The REPSSI Psychosocial Wellbeing Series

Through this series, REPSSI strives to publish high quality, user-friendly, evidence-based manuals and guidelines, all characterised by subject matter that can be said to address the issue of psychosocial wellbeing. Within the series, different publications are aimed at different levels of audience or user. This audience includes: 1) community workers, 2) a variety of social actors whose work is not explicitly psychosocial in nature, but in which it is felt to be crucial to raise awareness around psychosocial issues, 3) caregivers, parents, youth and children, 4) specialised psychosocial and mental health practitioners. Apart from formal impact assessments, towards further developing the evidence base for our tools and approaches, we welcome user feedback around our materials.

Noreen Masiiwa Huni
CEO, REPSSI

Pyramid by Kelvin Ngoma
Product description located within the REPSSI adapted IASC Pyramid of Multilayered Integrated Psychosocial Support Interventions

While subscribing fully to the IASC pyramid of psychosocial and mental health interventions, REPSSI added a 5th layer at the bottom of the pyramid (Advocacy) to accommodate interventions that might influence policy and direct change to the basic social conditions that directly affect wellbeing of all individuals.

5. SPECIALISED MENTAL HEALTH SERVICES:
Psychiatric, clinical psychological, and specialised traditional healer services, for individuals with clinical mental health diagnoses (potential to reach and benefit only a very small fraction of the most severely affected individuals at any time)

4. FOCUSED NON-SPECIALIST SUPPORTS
For special needs of individuals who are not coping, and who are exhibiting symptoms of distress (potential to reach and benefit a small fraction of more severely affected individuals at any time)

3. FAMILY AND COMMUNITY SUPPORT:
Everyday care and support provided by caregivers, friends, community members (potential to reach and benefit a significant percentage of less severely affected individuals at any time, the most powerful and sustainable form of PSS)

2. PROVISION OF BASIC SERVICES:
Food, shelter, education, housing, health etc into which PSS needs to be mainstreamed (potential to reach and benefit the vast majority of individuals including those more severely affected at any time)

1. ADVOCACY
To influence policy and direct change to the social conditions that directly affect wellbeing of all individuals

Diagram 1: Multi-layered, Integrated Psychosocial Support
Introduction to Psychosocial care and support

The purpose of this training manual is to standardize the understanding of psychosocial support concepts and facilitate quality programming. The manual was written in modules, so that requesting organisations can select modules that best fit their needs.

*The training manual is only sold to REPSSI accredited trainers. Participants of this training will receive participant’s handouts for the modules they have been trained on.

Module 1: Introducing Psychosocial Care and Support (PSS)
Module 2: Psychosocial Development of Children
Module 3: Resilience
Module 4: Mainstreaming Psychosocial Care and Support
Module 5: Supporting Secondary Carers
Module 6: Working with Families and Communities
Module 7: Children’s Rights and Psychosocial Support
Module 8: Supporting Children Living with HIV and AIDS
Module 9: Psychosocial Care and Support in Emergency Settings
Module 10: Psychosocial Care and Support within Economic Strengthening Programmes
Module 11: Supporting Grieving Children
Module 12: Psychosocial support and Sexual health
Module 13: Psychosocial Care and Support Facilitation Skills (Please note that the Psychosocial Care and Support facilitation skills module, is conducted as part of a training of Trainers workshop)
LEVEL 1: ADVOCACY

Manuals and tools in this category were developed in order to influence policy and direct change to the social conditions that directly affect wellbeing of all individuals.

RAISING COMMUNITY VOICES – Psychosocial Care and Support Advocacy Manual

The manual provides practical steps on how to do advocacy on psychosocial care and support (PSS) at community level with children and youth. The aim is a) to build skills of community based organizations and facilitators to support communities to carry out advocacy on PSS and b) to build skills of community based organizations and facilitators to engage children and youth in advocacy. The sessions of the manual focus on providing participants with advocacy skills. There are five sessions; definition of concepts, why advocate for PSS, working with children and youth in advocacy, advocacy steps and orientation in advocacy tools and approaches.
LEVEL 2: PROVISION OF BASIC SERVICES
Manuals and tools in this category were developed in order to support the mainstreaming of PSS into Health, Social Services and Education sectors. This approach has the potential to reach and benefit the vast majority of individuals including Key population groups and other socially marginalized and hard to reach populations.

Psychosocial care and support mainstreaming guidelines
A “generic” mainstreaming guide for any organisation working in any programmatic area, wanting to mainstream psychosocial support, by so doing enhance the psychosocial outcomes of any program.

Mainstreaming psychosocial care and support within paediatric HIV and AIDS treatment
The psychosocial aspects of paediatric HIV treatment are very closely linked to the biomedical ones. Adherence, treatment literacy, disclosure and stigma are all irrevocably linked to treatment outcomes. With regard to paediatric HIV treatment nothing could be more important than an integration of psychosocial and biomedical issues and approaches. This comprehensive package is designed for health care workers to mainstream psychosocial support into Paediatric HIV treatment focusing on the wellbeing of the child.

Mainstreaming psychosocial care and support into economic strengthening programmes
Communities may be vulnerable because of economic hardships and poverty, responding to these vulnerabilities without careful considerations for psychosocial care and support could result in interventions doing harm. These guidelines provide practical steps to mainstream psychosocial support into your economic strengthening programme with a special focus on youth economic empowerment.
Mainstreaming psychosocial care and support within early childhood development
Growing evidences shows that the emotional, social and physical development of young children has a direct effect on their overall development and on the adult they will become. Early childhood development centres may become centres of care and support which not only provide educational enrichment, nutrition, healthcare and safety, but also help children and their caregivers to grow a sense of self-worth, participation, social connectedness and full enjoyment of life. Mainstreaming psychosocial support (PSS) into early childhood development programmes tries to build on the notion of holistic care and support from pre-birth so as to maximize their future well-being.

Mainstreaming psychosocial care and support within food and nutrition programmes
For optimal physical and cognitive development to occur, a child requires adequate nutrition, but this should occur in addition to physical and emotional care and support. Programmes, in which interventions for nutrition and psychosocial stimulation are integrated, provide much wider benefits to a child. These guidelines provide practical steps to mainstream psychosocial support and care into food or nutrition programme. It is about addressing the social and emotional needs of children while offering nutritional support.

Mainstreaming psychosocial care and support within the education sector
Schools are ideally placed to address the psychosocial needs of many children. Through increasing their (schools) focus on psychosocial support they may become caring environments where all children are encouraged to reach their full potential as human beings. These guidelines provide practical steps to mainstream psychosocial support into the school community.

Mainstreaming psychosocial care and support into home-based care programmes
HBC programmes focus on supporting vulnerable families living with HIV and AIDS within their home environment. This means that HBC programmes are often ideally suited to addressing the holistic needs of vulnerable children and their caregivers. These guidelines help you fulfil the vision of a home-based care programme that has mainstreamed psychosocial support into its various activities.
Mainstreaming psychosocial care and support through child participation

Participation is one of the key principles of psychosocial support. It is through getting involved that children and youth:
1) enhance their resilience and decrease their vulnerability; 2) discover and develop their talents; 3) discover and enhance their own strengths; 4) are able to overcome many of their psychosocial challenges. This training guide provides practical steps to mainstream psychosocial support through child and youth participation.

Mainstreaming psychosocial care and support: Trainer’s guide for training teachers in conflict and emergency settings

During times of conflict and emergency, schools and other educational institutions may become an important source of stability and care for children. This guide provides an edited anthology of global Teacher training materials to facilitate the integration of Mental Health and Psychosocial support into education.

Mainstreaming psychosocial care and support: Facilitating community support structures

Emergencies create a wide range of problems at individual, family, community and societal level. Some of the problems include the eroding of protective support systems, increasing the risk to diverse vulnerabilities and amplifying pre-existing problems of social injustice and inequality.

The guide was developed by REPSSI, TPO (Transcultural Psychosocial Organisation) and GPSI (Global Psycho-social Initiative). It presents practical information shared by Transcultural Psychosocial Organisation (TPO) Uganda about its lessons learned along with descriptions of actual community-oriented interventions to inform them in their design and implementation of psychosocial and mental health support in the aftermath of emergencies.
Mainstreaming psychosocial care and support: Trainer’s guide for training health workers in emergency settings

Health care is an essential element in the coordinated response to emergencies. Thus health care workers need a lot of skills and information to adequately provide psychosocial and mental health as part of the integrated health response. The guide provides trainers, working in emergencies, with a collection of strategically selected materials that they can use to guide them in designing training programs filled with knowledge and skills to prepare health workers to integrate psychosocial and mental health support into health care.

LEVEL 3: FAMILY AND COMMUNITY SUPPORT:

Manuals and tools in this category were developed to support the provision of PSS within the family and community, i.e., everyday care and support provided by caregivers, friends, community members (potential to reach and benefit a significant percentage of less severely affected individuals at any time, the most powerful and sustainable form of PSS).

Making a hero (active citizen) book: A guide for facilitators

A facilitator’s guide to leading groups of children or youth through a series of autobiographical storytelling and art exercises, designed to support each child or youth to identify one significant but manageable psychosocial obstacle that is standing between them and their goals, and to further support them to find the hero that lies within each of us that is able to overcome this obstacle. This guide is also available in Afrikaans, Swahili and Portuguese.

REPSSI has also developed the Digital hero book toolkit designed to help facilitators implement digital hero booking with their groups.
Tree of Life
The Tree of Life is a psychosocial tool based on narrative practices that uses tree parts as a metaphor for different aspects of our lives. The tool can help trained counsellors and paraprofessionals facilitate conversations with children about loss and bereavement in a way that helps them also share stories of hope, shared values and connections to those around them as well as to those who have died. The Tree of Life is versatile and can also be used by trained counsellors to help children to make contact with their families and communities in ways that build their strengths and resilience to face challenges. Also available in Portuguese and Swahili.

Facilitating care and support through kids clubs: A training guide for kids club leaders
This training guide is designed to equip young people with knowledge and skills on how to start and run Kids clubs. The training creates a platform for young people to be innovative in designing and running fun clubs that enhance the psychosocial wellbeing of the child. It is anchored on the understanding that Kids clubs are a link in the chain of community and family day-to-day care and support for children. Also available in Swahili.

Mobilising children and youth into their own child and youth-led organisations
This publication explores child- and youth-led organisations from many different angles, including, HIV prevention, the critical role of adults within these organisations, and economic strengthening. It is aimed at adults that are working with children and youth who want to move towards giving these children and youth greater autonomy and participation opportunities, and at children and youth who would like to assume more responsibility around matters that concern them.

The Journey of Life: Community Workshop to Support Children
The Journey of Life series is REPSSI’s premier community mobilization tool, which helps communities to come together to support both caregivers and children in need. With individual and community resources often stretched to the breaking point by war, violence, natural disasters, HIV and AIDS, people need the skills to plan a course of action. The series uses picture codes and other visual and experiential learning approaches to stimulate community conversations which encourage reflection, dialogue and stimulate action among children, caregivers, and concerned members of the community.
Making communities safer
This is a Community Conversation about Peace and Safety held with community members who can play a role in keeping the peace in the community and making their communities safer in different ways. These can include teachers, police officers, faith based leaders, parents and caregivers.

Strengthening Social Connectedness
Socially connected people have meaningful and trusting relationships and bonds with those around them, including their peers, families and communities. Social connectedness is a key component of psychosocial support and psychosocial wellbeing. This workshop encourages communities to support children (and the adults in their lives) to be socially connected. The workshop was developed with support from Synergos Southern Africa.

Journey of Life (JOL) Action Workshop on Ending and Addressing Child Marriage
By definition child marriage is a formal or informal union in which at least one of the parties is a child under the age of 18. Child marriage is a global problem and estimates show that about 1.2 billion women will have been married as children by 2050 if there are no interventions to end child marriages. Furthermore, 1 in 4 girls around the world are married before the age of 18, in other words, 15 million girls are married each year before their 18th birthday. This JOL action workshop deals with both the causes and the effects of child marriage as well steps that can be taken by communities to address and end child marriage. The methodology is the same as other JOL action workshops: picture codes, prompts and learning points facilitate engagement with the topic. The workshop ends with community members drawing up an action plan to address and end child marriage in their own community. There is both a facilitator training guide and a community implementation guide.
Journey of Life (JOL) Action Workshop involving Children with Disabilities (CWD)

Children with disabilities (CWD) are more at risk of experiencing psychosocial problems than children who do not have disabilities. Despite this, children with disabilities are often not included in programmes which provide psychosocial support because of (organisational) negligence, (negative) attitudes and stigma. Disabled children have the right to psychological, emotional and spiritual support and to social integration.

Therefore, programmes that provide psychosocial support to children that fail to include disabled children, fail. This community implementation guide in REPSSI’s Journey of Life series helps communities to support both children with disabilities and their caregivers. It encourages in-depth discussions and action among members of the community on issues affecting children with disabilities and their caregivers. The community implementation guide allows members of the community to move from awareness to action by providing them the opportunity to develop action plans that will assist in fulfilling the rights of children with disabilities and addressing the needs of their caregivers. There is also a facilitator training guide.
Many children and youth may already be mobilised into kids clubs and support groups BUT do they have enough guidance around psychosocial support (PSS) and Adolescent Sexual and Reproductive Health (ASRHR) to engage them purposefully and meaningfully? This toolkit has as its focus Psychosocial Support and Adolescent Sexual and Reproductive Health and Rights. The target group is 10-24 year olds. Although the original toolkit was designed for children and youth living with HIV and AIDS, many of the tools can be used with ALL children and youth irrespective of their HIV status, and tools can be added, subtracted and adapted. In the toolkit there is enough material and activities to engage children and youth in a support group setting for approximately 6 months. There are 8 discrete tools (see below) each with specific psychosocial wellbeing and ASRHR objectives.

**Sharing and Caring**

This is a tool to support disclosure of HIV positive status amongst children and youth living with HIV and AIDS in support groups. Sharing and Caring supports group members to explore disclosure, stigma and loss in a safe environment. The tool facilitates opportunities for children and youth living with HIV to draft and rehearse disclosure messages as well as to weigh the pros and cons of disclosure for themselves.

**Auntie Nomsa cards**

Auntie Nomsa – Addressing Sexual and Reproductive Health and Rights for Young HIV + Adolescents – allows any facilitator - even if he or she is not very knowledgeable or comfortable answering questions about sex and sexuality – to provide accurate and relevant information with the help of a “script”. The format is as follows. Questions with particular topics are printed on an A4-sized card. A participant chooses a card and reads out the question to the facilitator. Before the facilitator finds the corresponding answer and reads it to the group (or has a participant read it to the group), there are a series of talking points allowing the group to engage with the questions and relate it to their own experience. After discussion guided by the talking points, the facilitator (or a participant) reads out the scripted answer (Auntie Nomsa’s reply) to the question, which is in turn followed by reflection points. Topics presented via Auntie Nomsa cards include relationships, sex and sexuality, menstruation, wet dreams, prevention of HIV and prevention of re-infection, contraception and virginity testing.
FlipIT
Research has shown that when parents or caregivers talk to their children about sex this results in: delayed sexual activity, use of condoms when they do begin having sex, less depression and anxiety, more self-reliance and self-esteem, less drug use, and less sexually risky behavior. Research also shows that parents rather than community health centers, classes, hospitals, private doctors, television, or friends are the preferred source of information about contraception. However even though parents are the preferred primary source of information about sexual and reproductive health for their children, few effective programmes that help parents positively influence their children’s sexual behavior yet exist. REPSSI offers this quiz / card game as a focused tool to support parents and caregivers to provide helpful information and psychosocial support to teenagers regarding sex and sexuality.

Celebrate your life
Celebrate Your Life – aims to support testing, accessing treatment, adherence on ART (anti retroviral therapy) amongst support group members. Adherence is a complex process with many psychosocial elements. Many people who are on ART struggle with adherence (taking their medicines in the right quantities and at the right times). Many people also struggle with retention (remaining in treatment). These picture codes have been developed to stimulate conversations about testing, accessing treatment, adherence and retention as well as to share accurate and up to date information on this topic.

Simplified Hero Book
The hero book is an art and narrative therapy based intervention in which children and youth explore their ability to have power over problems in their lives. The original hero book takes approximately 20 hours to complete (requiring days if not weeks) and also requires that children attend every session. In many contexts this is not possible. This simplified Hero Book can be completed in 4-6 hours and thus can be completed in a single day.
Let’s Talk to Our Children about Sex and Sexuality

This Journey of Life like workshop consists of picture codes and a set of prompts and key messages designed to raise awareness amongst adult community members around the need for them to talk to their children about sex and sexuality. The intervention ends with the development of an action plan for them to support one another to talk to their children. The intervention is not designed for use with youth but for the adults who support these youth and children.

My Special Intelligences

Some of us get good grades at school and some of us don’t but this is not to say that some people are intelligent and others are not. Research by Howard Gardner, (2001) tells us that there are 9 different kinds of intelligence all of which are important to succeed in life. For example, some people are good with numbers and at mathematics but not so good at making friends or dancing or singing. In this activity participants will find out what their special intelligences are.

Psychosocial care and support for young children and infants in the time of HIV and AIDS: A resource for programming

The resource book equips Early Childhood Development programmers with psychosocial care and support knowledge and skills to improve delivery of service to the younger children and infants. The resource book highlights fundamental psychosocial care and support issues which include: resilience, play and counselling young children. The reflections contained in this publication are useful for programmers and for their work with parents, caregivers, families and their communities.
Safe disclosure to children with HIV and AIDS (the Talking Book)
This ‘Talking Book’ deals with disclosure to children Living with HIV and AIDS. It is aimed at caregivers (whom perhaps have low levels of literacy) of children living with HIV and AIDS. Through the pressing of a button on each illustrated page, the book “talks” to the caregiver, guiding them on how to disclose and discuss the child’s HIV status with him or her. This guide is also available in isiZulu, Portuguese and Swahili.

Safe disclosure – Talking book handbook
The Talking Book Guide has practical ideas for leaders of support groups of caregivers to stimulate disclosure and support one another in this process. The guide also encourages adherence for improved treatment outcomes. This Talking Book was piloted in collaboration with REPSSI as partnership with ECHO clinics.

Home – school partnerships: Supporting informal learning at home in early the years
The guidelines are intended for facilitators working with parents, caregivers and families on how to support learning at home. They are appropriate for parents and caregivers of children between the ages of 4 and 7 years. They promote informal learning and are applicable across languages and cultures. The Home-School Partnerships Programme helps to develop a sense of hope and build the self-esteem of women living in situations of extreme poverty by focusing on small, manageable tasks which will impact positively on children’s learning.

Community – school partnership: Guidelines for supporting early literacy learning
The guidelines can be used to train a team of volunteers, community workers, library staff or teacher assistants to support young children as they learn to read and write. In the Community-School Partnership Programme, positive relationships with caring tutors have an impact on children’s self-worth and confidence. A greater sense of mastery in daily school activities contributes to psychosocial wellbeing.
The Client is the Expert: A training Manual in Solution Focused Approaches

This manual is intended for use with adolescents and young adults who are leaders or play and key role in a youth club or children’s club. However, the principles of the manual might be useful to anyone working with young people or children. The manual can be used to support children through day to day experience in their families and communities and can also be adapted to be used for more specialized forms of psychosocial support.

Say No! to Gender based Violence / Peace Trilogy

Everyone wants peace in their lives, in their homes and in their communities. Girls do not want to experience sexual harassment and sexual violence from boys or men. Boys do not want to be bullied by other boys, at school or in the community. Community members want to live in a place that is safe for themselves and for their children. For these reasons REPSSI has developed the three programs below aimed at promoting peace and decreasing violence.

- **Empowering Girls** – (for girls) - to empower girls to stand up to men and boys who treat them unfairly and who threaten their safety, includes self defense training.
- **Peace is a Decision** – (for boys)- to empower boys to think about how they act towards girls, what it means to be a man, and to choose peace in their relationships with girls.
- **Making communities safer** - is a Community Conversation about Peace and Safety held with community members who can play a role in keeping the peace in the community in different ways. These can include teachers, police officers, faith based leaders, parents and caregivers.

This package was developed in collaboration with KwaWazee in Tanzania and has undergone an acceptability study in Malawi.
Tracking your health: A Guide to Creating a Tracing Book
Tracking your health guides, a person living with HIV to develop a patient-held file / journal that tracks ongoing wellness / illness and communicates health status to key support persons. This approach integrates biomedical and psychosocial aspects within a continuum of treatment and care for persons living with HIV. The manual can easily be adapted for other Chronic illnesses such as Cancer, hypertension etc his manual was Jointly published by REPSSI and CATIE.

Memory work manual: Facilitator’s Guide
Memory Work techniques help families to record important happy events as well as information that creates a sense of belonging. This helps families cope with death and grief, and plan for the children’s future adjustment and well-being. The techniques described in the manual include memory books and memory boxes. These help children build their identity and strengthen emotional capacity, to understand the past and be less afraid of the future. This manual is also available in Swahili and Portuguese.

Psychosocial Support Interventions Guidelines for Vulnerable Children and Youth
REPSSI was commissioned by the Department of Social Development South Africa to develop guidelines for Psychosocial support guidelines. The purpose of these guidelines is to harmonize practices and offer practical guidance to those who deliver psychosocial support (PSS) services to ensure the psychosocial wellbeing of children, youth and their families made vulnerable by HIV and AIDS.
LEVEL 4: FOCUSED NON-SPECIALIST SUPPORTS

Manuals in this category provide more focused individual intervention by trained workers catering for the special needs of individuals who are not coping, and who are exhibiting symptoms of distress (potential to reach and benefit a small fraction of more severely affected individuals at any time)

Living with X: A body mapping journey in the time of HIV and AIDS
This manual is a facilitators guide to helping people understand and explore their lives and the world they live in through drawing and painting life-size pictures of themselves, talking in groups as well as thinking and reflecting in quiet times.
This guide was developed in the context of HIV and AIDS, but body mapping, which uses art in a healing way, can be used by anyone. The approach used brings mind, body and community together for wellbeing. This manual is also available in Swahili.

Young carers – Programme guidelines for Households in which Young People are caring for other Household members
The overall aims of the guidelines are to help young carers: To feel more empowered (by the acquisition of new knowledge and skills) and less vulnerable in their role as young carers as well as to feel more supported (by other individuals and groups) in their role as a young carer. The guidelines are not aimed for use directly with young carers but will inform and empower anyone who works with households in which there are young carers and unwell household members. The guidelines however can be adapted for use directly with young carers, for example a teacher might use some of the content into a school lesson.
LEVEL 5: SPECIALISED MENTAL HEALTH SERVICES:
This category is for manuals or tools that are focused on services supporting individuals with clinical mental health diagnoses. These services include psychiatric, clinical psychological, and specialised traditional healer services (potential to reach and benefit only a very small fraction of the most severely affected individuals at any time).

The mental health needs of vulnerable children and their caregivers in low income areas: A training guide
This training guide was compiled for community-based HIV and AIDS workers, but may be useful for other individuals or groups. As specialised child and adolescent mental health services are relatively inaccessible or non-existent in low income areas, this training guide has been designed for workers who do not have child and adolescent mental health training. Trainers, however, would need to have had some background or training in this field.

OTHER
This category includes those publications that do not fit neatly into the IASC pyramid of mental health and psychosocial interventions.

Are we making a difference?
If we are running a psychosocial support programme, it’s important for us to keep asking ourselves: “Are we making a difference in the lives of the children?” It is indeed possible to do simple, ongoing monitoring and evaluation that will help you and your staff to assess your activities. In this way, you will improve your work and you will gain information to report to donors. This manual gives you a set of tools that you can use in ongoing monitoring and in simple impact evaluation with your staff.
Babies and Young Children - short course

Nurture means to care for and protect someone while they are growing. Thrive means to do very well. From the time they are in the mother’s womb during pregnancy and after they are born, every child should have a nurturing, caring, and safe environment in order to survive and to thrive.

This course is designed to give participants (anyone working with young children) the knowledge and skills to help babies and young children get the best possible start in life.

Modules include:

- Brain development
- Mediators and how babies and young children learn
- Factors that promote or threaten healthy baby and child development
- Prenatal & neonatal development
- Physical development
- What do we mean by emotional development?
- Social, moral, cultural and spiritual development
- Cognitive and language development
- Children with developmental delays and difficulties

This course is based on the South African Qualifications Authority accredited unit standard, “Demonstrate knowledge and understanding of the development of babies, toddlers and young children” (ID 244484), which provides eight credits towards the Further Education and Training Certificate: Early Childhood Development at NQF Level 4 (the equivalent of a secondary school-leaving certificate in South Africa).
Certificate in Child and Youth care work

This course is offered by REPSSI in collaboration with host institutions in the delivery countries with the aim of professionalizing the workforce, without removing workers from their original communities, where their continued service is most needed.

The 18 month course is currently being offered in Lesotho, Malawi, Namibia, Swaziland, Tanzania, South Africa, Uganda, Zambia and Zimbabwe.

The course is designed to be a supported distance learning course. Students have four mentored sessions and write a formative and summative assignments. The philosophy of the course is strength based – to acknowledge what students know.

Below are the modules in the course:

- Personal and Professional Development
- Introduction to Human Rights-based Approaches & Child Protection
- Child and Youth Development
- Care and Support of Children at Risk
- Integrated Development in Communities
- Service Learning Project
Zambia Diploma in Community Based Work for Children and Youth

The following is a list of all 18 TEVETA approved modules

Personal and Professional Development, Communication Skills, Introduction to Computers, Child Protection and Rights Based Approaches, Child and Youth Development, Entrepreneurship, Introduction to Counseling, Psychology, Sociology, Care and Support of Children, Community Development, Service Learning Project, Community Based Intervention Strategies, Social Services in Developing Countries, Research Methods, Management and Organisation, Management of NGOs, Project Planning and Management
Teachers Diploma in Psychosocial support

In response to huge demand for training in psychosocial care, support and protection from teachers, REPSSI has collaborated with a number of partners including MiET Africa, the Children’s Institute of the University of Cape Town, officials in teacher training and government from Lesotho, Swaziland, Zambia and Tanzania to develop a new programme.

This programme is a 12 month accredited situated and supported distance learning course designed specifically for teachers to equip them with knowledge and skills to create inclusive, participatory, safe and protective schools.

The six modules of this diploma include:

- Building Blocks for a caring School: An introduction to psychosocial support concepts; mainstreaming psychosocial support into the school context; utilizing participatory action learning to promote systemic change, and understand and promote children’s rights.
- Realizing your potential as a teacher: theories that enhance understanding of self and the importance of balancing personal, professional and social issues. Impact of HIV, gender, poverty, disability etc.
- Realizing the potential of children: working effectively with children who require extra support, based on knowledge of child development, diagnostic skills and children’s rights.
- Using your classroom to realize children’s potential: practical interventions to ensure a caring classroom culture, physical arrangement and teaching styles which support the psychosocial wellbeing of all learners.
- The school realizing children’s potential: working with the leadership and management of the school to promote the implementation of policies and programmes that support children’s rights and their psychosocial wellbeing in both the physical and social organization of the school.
- Strengthening school - community partnerships: principles of community development and participatory approaches to strengthen community and school partnerships.
Glossary of key and related psychosocial terms

Psychosocial work is a rapidly emerging field with numerous actors characterized by a lack of consensus around key terms which can be an obstacle to coordination and harmonisation. This glossary presents a first step to address this gap.

Information and Action tool

The tool is intended to assist community workers record information (what they see and hear) and use it to guide them to act in helpful ways towards the children and families identified to be in need. This tool is also available in Portuguese and Swahili.