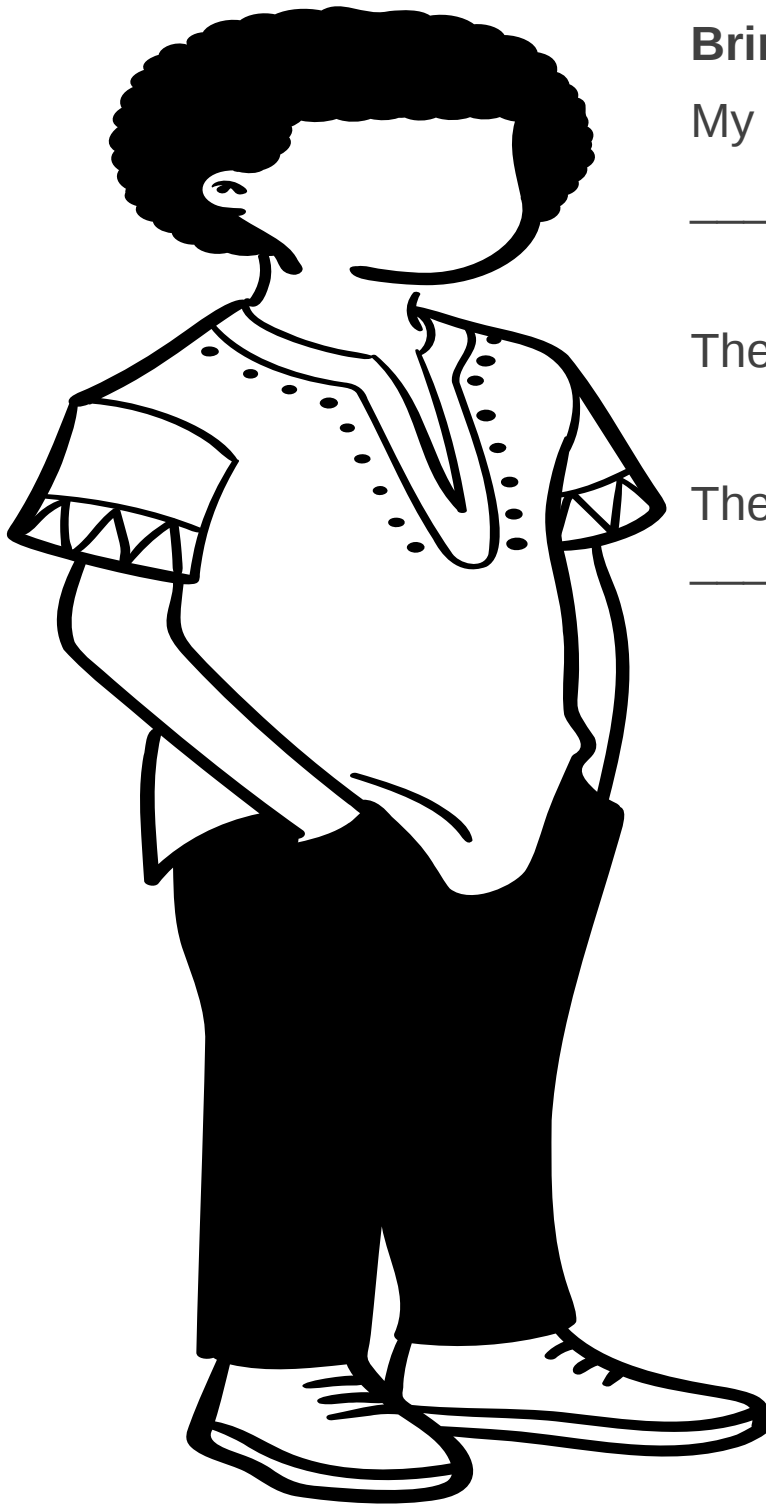
How well do I...	1	2	3	4	5
13. Know what care experienced individual want me to do (my role)?					
14. Know how care experienced individuals want me to behave?					
15. Advocate for care-experienced individuals to receive high-quality care?					
Evaluation	1	2	3	4	5
16. Your opinion of the training					
17. Provision of information in advance on objectives and content					
18. Facilitation of the training					
19. Opportunities for active participation					
20. How well did this training contribute to my understanding of the voices of care-experienced individuals					
21. How useful and relevant this training is to my work					
22. What do I commit to doing differently following this training?					

ANNEX 3: HOW SHOULD SOCIAL WORKERS HELP ME AND MY FAMILY?

Printable versions can be found, here.



ANNEX 4: CHILDREN AND CARE LEAVERS



Bring your child to life.

My child is called

They are ____ years old

They enjoy doing

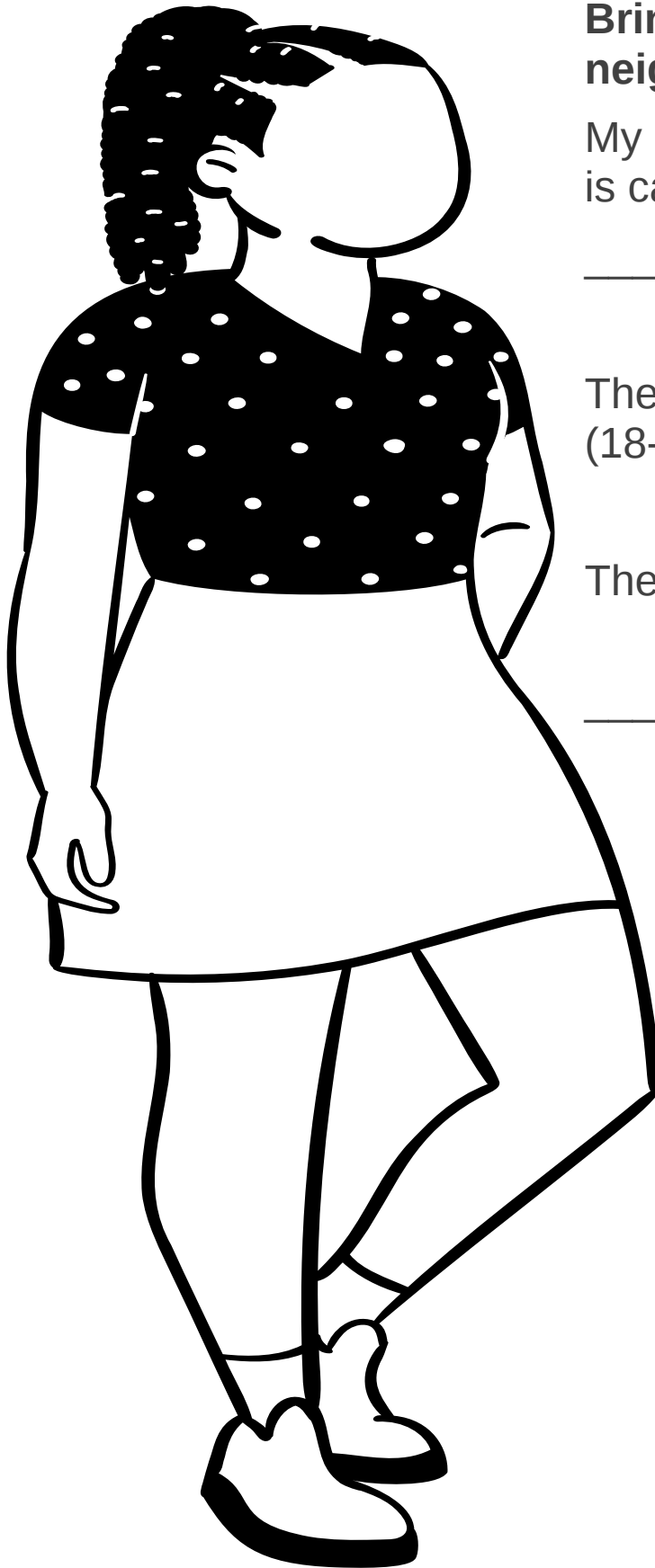


Bring your child to life.

My child is called

They are ____ years old

They enjoy doing



Bring your care leaver neighbour to life.

My care leaver neighbour is called

They are ____ years old
(18-25 years)

They enjoy doing



Bring your care leaver neighbour to life.

My care leaver neighbour is called

They are ____ years old
(18-25 years)

They enjoy doing

ANNEX 5: GOOD SOCIAL WORKER CHECKLIST

This is a confidential self-reflection. You will not be asked to share this during the workshop.

The following qualities and capacities were identified during consultations with 133 vulnerable families and care-experienced individuals as being important for a good social worker. Rate yourself 1-5 where 1 is the lowest and 5 is the highest.

Social workers, please honestly assess the qualities and capacities you have.

Managers, please honestly assess how you role model these qualities with the social workers you manage.

When working with care-experienced individuals, I	1	2	3	4	5
Am available to go to where vulnerable families and care-experienced individuals are					
Show kindness, empathy and care					
Offer encouragement and hope					
Am calm and polite					
Consult and listen to their views					
Am humble					
Cheerful and friendly					
Respectful					
Respect privacy and understand what can be kept confidential					
Collaborate with others					
Am honest, reliable and consistent					
Understand the lives of vulnerable families, care-experienced individuals and their communities					
Am helpful and take action					
Treat people equally and do not discriminate					
Have strong morals					
Understand trauma and take care to promote the wellbeing of children and families					
Do what I say I will do, and do it promptly					
Treat an individualised approach to care					

Look after my wellbeing so I can look after others					
When working with care experienced individuals, I do NOT....	1	2	3	4	5
Judge or stigmatise					
Do not ask for payment for goods or keep some goods for myself					
Act in a superior or arrogant way					
Exploit or abuse					
Demand thanks or gratitude					
Assume I know best					
Become numb/ indifferent to the lives of others					
Patronise and say "you should be grateful for..." "Without me, you wouldn't be where you are"					

How close am I to being a good social worker?

What 3 changes can I make so I become an even better social worker and/or manager?

1-

2-

3-

What makes a good social worker?

Available and comes to us

Respectful

Treat people equally and fairly

Not violent or exploitative

Friendly and positive

Emotional support / counselling

Empathy and kindness

Takes action

Maintains confidentiality

Encouragement and hope

Not corrupt

Builds trust and understanding

Consults and listens

**Acts with humility and is not
arrogant / judgmental**

Honest and reliable

A strong moral compass

Polite and not angry

Key

-  Personal attributes and attitudes
-  Effective and operates with integrity
-  Participation & connection to the community

ANNEX 6: CASE STUDIES

Case Study 1: Edith

This case study is an amalgamation of the stories that we heard when we consulted 133 children, caregivers and young care leavers. The quotes are closely based on real quotes, but they come from several different families and individuals. Edith and Eric have been invented for this case study, and any similarity to real children and young people is accidental.

Edith is 15 years old and has two older brothers. She lives in a village close to Mpigi. When Edith was eight years old, her mother died. Her father, a farmer with a small plot of land, missed her mother terribly and struggled to take care of Edith and her siblings, eventually turning to drink to try and ease his pain. Edith says:

“The mother plays a certain role; the father also plays a certain role.... So should one of those people die, it's like a bicycle losing its chain. Out of 10 men, there might be only two who can keep up and keep the house on the same footing as it was before in case they have lost their wife. Because for some of those men after they lose a wife you find that they give up on so much they may even become drunkards.”

Edith wished very much that there had been a social worker in his village to help him at this difficult time.

“I needed to be comforted. The first thing the social worker should have done would be to get me a counsellor to guide me and to comfort me and to let me know that even if the tragedy has befallen my house this is not the end of the world, it's not the end of everything.”

Unable to cope, Edith's father sent her to an orphanage several miles away from their home. Edith reflects on the time before she left for the orphanage and says:

“My father used to drink, spend money on unnecessary things. He had the mindset that investing in children was like a waste of money. He should have been educated on many things like the value of educating a child and a child growing up in a family.”

Edith found living apart from her family difficult:

“I was from the village, and things were really hard because I was a village girl and didn't know much. I was very young to be separated from my family. I was getting free education and food, so I had no problem with that. But the loneliness and not having anyone to talk to made it tough, and I used to cry. Meeting new people and trying to associate with them was really hard, but I managed to bear it.”

Although the caregivers in the orphanage were mainly kind to Edith, she found it hard to trust them initially. Other children also bullied her.

“Those other children bullied and abused me. I realised that I was the one who did more chores, more washing, who ended up being named a thief, every bad thing, they throw it on you. And because I was young, I found that there was not much I

could do about the situation. I just had to endure. You can't go anywhere, you can't be the one to discipline the bullies, so you just persevere.”

She was concerned about her father and felt upset and confused about being selected to go and live in an orphanage whilst her brothers stayed at home.

Back in the village, Edith's father worried constantly about Edith, regretting his decision to send her away:

“No parent ever wants to be separated from their child, so the pain is too much. The pain even when you have eaten, you start asking yourself if my child has eaten. The pain causes depression.”

After a few years, he stopped drinking and started earning a regular income once more and brought Edith home a year ago. It hasn't been easy for Edith since she returned to the village. She missed her friends and the caregivers in the orphanage. She had got used to different living conditions in the orphanage and struggled to adjust. Her father says:

“When kids are in an orphanage, they don't have to do any work. So, when they come home and are asked to help around the house, they find it challenging.”

Her father has struggled to provide for her and wished he could have received some help.

“The girl that you are returning to me has been feeling well while she was in your care, has been drinking some milk, has been eating some eggs which I cannot provide for her at home. So, if there is any help I would request then it is financial. Then her bedding- the bed, the bed sheets, blanket and the mattress she has been using in the orphanage, if possible, I would request that it is returned together with her.”

Edith misses going to school regularly as her father can't afford to pay the fees and knows her family struggles to feed her. She says:

“For me, life became even more challenging after leaving the orphanage because I returned to my home and the situation was more difficult. At home, they acted like they didn't need me. I felt like a burden to them, and they weren't used to me being around.”

Edith's father knows his daughter has had a tough life:

“I think her journey of moving from one place to another and then another again, moving three times, is a big thing. Because, imagine even for us adults it's such a problem having to do something over and over take an example where you built a house you're almost finished and then the house is destroyed, it's difficult to start again. And for a child's mind, it can be really destructive.”

Case Study 2: Eric

This case study is an amalgamation of the stories that we heard when we consulted 133 children, caregivers and young care leavers. The quotes are closely based on real quotes, but they come from several different families and individuals. Edith and Eric have been invented for this case study, and any similarity to real children and young people is accidental.

Eric is 25 years old and works as a mechanic in Kampala. When he was five years old, his parents placed him in an orphanage. He hasn't seen them since and does not know where they are, though he is in touch with one of his aunts and a cousin.

When Eric reached 18 years and finished his schooling he was asked to leave the orphanage. This was a scary moment for Eric, who was sad to leave his friends behind and uncertain about what life in the community would be like.

He didn't feel ready to live by himself and would have preferred a few more years in the orphanage while he completed further vocational training. Staff from the orphanage helped Eric to find a job and a place to live, but Eric did not know how to cook, do basic household chores, manage his money, or access health care.

He struggled to motivate himself or manage his time and all the tasks he had to complete in the day as he had always had his needs met:

"I failed to stand on my own because they used to do everything for us."

Eric also worried about when and how to share the loss of his parents and his life growing up in care with others as:

"When people find out that you were raised in the home there is a way people perceive you negatively and somehow discriminate against you, take pity on you."

Seven years on, Eric is doing better, he has a good job and plans to marry. Much of the help he has received has come from other care leavers who understand the challenges he has faced. He wishes that his caregivers or other social workers could have visited him more regularly.

"I needed someone to listen to me, advise me before deciding on any decision. Someone to check on you to see how you are doing. They should have been available and follow-up for a long time – even after I married."

ANNEX 7: CERTIFICATE

Facilitators should contact the Global Social Service Workforce Alliance for a letter of completion to training participants.. This will also enable some monitoring of who is using the training.