



BRINGING CARE EXPERIENCE TO SOCIAL WORK CAPACITY BUILDING

India

Training Toolkit: Facilitators Manual

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Global Social Services Workforce Alliance, Miracle Foundation India and Child Frontiers

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The development of this Facilitator Manual and the associated tools was led by Miracle Foundation India. This training draws on the voices of vulnerable children and families, care leavers and caregivers in Tamil Nadu.

Background

Objectives of this training

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

1. Have heard the voices of care-experienced individuals.
2. Understand what these care-experienced individuals think:
 - Social workers should do to support them
 - About how social workers should behave and the skills they might need to support them.
3. Commit to taking action to better support care-experienced individuals (according to their needs and wishes).
4. Have contributed ideas about the wider changes that need to happen (e.g. to policies, resources allocations, job descriptions etc.) to better support care-experienced individuals.

Who are care experienced individuals?

By care experienced individuals we mean children, young adults, foster carers, parents and other family members caring for children with experience of CCIs, kinship care or foster care.

Care experienced individuals may also include children in families who are vulnerable to separation. However, we did not include this group in the consultations that formed the basis of this training.

Who are 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.”¹

How we developed this training?

This training draws on consultations with 97 care experienced individuals from Tamil Nadu. We tested this training with two groups of social workers and social work managers before finalising this manual.

How to use this manual?

- The remainder of this manual is divided into two sections. The first provides training tools for social workers. The second provides training tools for social work managers.
- The tools are organised in a logical order.

¹ Adapted from Global Social Service Workforce Alliance definition available [here](#)

- Each set of tools requires roughly one day of training.
- In the tools for social workers there are two options for exploring the role of social workers. You can do both options (in which case you may need longer than a day for this training) or choose one of these tools.
- There is slide deck and two videos that accompanies this training. Handouts are provided as an Annexe.
- In both the set of tools for social workers and for social work managers, there is an option for participants to provide feedback on the training. These reflections can be used to further improve the training and this manual.
- As the tools are tested further, Miracle Foundation India may want to make further changes to this manual.

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.
- Experienced in working with vulnerable families and communities.
- Lived experience of the care system would be a welcome advantage.

Notes for the recorder and any observers

Whilst one person is facilitating, the other should take notes and observe the training. It is important to take notes on:

1. **Recommendations emerging from the discussion on what can be done differently to better support care experienced individuals. Recommendations should be split into the following categories:**
 - What can individual social workers do differently?
 - What changes need to happen within organisations?
 - What changes need to happen at higher levels – e.g. to policies or laws. Where possible – distinguish between change the state and national level.
2. **Any changes that need to be made to the training. Note down:**
 - How long each activity took
 - What went well
 - Activities that could be improved e.g. because they were confusing to participants or didn't get the information or reflection we wanted

These notes need to be collated from several training sessions and then shared with the leadership team so that this can feed into wider training and the policy reform agenda.

Preparing for the training

- Each activity includes a list of materials and tools needed for the training.
- A check list for both sets of training activities is provided below. In addition, you will need a projector and laptop to be able to play the videos and slide shows used in the training.
- Conduct a Train-the-Trainer (ToT) session on utilising this manual.
- Handouts are provided as an Annexe.

Training activities for social workers

Handouts and printouts

- Attendance list
- Images of child and young adult care leaver (one image per participant)
- Word cloud – how can social workers help me and my family (one per participant)
- Case study (one per participant)
- What makes a good social worker? Word cloud (one per participant)
- Self-reflection checklist

Flipcharts and slides to prepare

- Questions for group work – How should social workers help me and my family? Option 1
- Adjust slide 16 for the feedback session to reflect the activities carried out during this training.

Materials

- Flipchart
- Marker pens
- Tape
- Post-it notes

Training activities for social work managers

Handouts and printouts

- Attendance list
- What makes a good social worker? – word cloud (one per participant)
- Vijayalaksmi's case study (one per participant)

Flipcharts and slides to prepare

- Questions for group work – What makes a good social worker?
- Adjust slide 33 for the feedback session to reflect the activities carried out during this training.

Materials

- Flipchart
- Marker pens
- Tape
- Post-it notes

After the training

- Note down recommendations emerging from the training to improve practice, resourcing, policies, guidance etc. and feed this back to the relevant teams within your organisation working on policy influencing and social work capacity building.

General tips

- Think carefully about group composition and don't have more senior with more junior staff.
- Constantly reference the consultations with care experienced individuals and remind participants to reflect on these perspectives.
- Summarise past exercises, particularly action points, to clearly demonstrate the flow of the training.
- Try and keep the recommendations that emerge from the training to achievable goals and focus on what participants can do themselves.
- Allow enough time for each exercise – if you have limited time, do less exercises rather than trying to cram everything into a short space of time.
- Carry out the discussions with social workers before social work managers and feed their perspectives back to managers alongside that of care experienced individuals.

Training activities for social workers

Introductions – 30 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
30 mins	Introductions	2-6	Attendance List	Flipchart Marker pens Tape
Learning outcomes	<ul style="list-style-type: none"> • Introduced participants and facilitators • Understood the training objectives and the context to the training • Feel relaxed and ready to contribute to the discussion. • Agreed ground rules 			
Preparation	<ul style="list-style-type: none"> • Print the following the Attendance List (if needed) 			
<p>As participants arrive invite them to complete the Attendance List.</p> <p>1. Welcome (5 mins)</p> <ul style="list-style-type: none"> • <u>Slide 2</u>: Welcome everyone to the training. • At this point can also do an ice-breaker or energiser to make participants more relaxed. <p>2. Introductions (10 mins)</p> <ul style="list-style-type: none"> • <u>Slide 3</u>: Share your name and a happy memory from your childhood (give participants some time to come up with this memory). • Once everyone has introduced themselves summarise the memories of happy childhoods. • <u>Slide 3</u>: 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. Here you can also make a link to how happy memories are often generated within families and the importance of family-based care. <p>3. Agree ground rules (5 mins)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ◇ 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.
- ◇ Listen to and respect other opinions without interruption.

4. Provide context to the training (5 minutes)

- Slide 4. Explain that the training is based on consultations with care experienced individuals. We want to bring their voices to social workers to help social workers and to social work managers reflect on whether they are meeting their needs.
- By care experienced individuals we mean children, young adults, foster carers, parents and other family members caring for children with experience of CCl's or foster care.
- In this slide (slide 4) we explain the total number of care experienced individuals that we spoke to inform about this training.
- Explain a little about how we spoke to these individuals, describe the methods we used and some of the ethical protocols used e.g., around consent.

5. Objectives (5 mins)

- Slide 5: Present training objectives
- Slide 6: Present and overview of the sessions (be sure to adjust this depending on which activities you are doing today).
- Explain from the start the purpose of the discussions. We are trying to see what they can do to improve social work with care experienced individuals and to develop recommendations at the organisational or policy level.
- Explain how the findings will be used and feed into Miracle Foundation India's policy influencing and training work (but ensure that they recognise their own responsibility to take action based on the discussions today).

How should social workers help me and my family?

Option 1 - 2 hour 30 minutes

Time	Activity	Slides/Flip Chart	Handouts	Technology/ Materials
2 hours 30 minutes	Large group discussion Group work plenary	7-10 Flip chart with	Images of child and young adult care leaver Word cloud – how can social workers help me and my family	Video Flip chart Marker pens Tape
Learning outcomes	<ul style="list-style-type: none"> • Engaged 'personally' with a child or young adult care leaver. • Reflected on what help they think care experienced individuals need. • Discussed how social workers can provide the help that care-experienced individuals want and need. 			
Preparation	<ul style="list-style-type: none"> • Print the following image of the boy/ young woman (see handouts) so each participant has a picture of a child or care leaver • Download the video • Test the projector and speakers work with the video, adjust the volume as needed 			
1. Bring your child to life (1 hour) <ul style="list-style-type: none"> • Divide participants into two groups. • Group 1, give each participant the image of the boy and ask them individually to 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, age and things they enjoy doing. • Group 2, give each participant the image of the young woman. Ask them to think individually 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 young person to life by giving them an identity- a name, age and things they enjoy doing (5 mins). • Now invite each participant to introduce their child or young person to the group. • Welcome all the children and care leavers to the group (15 mins). • “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 CCIs or foster care. What help might you and your child need and want from a social worker?” 				

- “Group 2, imagine that this young woman has returned to live with their family after spending several years living in a CCI. The young woman and their family live next door to you and you can tell they are struggling to adjust to living together again. You can hear arguments and the young woman saying they wished they had not come back as they have no money to feed an extra mouth. You see the young person looking sad. What might this young person and their family want and need from a social worker?”
- In plenary, capture their ideas on a flipchart.

2. Large group reflections on the How Should Social Workers Help Me video and word cloud (30 mins)

- Show participants the short video on how social workers can help me.
- Share the word cloud on slide 8. Explain that this summarises the video they have just watched – the larger the words the more time this issue was raised during the group discussions. The quote each relate to a word (explain that the colours in this video are not significant). At this point, you can also give participants a handout of the word cloud.
- Ask participants to reflect on what ‘their’ child or young person would want and what care experienced children, young people and caregivers said. Do they want the same things?

3. Group work- Social work roles (1 hour)

- Divide participants into 2 groups and give each group a flipchart and marker pens. Invite them to answer the following questions the questions below which should be listed on a flipchart and placed alongside the word cloud image in slide 8. (30 minutes).
 - ◇ Do you agree or disagree with the roles of social workers described by those with care experience (in the video and handout)? Explain why, thinking about:
 - ◇ 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?
 - ◇ Should social workers in Tamil Nadu/ India to fulfil these roles?
- Invite each group to share their thoughts and discuss in plenary (30 minutes).

How should social workers help me and my family?

Option 2 - 1 hour

Time	Activity	Slides / flip chart	Handouts	Technology/ Materials
2 hours 30 minutes	Large group discussion Group work Plenary	10	Case Study	Flip chart paper and pens
Learning outcomes	<ul style="list-style-type: none"> • Reflected on what help they think care experienced individuals need in different forms of care. • Discussed how social workers can provide the help that care-experienced individuals want and need. 			
Preparation				
<p>1. Group work - Vijayalakshmi's case study (1 hour).</p> <ul style="list-style-type: none"> • Divide participants into 2 groups and give them flipcharts and marker pens. Give the groups Vijayalakshmi's case study in a handout. Provide context to the case study, explain that it came from the consultations, and that all the quotes are real. • Invite groups to respond to the question on <u>slide 10</u> (45 minutes). <ul style="list-style-type: none"> ◇ What could social workers do to better support Vijayalakshmi at different points in her life? ◇ Think about all of the different points in Vijayalakshmi's life – e.g. before she entered the CCI, in the CCI, after leaving the CCI etc. ◇ What supports do social workers need to better support Vijayalakshmi? (encourage them to think about what their organisations could do, the training they might need, policy reforms etc.) • Feedback in plenary (15 minutes) 				

What makes a good social worker?

- 1 hour

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour	Group discussion Video	9-12	What makes a good social worker? Word cloud Self-reflection checklist	Video Speakers Laptop Projector Flipchart Marker pens Tape Post-it notes
Learning outcomes	<ul style="list-style-type: none"> Understood how social workers should behave and the skills they might need to support children in care, care leavers and care givers (care experienced individuals). Reflected on whether they have the correct behaviours and skills to support care experienced individuals. Motivated to improve skills and behaviours to better meet the needs of care experienced individuals. 			
Preparation	<ul style="list-style-type: none"> 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 (don't add too many bricks as they will feel they have to fill them all – leave space for them to add their own bricks as necessary). 			
<p>1. How would you want a social worker to behave with 'you and your child'? (15 mins)</p> <ul style="list-style-type: none"> Invite participants to look at 'their child' who is now in a CCI or foster care, or 'their young person neighbour'. Ask, "How should a social worker behave when they work with this child or young person, as they go into the CCI, live in the CCI and as they leave care and return home? What personal qualities or morals should they display" Note responses on the flipchart. <p>2. Video and word cloud - What makes a good social worker (30 mins)</p> <ul style="list-style-type: none"> Show the video and share the word cloud in slide 12, the more times this aspect was highlighted the larger the word on the cloud. 				

- Explain the colour coding in the word cloud:
 - ◇ Orange: Participation and connection to the community
 - ◇ Blue: Personal attributes and attitudes
 - ◇ Dark Grey: Effectiveness and acts with integrity
- Invite participants to reflect on what care-experienced children, young people and caregivers said:
 - ◇ What aspects of being a good social worker do they agree with?
 - ◇ Are there any aspects that they don't agree with?
 - ◇ Do they agree with the priorities provided by care-experienced individuals (the larger words). Are these the most important attributes?

3. Self- reflection (15 mins)

- Invite participants to complete the self-reflection checklist. Explain that the list in the self-reflection checklist is based on the consultations– we have listed all of the attributes that are included in the word cloud.
- Explain this will not be shared with others, it is a personal reflection, so they should be as honest with themselves as possible.
- At the end ask if anyone wants to share any of the actions they have included in their forms with the group, explain that this is entirely voluntary.

Help and hinder and finding solutions

- 1 hour

Time	Activity	Slides	Handouts	Technology/ Materials
1 hour	Large group discussion Buzz groups	14-15		
Learning outcomes		<ul style="list-style-type: none"> • Clear ideas on next steps from the training 		
<p>1. Large group discussion on what helps and hinders (30 minutes).</p> <ul style="list-style-type: none"> • In plenary, ask participants to answer the questions in slide 14. <ul style="list-style-type: none"> ◇ What helps social workers to fulfil the roles and behave in a way that care-experienced people want them to fulfil? ◇ What challenges do social workers face in fulfilling these roles/ behaving in this way? • If challenges have emerged from previous discussions that have not been referenced here, the recorder can remind them of these challenges. • Write answers on a flip chart with one flip chart for what help and one for challenges <p>2. Buzz groups brainstorm on what next (30 minutes).</p> <ul style="list-style-type: none"> • Ask participants to brainstorm for 10 minutes with the person next to them (or in groups of three if there are odd numbers) on the questions in slide 15 <ul style="list-style-type: none"> ◇ What can individual social workers do differently to address these challenges? ◇ What changes need to happen within organisations to address these challenges? ◇ What changes need to happen at higher levels to address these challenges – e.g. to policies or laws. Where possible – distinguish between change the state and national level • If solutions have emerged from previous discussions that have not been referenced here, the recorder can recommend them of these solutions. • Feedback In plenary • Ask for volunteers to share an action that they will take away from this training. 				

Feedback and thank you

- 30 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
30 mins	Large group discussion	16-17		Flipchart and Markers
Learning outcomes	<ul style="list-style-type: none"> Facilitators have participants' feedback on what works and what needs changing to finalise the tools. 			
Preparation	<ul style="list-style-type: none"> Adjust slide 16 depending on what was precisely included in the training. 			
<ul style="list-style-type: none"> Go through each of the sessions carried out today in turn (see slide 16 for a reminder of these sessions – this will need to be adjusted depending on which activities were carried out) and ask for feedback on each session: <ul style="list-style-type: none"> ◇ What went well? ◇ What could be improved for next time? Slide 17: Thank participants for their time and insights on the training. 				

Training activities for social work managers

Introductions – 30 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
30 mins	Introductions	17-22	Attendance List	Flipchart Marker pens Tape
Learning outcomes	<ul style="list-style-type: none"> • Introduced participants and facilitators • Understood the training objectives and the context to the training • Feel relaxed and ready to contribute to the discussion. • Agreed ground rules 			
Preparation	<ul style="list-style-type: none"> • Print the following the Attendance List (if needed) 			
<p>As participants arrive invite them to complete the Attendance List.</p> <p>1. Welcome (5 mins)</p> <ul style="list-style-type: none"> • <u>Slide 19</u>: Welcome everyone to the training. • Allow time for formal introductions/ welcome (e.g. if have a higher up official attending). • At this point can also do an ice-breaker or energiser to make participants more relaxed. <p>2. Introductions (10 mins)</p> <ul style="list-style-type: none"> • <u>Slide 21</u>: Share your name and a happy memory from your childhood (give participants some time to come up with this memory). • Once everyone has introduced themselves summarise the memories of happy childhoods. • <u>Slide 21</u>: 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. Here you can also make a link to how happy memories are often generated within families and the importance of family-based care. <p>3. Agree ground rules (5 mins)</p> <ul style="list-style-type: none"> • 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. Provide context to the training (5 minutes)

- Slide 22: Explain that the training is based on consultations with care experienced individuals. We want to bring their voices to social workers to help social workers and to social work managers reflect on whether they are meeting their needs.
- By care experienced individuals we mean children, young adults, foster carers, parents and other family members caring for children with experience of CCIs or foster care.
- In this slide (slide 22) we explain the total number of care experienced individuals that we spoke to inform about this training.
- Explain a little about how we spoke to these individuals, describe the methods we used and some of the ethical protocols used e.g., around consent.

5. Objectives (5 mins)

- Slide 23: Present training objectives.
- Slide 24: Present and overview of the sessions (be sure to adjust this depending on which activities you are doing).
- Explain from the start the purpose of the discussions. We are trying to see what they can do to improve social work with care experienced individuals and to develop recommendations at the organisational or policy level.
- Explain how the findings will be used and feed into Miracle Foundation India's policy influencing and training work (but ensure that they recognise their own responsibility to take action based on the discussions today).

What makes a good social worker?

- 2 hours 5 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
2 hour 5 mins	Group discussions video	24-27	What makes a good social worker word cloud	Video Speakers Laptop Projector Flipchart Marker pens Tape Post-it notes
Learning outcomes	<ul style="list-style-type: none"> • Understood how social workers should behave and the skills they might need to support care experienced individuals • Reflected on whether they and the social workers they support have the correct behaviours and skills to support care experienced individuals. • Motivated to improve skills and behaviours to better meet the needs of care experienced individuals. 			
Preparation	<ul style="list-style-type: none"> • Download the video • Test the projector and speakers work with the video, adjust the volume as needed • Write up the question listed under step 3 on a flipchart. • Draw 'walls' on the flipcharts for the group work (don't add too many bricks as they will feel they have to fill them all – leave space for them to add their own bricks as necessary). 			
1. Self-reflection (10 minutes) <ul style="list-style-type: none"> • Ask participants to individually reflect on (Slide 25): <ul style="list-style-type: none"> ◇ What are your strengths in enabling social workers to support care experienced individuals? ◇ What are your weaknesses in enabling social workers to support care experienced individuals? • Be clear here that we are talking about their capacity to enable social workers to support children in vulnerable families, kinship care and foster care and CCl's, children being reintegrated back to families, and young adult care leavers. 				

- Explain that we will come back to these reflections shortly.

2. Introducing the video and word cloud (10 mins)

- Show the video. Explain that this has been created from the consultations with care-experienced children, young people and caregivers (5 minutes).
- Show the word cloud in slide 27, explain that the larger words, the more times this aspect was highlighted (5 minutes).

3. Group work – reflection on what makes a good social worker? (45 minutes)

- Split into 2 groups and invite participants to reflect on what care-experienced children, young people and caregivers said. Have these questions ready on a flipchart so that they can be shown alongside the word cloud (30 minutes).
 - ◇ Do the attributes of the good social work articulated by care experienced individuals match the items you listed under strengths and weaknesses? Where are the differences?
 - ◇ What aspects of being a good social worker do they agree with?
 - ◇ Are there any aspects that they don't agree with?
 - ◇ Do they agree with the priorities provided by care-experienced individuals (the larger words). Are these the most important attributes?
- Feedback in plenary (15 minutes)

4. Group work – wall of problems and solutions (1 hour)

- Divide participants into 2 groups. Give each group a flipchart with pens and 'wall' (don't add too many bricks to the wall as they may feel they need to complete every brick – they can add more bricks).
- Slide 28: Ask the groups to write in each brick what they think is a barrier to being a good social worker (according to what the care-experienced have asked of them). Be sure to link back to the word cloud diagram here: Ask can social workers always behave in the ways that children, young people, and caregivers have asked? What are some of the barriers? (20 mins)
- Slide 29: Now 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 notes and placed over the barrier it seeks to solve (20 mins). These may be:
 - ◇ Changes that they can make as individuals
 - ◇ Changes that should be made by their organisation
 - ◇ Changes at a higher level – such as to policies
- Now invite the groups to present the solutions in plenary– the second group should not repeat anything already covered by the first group (20 minutes).

What is the role of social workers in care reform?

– 2 hours

Time	Activity	Slides	Handouts	Technology/ Materials
2 hour	Brainstorm Groupwork Plenary	29-32	Case study Vi-jayalaksmi	Flipchart Marker Pens Tape
Learning outcomes	<ul style="list-style-type: none"> • Understand the concept of the care system • Thought about the role that social workers play in supporting care experienced individuals at different points in their lives. • Have contributed ideas about the wider changes that need to happen (e.g. to policies, resources allocations, job descriptions etc.) to better support care-experienced individuals. • Motivated to do what they can to improve the care system. 			
Preparation	<ul style="list-style-type: none"> • Print case study - 1 copy per participant 			
<p>1. Introduce the concept of the care system (10 mins)</p> <ul style="list-style-type: none"> • Explain that we are all working towards improving children’s care. This means: <ul style="list-style-type: none"> ◇ Keeping children in families where possible– preventing separation and supporting reintegration ◇ Providing safe and high-quality alternative care for children who can’t be cared for by their parents • To do this, we need to improve the care system, which can be defined as: (see Slide 31) <p>“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”</p> <ul style="list-style-type: none"> • The care system includes (see Slide 32): <ul style="list-style-type: none"> ◇ Policies and guidance on care ◇ Coordination mechanisms so that we can work together more easily ◇ Training social workers on care issues ◇ Improving decision making about care ◇ Providing services – such as foster care or support to families ◇ Monitoring and regulation of these services ◇ Changing harmful social norms 				

- ◇ Community support to vulnerable children and families
- ◇ Increasing the resources allocated to improving children's care

2. The care system in India (20 minutes)

- Explain that we are now going to explore the care system in India.
- Draw the face of a child in the middle of a flipchart and say that vulnerable children and care experienced individuals are at the centre of our work.
- Ask, who helps vulnerable children to stay in families and supports those that are in alternative care? Write answers onto the flipchart around the child, group similar answers together.
- Ask, what kinds of things do these organisations or individuals do to help vulnerable children to stay in families and support those that are in alternative care? Write answers onto the flipchart around the child, group similar answers together.
- Explain that this is the care system in India and we will come back to the care system later on in this session.

3. Group work - Vijayalakshmi's case study (45 mins)

- Divide participants into 2 groups and give them flipcharts and marker pens. Give the groups Vijayalakshmi's case study. Provide context to the case study, explain that it came from the consultations, and that all the quotes are real.
- Invite groups to respond to the question on [slide 33](#).
 - ◇ What could social workers do to better support Vijayalakshmi at different points in her life?
 - ◇ Think about all of the different points in Vijayalakshmi's life – e.g. before she entered the CCI, in the CCI, after leaving the CCI etc. (30 minutes)
- Feedback in plenary (15 minutes)

4. Group work – how could the care system support Vijayalakshmi? (45 mins)

- ◇ Still in the same two groups, ask the groups to explore how the care system in India (as illustrated by the flip chart we prepared earlier) could be improved to better support Vijayalakshmi.
- ◇ Share [slide 34](#) and ask what changes might be needed to the following so that support workers can better support Vijayalakshmi.
- ◇ Explain that group 1 should focus on the first set of issues and group 2 on the second set of issues (30 minutes)
- ◇ Group 1
 - Policies and guidance on care
 - Coordination mechanisms so that we can work together more easily
 - Training social workers on care issues
 - Improving decision making about care
- ◇ Group 2
 - Providing services – such as foster care or support to families
 - Monitoring and regulation of these services
 - Changing harmful social norms
 - Community support to vulnerable children and families
 - Increasing the resources allocated to improving children's care
- Feedback in plenary (15 minutes)

Wrap-up

–30 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
30 minutes	Large group discussion			Flip chart and marker pens
Learning outcomes	<ul style="list-style-type: none"> • Reflection on actions that each participant can take following this training to improve support to care experienced individuals. • Agreed recommendations from training for policy makers, managers etc. 			
<ul style="list-style-type: none"> • The recorder (s) should share observations from what participants have highlighted during the training on: <ul style="list-style-type: none"> ◇ What can individual social workers do differently? ◇ What changes need to happen within organisations? ◇ What changes need to happen at higher levels – e.g. to policies or laws? Where possible – distinguish between change the state and national level. • Use these observations to agree action points from this training with responsibilities for each action. Highlight actions that can be taken forward by those in the room, and those that require influencing others to take action. • Explain what Miracle Foundation India will do with these findings (feedback to teams working on training and policy reform to ensure that their perspectives are anonymously shared with managers, policy makers, decisions makers). • Ask for volunteers to share an action that they will take away from this training that they can do in the short term. 				

Feedback and thank you

–30 minutes

Time	Activity	Slides	Handouts	Technology/ Materials
30 minutes	Large group discussion	33-34		Flip chart and marker pens
Learning outcomes	<ul style="list-style-type: none"> Facilitators have participants' feedback on what works and what needs changing to finalise the tools. 			
Preparation	<ul style="list-style-type: none"> Adjust slide 34 depending on what was precisely included in the training. 			
<ul style="list-style-type: none"> Go through each of the sessions carried out today in turn (see slide 35 for a reminder of these sessions – this will need to be adjusted depending on which activities were carried out) and ask for feedback on each session: <ul style="list-style-type: none"> ◇ What went well? ◇ What could be improved for next time? Slide 36: Thank participants for their time and insights on the training. 				

Handouts

Bring your child to life.

My child is called

They are ____ years old

They enjoy doing



Bring your young person to life.

My young person is called

They are ____ years old

They enjoy doing



Self-reflection: What makes a good social worker?

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 97 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.
- Please honestly reflect on the qualities and capacities you have.

When working with care-experienced individuals, I...	1	2	3	4	5
Consult and listen to their views					
Am available to go to where vulnerable families and care-experienced individuals are					
Am helpful and take action					
Show kindness, empathy and care					
Am calm and polite					
Am cheerful and friendly					
Respect privacy					
Understand what can (and can't) be kept confidential					
Treat people equally and fairly					
Understand the lives of care-experienced individuals and their communities					
Act as a good role model and teach wrong from right					
Offer encouragement					
Do not repeatedly remind children of their mistakes					

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-

Vijayalaksmi's story

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

Vijayalaksmi is 16 years old and is the second of three children. When she was ten years old, her mother died. Grieving and unable to cope with caring for the children alone, her father began to drink heavily. He sent the children to live with their grandmother and an uncle. Vijayalaksmi's father tells us that:

"I would keep drinking all the time. At those times I couldn't do anything, I couldn't earn anything, so I sent my children away."

Vijayalaksmi was a bright child and loved to study, and her grandmother and uncle had hopes for a successful future. However, they could not afford to send her to school and decided that the only way for her to get an education would be for her to enter a Child Care Institution (CCI). Vijayalaksmi's uncle said:

"From the CCI, many children studied and worked in different sectors like nurse, teacher and also doing many other jobs. All of them are from my village. That's why we sent her there."

Vijayalaksmi initially felt very lonely in the CCI. She told us:

"I just wanted to get out of there. I did not like it at all. Initially I would always be alone, and when the Sisters [staff at the CCI] used to ask me if I needed any help, I would say 'just leave me alone'."

She missed the freedom she had at home and found the strict routines of life in the CCI hard to adjust to. Gradually, Vijayalaksmi began to make friends and get used to her new life. However, after three years in the CCI, Vijayalaksmi's grandmother died:

"No one informed me about it. I came to know only when I went to home during holidays. It hurt me a lot."

Feeling let down by the CCI staff, she began to lose trust in them and became withdrawn. Vijayalaksmi wanted to see her family more often, but the CCI was too far away from their village for them to make regular trips.

Around this time, social workers started to explore whether it might be possible for Vijayalaksmi to return to her family. They visited her father and found he had managed to stop drinking and was caring for Vijayalaksmi's two siblings once more. Although Vijayalaksmi wanted to go home, she was worried she would have to stop school.

"I had a longing for my family thought I would be happy if I went back, but I got everything in the CCI, including help with my schooling, so I thought maybe I should not go back. I had a real dilemma."

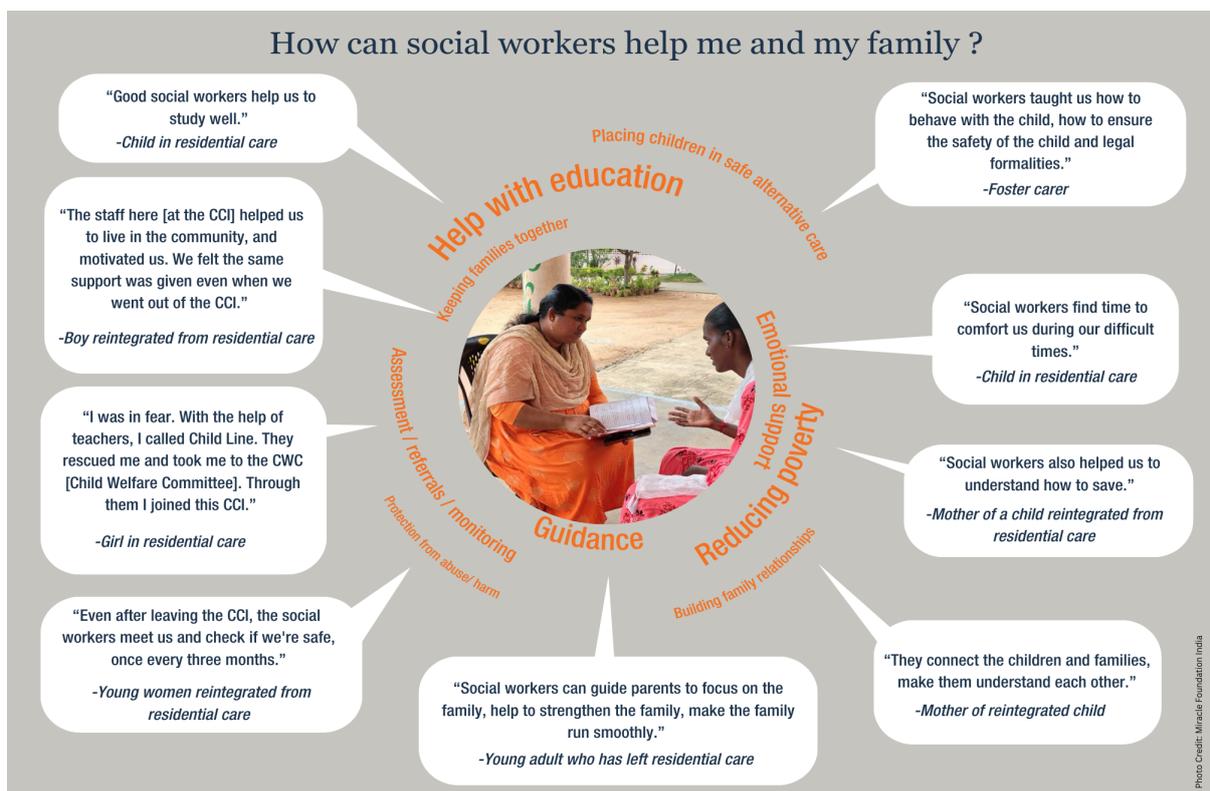
Vijayalaksmi had also been away from her family for nearly five years and felt she no longer really knew them.

Social workers visited Vijayalaksmi's father to help him prepare for her return, speaking to him about

the importance of her schooling and checking he could feed her. A year ago, Vijayalaxmi went home. Vijayalaxmi tells us that social workers have continued to stay in contact with her:

“They meet and check if I’m safe, once every three months”

However, she does not always feel that they listen to her or her wishes. For example, Vijayalaxmi is desperate to become a nurse, but social workers have not encouraged her in her ambition. Once she overheard them gossiping about her father’s drink problem. Vijayalaxmi has also found it hard to



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