



Educational Resources

---

# Training Social Facilitators in Personalised Social Support: Trainers' booklet

---

Technical Resources Division  
December 2015

## **Co-ordinated and produced by**

Annie Lafrenière  
Audrey Relandeau  
Shirin Kiani

## **Editing and layout**

Handicap International  
Innovation and Knowledge Management Unit  
Stéphanie Deygas

## **Translation (including PPT)**

Derek Scoins

## **Contact**

Social Inclusion Technical Advisors

Annie Lafrenière [annie.lafreniere@handicap-international.ca](mailto:annie.lafreniere@handicap-international.ca)  
Audrey Relandeau [arelandeau@handicap-international.org](mailto:arelandeau@handicap-international.org)

## **With thanks to**

Claudie Didier-Sevet, Anne Leymat, Guillaume Pégon, Maryvonne Debacker, Thaddée Sirahenda, Patricia Rasafindrabe, Dominique Sevet, Sarah Rizk, Rozenn Botokro, Jennifer Leger, Thomas Mériaux

Handicap International Sri Lanka, Nepal, Cambodia, Thailand, Uganda, Madagascar, Morocco, Burundi, Vietnam, China, Laos, Algeria, DRC, Colombia, Bolivia, Cuba and Rwanda.



This publication was produced with the support of the Directorate General for Development Cooperation. The opinions expressed in this publication are those of the authors alone.

# CONTENTS

---

- Glossary ..... 3
- Acronyms ..... 3
- Key ..... 4
- Introduction ..... 5
- Part 1: Overview of the training course and the educational challenges for trainers..... 9**
- A. The worksheet for the training course ..... 9
- B. The educational approach to the training course ..... 10
  - 1. 'Action learning' ..... 10
  - 2. Modular action learning..... 11
- C. Training course design: from needs analysis to assessment of the training course..... 12
  - 1. The *ADIE* principle ..... 12
  - 2. Recommendations for the implementation of these stages..... 13
- Part 2: Content of the course and how to run it .....16**
- A. Course content..... 16
  - Section 1: Social work and disability..... 16
  - Section 2: The knowledge and skills of the field worker ..... 21
  - Section 3: The personalised approach: a person-centered approach ..... 25
  - Section 4: The personalised social support process ..... 29
  - Section 5: Options: Further study ..... 33
  - Tool box for social work..... 36
- B. Training adults: a few recommendations for running the course ..... 37
- Part 3: Training programme variations to reflect requirements and context .....39**
- A. Program 1: Complete training course for social workers/facilitators/advisors recruited at the launch of a project..... 39
- B. Program 2: Training course for field workers who want to develop a personalised approach, at the outset of a project or during a project. .... 41
- C. Program 3: Training course for social workers/facilitators/advisors involved in an existing project and who need to review/improve their approach and the way they operate..... 43
- D. Program 4: Raising awareness on the content of the PSS training course ..... 44
- E. Program 5: Continuing education - 'tailor-made' ..... 46
- Part 4: Further study: complementary activities.....47**
- Conclusion - Key Messages..... 50

## Glossary

- **'Field' worker** = A generic term to denote any person who has a direct and regular relation with a person/user/beneficiary and who may be involved in developing a personalised approach. This generic term will, of course, be replaced by one from the worker's specific area of activity to reflect the theme of the project on which they are working; for example, a primary-school teacher involved in the provision of support for children with disabilities under the framework of an Education project.
- **Social facilitator, social advisor** = Any person whose role is to provide support for the person/user/beneficiary during the process of personalised social support during which a personalised project is to be developed.
- **Social Worker** = Any professional with a diploma in social work.
- **Andragogy or Adult learning** = The training of adults; its aim is 'to change behaviour patterns'.
- **Training facilitator** = The person who **presents** a training course from given content.
- **Trainer** = The person who **designs** and can also **present** a training course. Along with the person who commissions the course and/or the 'project/training course' coordinator, the trainer is jointly responsible for the content of the course.
- **Training course design** = All the systematic and consistent approaches applied to the design of actions or training methods so as to achieve the desired target efficiently.

## Acronyms

- **ADIE** = Analysis - Design - Implementation - Evaluation
- **PA** = Personalised Approach
- **PSS** = Personalised Social Support
- **PP** = Personalised Project

## Key



Link to an online file or part of a file



Point of note



For further information



Tip



Activity/exercise based on a case study



Activity/exercise based on a game



Activity/exercise based on the role play/simulation carried out in the training room



Activity based on a video



Activity/exercise based on implementing the situation in the field



Activity/exercise based on reflection

## Introduction

---

### PSS: What do we mean?

Personalised social support is the guarantee of having maximum impact on the empowerment and social inclusion of a vulnerable person.

Since 2006, Handicap International has been increasing its efforts to guarantee maximum impact on the empowerment and social inclusion of the vulnerable groups which are beneficiaries of its programmes, by:

1. Offering a more general, then a personalised approach to their situation;
2. Encouraging their empowerment and self-determination;
3. Facilitating interaction between a person and their environment.

#### Objective

PSS encourages an individual to expand their centres of interest, identify their strengths, know their rights, strengthen their role in society as well as their capabilities, attitudes and behaviour patterns, and to find the means of overcoming obstacles to their personal, social and professional development. PSS does not aim to eliminate all the difficulties and challenges encountered by the individual or to respond to specific needs. The aim is to strengthen the autonomy of the individual so that they can pursue their life project and overcome obstacles. This approach therefore offers the advantage of facilitating the empowerment of individuals so as to strengthen their capabilities and their power to make decisions by developing their knowledge, self-confidence and self esteem, and by gaining control over their lives.

#### Methods

PSS can be implemented as a specific social service based on identifying, guiding and supporting vulnerable groups. It can also be regarded as an approach that allows for more discernible effects on individuals by means of more specific initiatives (livelihood, education, disaster risk reduction, rehabilitation, etc.) that aim to improve the empowerment, social inclusion and resilience of marginalised vulnerable groups. This approach has been illustrated by an 8-stage plan, from first contact and analysis of a given situation, via information and guidance, through to defining and implementing a personalised project. Not everyone has to go through all these stages! Some people will just need to be advised and guided, whereas others, often the most vulnerable, will need to be supported in order to implement a personalised project. PSS differs from previous types of individualised support. Although PSS involves a general analysis of an individual's situation, this approach is not just centred on the person: it involves networks so as to create links with the services, identify the responses, and adapt them to a specific situation. This therefore involves working with the person and their environment - involving service providers so as to facilitate access to services and social opportunities.

## **Results**

- Projects centred on access to services and social participation by means of personalised social support offered in centres providing information, guidance and support for people with disabilities. Such centres include DIRCs (disability information resource centres), CLIOs (local information and guidance centres), SIOAS (information, guidance and social support centres) etc.
- Projects centred on PSS via community-based rehabilitation (CBR) initiatives based specifically or not on services (disaster risk reduction, education, livelihoods, rehabilitation, health), and with the support of families, social facilitators, CBR workers and social advisors working with vulnerable groups (people with disabilities, refugees, mine and EWR survivors etc.).
- Projects centred on capacity-building and the provision of PSS support for service providers, so as to offer better access to services and services of quality. This is largely achieved by means of a person-centred approach, which facilitates the ability to measure the changes in, and the effects on, the empowerment and participation of individuals etc.

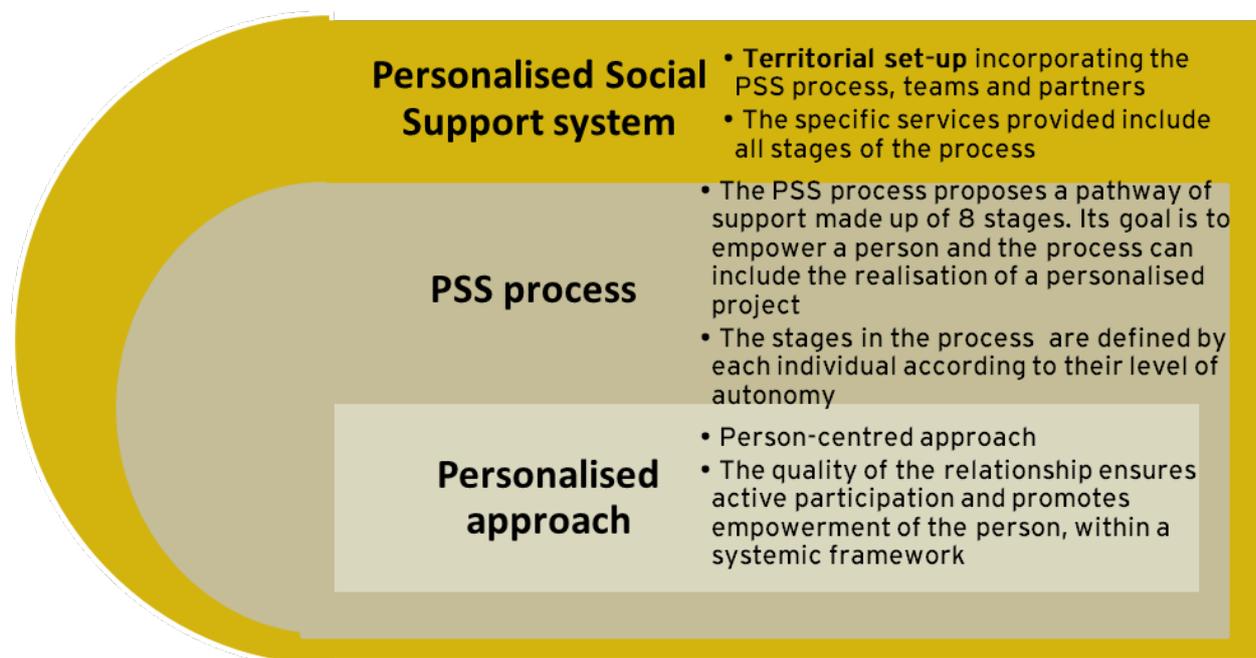
## **Conclusion**

PSS helps to measure the changes in a person by means of a personal and outreach-based relationship which is defined over time (with a beginning and an end) and which is built around change and development. The ultimate aim of PSS is not to respond to a specific personal need (acquiring a wheelchair etc.) but to empower an individual so that they can take charge of their life.

**Focus: Personalised Social Support system → PSS process → PA**

PSS is a **type of intervention from the field of social work**; it was introduced at Handicap International in 2006 and is now part of almost all Handicap International's programmes. We see it:

- in training courses for field workers and social facilitators on the **personalised approach/person-centred approach**
- during the **implementation of a Personalised Social Support system based on the PSS process**, so as to define the services it provides and the quality of those services.



**PSS, therefore, is just as relevant for projects whose aim is clearly to implement a Personalised Social Support system** (either by setting up a community identification and support team, a CLIO, or even a social service that offers personalised projects) as it is for **projects in which the PSS process is not necessarily deployed but which require quality monitoring/support relations between a field worker and a person receiving support** (for example, providing teachers in an inclusive school with training in the personalised approach so as to improve teacher-child relations when encouraging the active participation and empowerment of the child).

## What is this purpose of this booklet?

In 2009 Handicap International published a guide on how to implement a personalised social support (PSS) process:

↳ [Personalised social support: Thoughts, Method and Tools in an Approach of Proximity Social Services](#)

A training kit on PSS, based on the 2009 practical guide, was produced in 2012. After receiving many requests for training in PSS, and with a view to strengthening internal capacities, it was deemed necessary to train Handicap International field teams (technical coordinators, technical advisors and project managers in particular) in how to use the guide and especially in how to design and present PSS training courses based on the training kit. Two courses to train PSS trainers were therefore organised in 2014 and 2015, after which, the training kit was revised and updated. This trainers' booklet and its contents are therefore the result of this work and these discussions.

This PSS training course aims to train field workers either in the personalised approach only, or in how to carry out a complete PSS process (including, therefore, the personalised approach). **The aim of this booklet is therefore to impart the methodological and educational components** required to use the content of this PSS training course **to Handicap International's future PSS trainers<sup>1</sup>**. It therefore takes another look at the entire content of the PSS training course, explains the educational choices, presents the modules and other teaching tools created, and above all, provides advice/recommendations for future designers and trainers/facilitators on this theme.

## How is this booklet arranged?

The **first part** explains the general framework of the training course, its educational approaches and the challenges of implementing them, and provides some recommendations, for example on the four phases of training course design (Analysis - Design - Implementation - Evaluation).

The **second part** introduces the PSS training course in more detail: 5 sections, 10 modules, and teaching tools for each module. It ends with recommendations on how to run this course.

The **third part** suggests various training programmes based on the profile of the participants, their requirements, and the background of the project in which they will be involved. This part provides a series of suggestions; it is not exhaustive but will allow the training-course designer to construct the most appropriate programme for the context, whilst respecting the educational principles of the training course.

---

<sup>1</sup> At the moment this booklet is intended more for in-house use. It can be given to a local partner but only if that partner is actually involved in a project and has responsibility for training field workers.

# Part 1: Overview of the training course and the educational challenges for trainers

## A. The worksheet for the training course

**Aim of the training course:** The general aim of this training course is to train 'field' workers and/or social facilitators in the practices of the personalised approach, and/or in how to execute a personalised social support process implemented in the project in which they are involved.

### Two possible educational objectives

#### Educational objective 1

By the end of this training course, **'field' workers:**

- Will have been made aware of the challenges, principles and relevance of the approaches and interventions of social work in the field of international solidarity and disability;
- Will be able to adopt the most appropriate and relevant support stance so as to encourage the empowerment of the person receiving support whilst respecting the quality principles of the personalised approach (PA).

#### Educational objective 2

By the end of this training course, **social facilitators/social workers:**

- Will have been made aware of the challenges, principles and relevance of the approaches and interventions of social work in the field of international solidarity and disability;
- Will be able to adopt the most appropriate and relevant support stance so as to encourage the empowerment of the person receiving support whilst respecting the quality principles of the personalised approach (PA).
- Will be able to implement the stages of the personalised social support process whilst respecting its quality principles and the objectives of the project concerned.

### Audience:

- 'Field' workers who are in direct and regular contact with people/users/beneficiaries and who wish to develop a personalised approach;
- Social facilitators, social advisors, social workers involved in the implementation of a PSS process adapted to the project in which they are involved.

**Duration:** The whole training course lasts 12-13 days, and is to be offered over a period of at least 6 weeks of action learning.

**Content:** 5 sections (10 modules in total) and one tool box.

## B. The educational approach to the training course

### 1. 'Action learning'

#### The appeal of action learning

The appeal of action learning lies in the fact that this approach combines the demands of skills acquisition with those of producing/running activities. It offers certain advantages, including:

- the acquisition of knowledge and capabilities directly related to professional practice;
- the opportunity to **develop the collective skills** required for the smooth functioning of the organisation/project.

#### The educational objective of PSS action-learning

The objective of PSS action-learning is to increase the relevance of the field worker's intervention in their professional relationship with the person receiving support and to develop new skills.

The fundamental difference between action learning and a training course focused on the acquisition of content lies in the fact that the focus is on a 'collective project' that is to be carried out (i.e. the expected results from the Handicap International project in question). For all the stakeholders concerned, this involves **committing to a process of learning from a project**, its objectives, expected results and constraints.

The actual Handicap International project in which field workers are involved determines the content and pace of the input. The training process is ongoing throughout the entire action-learning period - the way in which knowledge and skills are acquired depends on the needs expressed by agents and on the implementation of the project itself.

#### Prerequisites

- **A focus on a collective project:** the Handicap International project for which field workers must be trained is regarded as the starting point - the 'way in' to the learning process;
- The establishment of a **PSS training project group** capable of coordinating: the creation of a group dynamic between the field workers who need to be trained, Handicap International management, the trainer(s) and any local partners to be involved in the action learning; this group must have specific and joint operational objectives;
- A working method (selected with the group) that allows **collective progress** to be made;
- The establishment of a **process that combines** collective working sessions, information and materials research, and professional practice;

- The drafting and implementation of a **steering and action-learning mechanism** to monitor the action-learning process and fine tune it (in terms of content and, where necessary, allocated resources and planning) as it progresses.

## Implementation

The action-learning process works on **three constantly interacting levels**:

- The **Handicap International project** in which field workers are involved;
- The **acquisition of knowledge, know-how, interpersonal skills**, understanding and new capabilities;
- **Adapting to and managing the problems** encountered throughout the PSS action-learning process, and working alongside the operational problems of the project of which this PSS action-learning process is part.

Steering an action of this type involves the **constant management of the group in accordance with these three levels**.



**Achieving operational production objectives must therefore not overshadow the objective of acquiring skills.**

## 2. Modular action learning

This action-learning process consists of **5 sections each of 2 modules**, i.e. 10 modules in total + 1 tool box.

Each module addresses a specific theme and can be handled independently of the other modules, thus allowing the action-learning course to be adapted to match the knowledge, experience, needs and profile of field workers, and the project's context.

**The training programme** proposed by the course designer must therefore **draw upon an initial analysis** of the needs of field workers, the project's context, and the learning objectives of the action-learning process.

➤ See **Part 3** on the training programmes to be favoured.

There are, however, a few rules:

- The training course is built around 5 sections: 4 main sections and one optional section. You are strongly advised **not to separate the modules within each section** (2 modules per section) except for the optional section.  
For example, if field workers need to (re)examine the approaches in the 'Environment' module, you are strongly advised to suggest that the 'Social Work and Disability' module is also considered; this would then complete section 1 on 'The General Principles of Social Work and Disability'.

- **Each module deemed relevant must be completed in full.** The content has been designed to follow a certain logical and relevant sequence. It is not possible to 'cut out' any of a module's content, although it is perfectly possible to alter the sequencing of each module if it does not seem to fit the profile of the participants. For example, if participants seem to have a clear idea about the concept of universal access, in Module 2 (Environment) the trainer may decide to spend just a few minutes going over this concept rather than the 1 hour suggested in the sequencing. But the trainer cannot 'exclude' this concept from the module.
- **The activities/exercises are not compulsory** but are highly recommended as an effective means of training and to ensure better assimilation of the training course's content.

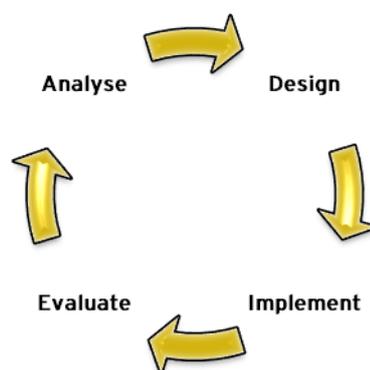


A field worker can only be regarded as 'PSS trained' if they have been able to demonstrate their knowledge and skills on all the themes addressed in the action-learning programme, either:

- Through their training in all the modules;
- Or, through their training in some of the modules AND after validation of their knowledge and skills on issues from other modules not covered in their training programme.

## C. Training course design: from needs analysis to assessment of the training course

### 1. The ADIE principle



- **Analyse** the environment of the organisation/project in question: needs and existing training systems;
- **Design** a tailor-made system: methods, means, resources;
- **Implement** the recruitment/selection process for trainers, the 'project-training' team, the operational phase, the specifications, and the transition to instructional engineering ('how' to transmit knowledge/skills);
- **Evaluate** the effect on practices, changes in the organisation/project.

## 2. Recommendations for the implementation of these stages

The following table was developed during a Training of Trainer held in December 2014; 15 Handicap International staff involved in the implementation of PSS in their programmes took part (project managers [PM], field programme directors [PD] and operational coordinators and/or technical coordinators [OC/TC]).

ADIE step	Challenges/Recommendations
<b>STEP 1: NEEDS ANALYSIS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a 'PSS training group project' dynamic: Handicap International management, trainer(s), participants-field workers and partners/representatives from the target audience who will eventually be consulted during the action-learning process</li> <li><input type="checkbox"/> Collate participants' expectations and requests/needs</li> <li><input type="checkbox"/> Involve participants in the analysis phase, inform them upstream of the programme, share objectives, have them analyse their needs by peer review/discussion</li> <li><input type="checkbox"/> Develop procedures: tools for analysing the specific needs of PSS agents so as to adjust the content of the training course where necessary</li> <li><input type="checkbox"/> Establish what already exists in terms of PSS training for social facilitators/field workers within the programme and at Handicap International (programmes, similar experience etc.)</li> <li><input type="checkbox"/> Set up a steering and system coordination group for the 'training project', and formalise the time needed to make adjustments</li> <li><input type="checkbox"/> Match educational objectives with the time, financial resources and equipment required</li> </ul>

<p><b>STEP 2: DESIGN THE CONTENT</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make connections between theory and practice - the action-learning approach</li> <li><input type="checkbox"/> The training-course designer acquires an in-depth knowledge of the subject</li> <li><input type="checkbox"/> Identify and highlight the principle Key Messages: not everything can be retained</li> <li><input type="checkbox"/> When designing the training course, respect the pace and learning methods of target carers when suggesting the most appropriate methodology and learning pathway</li> <li><input type="checkbox"/> Respect the context and challenges of the project when designing/identifying the most appropriate training pathway</li> <li><input type="checkbox"/> Take into account the participants' specific needs so as to ensure that the training course is accessible (in terms of physical accessibility, communication, and learning methods)</li> <li><input type="checkbox"/> Consult the partners identified in Step 1 so as to implement certain activities in the training course</li> <li><input type="checkbox"/> Prepare the activities to be carried out during the training course</li> </ul>
<p><b>STEP 3: IMPLEMENT THE TRAINING COURSE</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure that the resources required for the training course are available in a place that is suitable, non-disruptive, and with a sufficient level of comfort during the training itself AND during breaks (rest periods and meal times appropriate for the audience, quality teaching materials etc.): NB - logistics are very important with regard to how the quality of the training course is perceived (links with support services)</li> <li><input type="checkbox"/> Be able to adapt to the context which may change during the training course: always have a Plan B</li> <li><input type="checkbox"/> Suggest times for the collective re-assessment of training course content, based on feedback from the field</li> <li><input type="checkbox"/> During learning periods in the training room/in the field, be as practical as possible (case studies, direct links with the context/activities in progress etc.)</li> <li><input type="checkbox"/> Make sure that the materials are appropriate for the audience</li> </ul>
<p><b>STEP 4: EVALUATE THE TRAINING COURSE</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Carry out a qualitative assessment of what has been learned by the end of the action-learning process (delayed assessment) based on the needs-analysis tool used in Step 1; pay particular attention to any changes in the attitudes of carers towards people receiving support (a comparative analysis: before and after)</li> </ul>

- Measure the effects the training course has on people receiving support (e.g. in 3-6 months' time organise a focus group or questionnaire with people receiving support to identify [or not] any changes in the practices of trained agents)
- After the training course, suggest regular times when participants in the PSS training course can analyse professional practices throughout the life of the current project
- In 3-6 months' time, measure the effects of the training course on carers with a view to a 'refresher course'/further study on certain themes
- At least once per year, the 'PSS project training group' should organise one dedicated monitoring meeting to evaluate any new operational challenges for the project and/or learning needs for those originally trained



#### For further information

↪ **Training Kit: Personalised Social Support - [Part 1 Guidelines for the training.](#)** Handicap International, 2012  
This document gives recommendations on how to organise the PSS training course and analyse needs, and how to design, carry out and assess the training course; it also gives advice on trainer profiles.

↪ **[Guide pratique : organiser une formation](#) + [Fiches techniques.](#)** Handicap International Maghreb, 2013 (only in French)

## Part 2: Content of the course and how to run it

### A. Course content

- The training course consists of **5 sections containing 10 modules** and one tool box.
- Each module contains:
  - A worksheet
  - A summary of the key messages
  - A draft scenario
  - A PowerPoint presentation
  - A folder containing all the activities suggested in the module

↪ See [Personalised Social Support Training Summary](#)

### Section 1: Social work and disability

This section explains what is meant by social work, its principles, approaches and links to other key approaches adopted by Handicap International.

It allows the work of a field worker/social worker to be put into context.

Handicap International's other key approaches are also presented, such as the disability creation process (DCP), the twin-track approach, access to services, inclusive local development and Community-Based Rehabilitation (CBR).

Handicap International has developed framework documents and training tools for most of these approaches.

- ↪ Self-training module: [Basics on Disability](#) (2015)
- ↪ Self-training module: [Access to services](#) (2015)
- ↪ [Inclusive local development: how to implement a disability approach at local level.](#) Handicap International, 2009
- ↪ [Community-based rehabilitation guidelines.](#) World Health Organization, 2011

## Module 1: Social Work and Disability

➔ 7 hours 15 mins

The aim of this module (M1) is to provide an understanding of social work and the approaches upon which it is based.

This module examines issues relating to the notion of 'inclusion', the values inherent to social work and social workers, and to the permanent nature of the systemic approach in the types of intervention deployed by social work.

### In summary:

- Social Work
  - Definition
  - Aims and values
  - The different levels of intervention
  - The profession of social worker
- Social work in my country
- The 3 key approaches
  - The systemic approach, a key concept of social work
  - The twin-track/inclusive approach
  - CBR

### By the end of this module, participants will be able to:

- Understand and foster the values of social work
- Understand and apply the key approaches of social work in their practices, such as the systemic approach, the twin-track approach, and the inclusive approach.

### Links to the files of module M1

- ➔ [Worksheet](#)
- ➔ [Key messages](#)
- ➔ [Training tool \(PPT\)](#)
- ➔ [Sequencing](#)
- ➔ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M1)	Type	Duration	Where can I find it?
'Brainstorming session' on the values of social work		20 mins	'Activities' folder
Inclusion/exclusion?		20 mins	Slide 6 of the PPT
Analysis of the case studies using a systemic approach		1 hour	'Activities' folder
Identify your own values and those of social work		15 mins	Slide 9 of the PPT
The differences between social work in an emergency response context and a development context		15 mins	Slide 16 of the PPT
Social work in my country		30 mins	Slide 21 of the PPT
The twin-track approach		1 hour	'Activities' folder
The inclusive approach in 3 major areas of life		1 hour	'Activities' folder

## Module 2: Understanding and adapting to one's environment

→ 4 hours 45 mins and 1 day's practical experience

This module (M2) is a complement to the previous module in that it allows social workers to go through the various themes associated with the environment, thus allowing them to have a clearer and more relevant understanding of the systems in place so as to ensure that they will be taken into account during their missions.

Social workers are also vectors of change in the environment.

### In summary:

- Environmental factors
- The CRPD
- Inclusive local development
- The service system
- Universal access
- 'Environment' module summary: field study

### By the end of this module, participants will be able to:

- Identify the principal facilitators and obstacles in a person's environment and, in their recommendations, include actions aimed at improving accessibility to the 'context' of the person receiving support (at home, services, information etc.)
- Recognise the importance of the environment when analysing the situation of people receiving support
- Understand what is meant by an **inclusive** environment (stakeholders, service system etc.).

### Links to the files of module M2:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M2)	Type	Duration	Where can I find it?
Identify the different types of factor, facilitator and obstacle in the environment (case study <sup>2</sup> )		1 hour	Slides 7 and 9 of the PPT + the 'Activities' folder
Implementation of the CRPD in my country?		20 mins	Slide 14 of the PPT
The triangle of stakeholders		30 mins	Slide 23 of the PPT
House of services		15 mins	Slide 26 of the PPT
Universal access: detect the obstacles and principal risks		30 mins	Slides 33-42 of the PPT + the 'Activities' folder
Field study - Identifying stakeholders and level of accessibility		1 day	Slide 48 of the PPT

<sup>2</sup> It is highly recommended that a case study be created or adapted to fit the project in question.

## Section 2: The knowledge and skills of the field worker

The aim of this section is to remind field workers of the knowledge, soft skills and hard skills they already have, and of those that they will have to develop throughout the project.

This section has been designed so that it can be adapted to suit the various profiles and missions of field workers according to the project in which they are involved, as it is largely based on feedback from the field workers themselves. It also allows field workers to question their own knowledge directly and to reflect on the collective skills required for their missions.

Whatever the mission, they will have to be able to implement at least 4 key skills on a daily basis: Protect, Communicate, Work in a Team and Inform/Raise Awareness.

## Module 3: The missions and knowledge of the field worker

➔ 4 hours 45 mins

This module (M3) describes the key tasks of a field worker and the knowledge, soft skills and hard skills required for these tasks; it relies on the participants themselves to build these blocks of knowledge.

It is of particular interest to discuss the importance of soft skills in these tasks - skills which are occasionally poorly understood/recognised by the people themselves. This module will thus allow them to understand which soft skills are to be favoured when carrying out their tasks, and the potential obstacles to their development. Being aware of these skills allows them to be developed further.

### In summary:

- Remember of the values and ethics of the field workers
- The general tasks of the field workers
- The three skills of the field workers
- Knowledge: what the field workers must know
- Know-how (hard skills): what the field workers must do
- Soft skills: how to behave

### By the end of this module, participants will be able to:

- Understand the core tasks of the field workers
- Identify the individual and collective values and knowledge required to carry out their tasks successfully

 This module can be really helpful in the training design, even if the trainer may consider it optional. Indeed, this module can be used to introduce the participative approach aspect of this action-learning programme. The exercises suggested in this module can be used to identify the training needs of the field workers concerned. It can therefore be offered during a **participatory workshop to finalise the design of the training programme**, and thus help to address the challenges facing the participants from the moment the training programme is drawn up.

➔ See the chapter on [training course design](#).

#### Links to the files of module M3:

- ➔ [Worksheet](#)
- ➔ [Key messages](#)
- ➔ [Training tool \(PPT\)](#)
- ➔ [Sequencing](#)
- ➔ ['Activities' folder](#)

#### Details of the activities suggested in this module

Activity (M3)	Type	Duration	Where can I find it?
What my role IS and what it IS NOT		1 hour	'Activities' folder
What do you know? Knowledge, hard skills and soft skills		45 mins	Slide 13 of the PPT
Build a body of collective knowledge		1 hour	Slide 15 of the PPT
What hampers the development of the soft skills specific to the field of social work?		1 hour	Slide 19 of the PPT

## Module 4: Focus on 4 key skills

➔ 7 hours 20 mins

This module (M4) is VITAL for field workers. It helps to develop the four key skills which will have to be deployed on a daily basis with people receiving support or their loved ones, and with the stakeholders involved in addressing the needs of people receiving support.

The exercises suggested allow situations to be simulated and participants' skills to be questioned, e.g. their communication skills with people with disabilities or with groups.

### In summary:

- Reminder: what is a skill?
- Protect
- Communicate
  - What is 'good communication'?
  - Communicate with a person with a disability
  - Communicate with a group
  - Conduct a meeting
- Work in a team
- Inform and raise awareness

### By the end of this module, participants will be able to:

- Understand and deploy the four key skills of a field worker

### Links to the files of module M4:

- ➔ [Worksheet](#)
- ➔ [Key messages](#)
- ➔ [Training tool \(PPT\)](#)
- ➔ [Sequencing](#)
- ➔ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M4)	Type	Duration	Where can I find it?
How to react when faced with a situation of violence and/or abuse		1 hour	Slide 12 of the PPT
Ensuring good communication		30 mins	Slide 18 of the PPT + 'Activities' folder
Verbal and non-verbal communication with a person with a disability		1 hour 30 mins	Slide 19 of the PPT+ the 'Activities' folder
Communicating to a group		30 mins	'Activities' folder
Work in a team		30 mins	Slide 29 of the PPT + the 'Activities' folder
Inform/raise awareness		1 hour	'Activities' folder

## Section 3: The personalised approach: a person-centered approach

This section aims to train field workers in how to develop an appropriate enabling relationship so as to help the person receiving support develop their autonomy.

This section therefore questions the notion of autonomy (as opposed to independence, for example) and the soft skills the field workers requires to facilitate its development.

This section is the very heart of the 'personalised approach' part of the training course.

## Module 5: The enabling relationship

➔ 8 hours

This module (**M5**) questions the very notion of support, its obstacles, facilitators and limits. It also allows field workers to question their own position and the way they must adapt to the needs and level of autonomy of the person receiving support.

It offers a particular focus on supporting people with disabilities.

### In summary:

- Aims and interests of the enabling relationship
- The principles of the enabling relationship
  - The enabling relationship
  - Framework
  - Pointers for the field worker
- The obstacles and facilitators in an enabling relationship
- How to manage an enabling relationship
- The enabling relationship with a person with a disability: let's change our attitude!

### By the end of this module, participants will be able to:

- Understand the challenges and principles involved with an enabling relationship
- Develop an enabling relationship adapted to the needs and desires of the person receiving support whilst respecting the person's dignity.

## Links to the files of module M5:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M5)	Type	Duration	Where can I find it?
Who knows best?	 	20 mins + 30 mins	Slide 10 & 11 of the PPT + 'Activities' folder
Active listening		1 hour	'Activities' folder
Choosing your support position	 	30 mins	'Activities' folder
Challenging your personal judgements		30 mins	'Activities' folder
Know your limits		30 mins	Slide 28 of the PPT
Let's change our attitude! An abilities-focused approach The different types of impairment		30 mins	'Activities' folder
Disability quiz		1 hour	Slide 41 of the PPT + 'Activities' folder

## Module 6: Empowerment

➔ 6 hours 45 mins

This module (M6) aims to provide an understanding of the concept of empowerment, to question field workers about their ability to evaluate the level of autonomy and to turn that evaluation into a real support objective.

### In summary:

- Autonomy and Empowerment?
  - Definition
  - The relationship between empowerment and support
- The process of change leading to empowerment
- Things to take into consideration when identifying the level of autonomy
  - Within yourself, focus on self-advocacy
  - In your family
  - In a group
  - When achieving your life habits
- Special consideration when empowering: people with disabilities/women/children/elderly people/minorities
- How can we build empowerment?

### By the end of this module, participants will be able to:

- Understand what is meant by 'being empowered' and the challenges involved with empowerment on an individual level
- Identify the three levels of empowerment
- Identify the changes in the level of autonomy of the person receiving support
- Understand the challenges and opportunities of empowerment for certain vulnerable groups

### Links to the files of module M6:

- ➔ [Worksheet](#)
- ➔ [Key messages](#)
- ➔ [Training tool \(PPT\)](#)
- ➔ [Sequencing](#)
- ➔ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M6)	Type	Duration	Where can I find it?
For you, what does 'being empowered' mean?		45 mins	Slide 4 of the PPT
The relationship between empowerment and support		45 mins	'Activities' folder
Identify the different phases in the process of transition of the person receiving support		30 mins	Slide 11 of the PPT
Who is truly empowered?		30 mins	'Activities' folder
What is your role? How do you encourage self-advocacy?		15 mins	Slide 21 of the PPT
Assess the level of autonomy		1 hour	Slide 27 of the PPT
Challenges and opportunities of empowerment		30 mins	Slide 29 of the PPT
Building self-confidence in others		30 mins	'Activities' folder

## Section 4: The personalised social support process

This section forms the very heart of the training course. Its aim is to train social facilitators in how to understand and implement the tasks of the Personalised Social Support system that they will be (or are already) developing.

This section is intended to be very practical with numerous role plays and case studies based on actual situations encountered in the field by social facilitators during the project in question.

## Module 7: Introduction to personalised social support

➔ 6 hours 15 mins

This module (M7) provides an overview of the challenges and principles of the personalised social support process, whilst allowing the social facilitator to become involved in an existing Personalised Social Support system, get to know its stakeholders, and understand the general tasks.

### In summary:

- The terminology of personalised social support (PSS)
  - Support/Social/Personalised/Individualised/Life plan/Personalised projects
  - Systemic approach: benchmarks for PSS
- Definition and objectives of PSS
  - What is PSS? The main components of PSS
  - Goals and benefits
- The PSS process
  - The stages of PSS
  - Personalising the programme
  - Particular attention when supporting people with disabilities
- Developing a Personalised Social Support system in a particular area
  - Definition of Personalised Social Support system
  - The social facilitator in Personalised Social Support systems

### By the end of this module, participants will be able to:

- Understand the challenges and principles of PSS
- Define the operational framework of PSS in their own context

## Links to the files of module M7:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M7)	Type	Duration	Where can I find it?
Choosing the best definitions of PSS concepts		30 mins	'Activities' folder
Interviewing using the systemic approach		45 mins	'Activities' folder
The principles and components of PSS		30 mins	Slide 16 of the PPT + 'Activities' folder (Video: How coaching works)
What not to do in PSS		1 hour	'Activities' folder
Define and understand how my Personalised Social Support system is organised		1 hour	Slide 33 of the PPT

## Module 8: Implementing the personalised social support process

→ 3 days

This module (M8) is at the very heart of the training course on how to implement personalised social support. It goes through each stage of a PSS process, making recommendations and suggesting associated exercises. It has been specially adapted to introduce the tools developed by the project team for each stage.

This module is based on a '**common thread**' case study which appears in most of the exercises suggested. It is therefore important that the trainer **defines this case study upstream of the module** - obviously it would be best to use a real situation or one experienced by the social facilitators/training participants.

### In summary:

- Introduction: cross-cutting principles
- Focus on the stages of PSS
  - Initial contact
  - Diagnosing the situation
  - Defining and negotiating a personalised project
  - Defining and formalising a plan of action
  - Contract
  - Implementation of the personalised project
  - Intermediary results and analysis
  - Finalising the social support
- Summary: Programme flexibility
- Group summary

### By the end of this module, participants will be able to:

- Implement a personalised social support programme with a vulnerable person, whilst respecting the principles and organisational framework of the process and its tools.

### Links to the files of module M8:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M8)	Type	Duration	Where can I find it?
Suggested 'common thread' case studies (to be adapted)		'Common thread'	'Activities' folder
Initial contact with a person	 or 	1 hour	Slide 7 of the PPT
Fidèle's story - diagnosing a situation with the DCP		1 hour 30 mins	'Activities' folder
Observing a family to create a sociogram		30 mins	'Activities' folder
Fill in the diagnosis tool for your project for the case study proposed		30 mins	Slide 24 of the PPT
Use the HI project's personalised project tool on the case study proposed		15 mins	Slide 30 of the PPT
Defining a project and making an action plan		45 mins	'Activities' folder
Use the HI project's action-plan tool on the case study proposed		15 mins	Slide 37 of the PPT
Managing challenges during implementation of the action plan		45 mins	'Activities' folder
How to use the HI project's monitoring/support document/tool		15 mins	Slide 44 of the PPT
Monitoring progress during implementation		45 mins	'Activities' folder
Wrong project or wrong implementation?		30 mins	'Activities' folder
Role play - Intermediary interview		45 mins	Slide 51 of the PPT
The person has blossomed and it is time to let them go!		30 mins	'Activities' folder
Final interview of the personalised support programme		1 hour	Slide 57 of the PPT

## Section 5: Options: Further study

This section is optional and was developed at the request of field workers/social facilitators who questioned the PSS process where a family or a child is involved.

These modules provide an insight in to how to support a family or a child by examining the specific characteristics of each.

This is merely an introduction - these specific cases deserve further development in a separate training booklet.

### Module 9 (optional): The enabling relationship with a family/with children

➔ 4 hours 45 mins

This module (M9) is an introduction to the challenges and principles of supporting families and children. Supporting a family no longer involves supporting a single person, but a family group with joint objectives and interests but where the interests of the individual must, of course, not be forgotten; and supporting children involves supporting a child whilst adapting to their age and development, and ensuring quality communication with the child and their legal guardians.

#### In summary:

- Working with families
  - The distinctive features of a family
  - Families faced with trauma
  - General principles
- Some thoughts on working with children
  - A few broad principles
  - The enabling relationship with children

#### By the end of this module, participants will be able to:

- Integrate family members into their work with the person receiving support
- Understand how families function and the importance of family relations in the person's empowerment process
- Identify situations in which it would be worth constructing a 'personalised family project'
- Understand the general principles of working with children and how to pay particular attention to these principles when supporting a child

## Links to the files of module M9:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

## Details of the activities suggested in this module

Activity (M9)	Type	Duration	Where can I find it?
Learn about the principles of working with families		30 mins	Slide 4 of the PPT
The family faced with a traumatic event: what is the social worker's role?		30 mins	Slide 9 of the PPT + 'Activities' folder Animated film on Inclusive Education in the DRC)
How to work with families		1 hour	'Activities' folder
Understand how we see children		30 mins	'Activities' folder
Principles - attitudes and taboos when working with children		30 mins	Slide 20 of the PPT
Working with children		1 hour	'Activities' folder



For an overview of good practices when interviewing children, see the document: Main points/advice when interviewing a child (in the 'Activities' folder).

## Module 10: Social work with groups

→ 2 hours

This module (M10) aims to provide the keys to understanding how a group functions and the role of the social facilitator/group leader in the development of the group, whilst showing respect for what each person has to say and with a common goal in mind.

### In summary:

- Why work with small groups?
- What type of group?
- How to work with groups

### By the end of this module, participants will be able to:

- Understand the advantages and limits of working in groups during the empowerment process for people receiving support
- Improve their group facilitation skills by understanding the different stages involved in group development

### Links to the files of module M10:

- ↳ [Worksheet](#)
- ↳ [Key messages](#)
- ↳ [Training tool \(PPT\)](#)
- ↳ [Sequencing](#)
- ↳ ['Activities' folder](#)

### Details of the activities suggested in this module

Activity (M10)	Type	Duration	Where can I find it?
The advantages of working with groups		15 mins	Slide 4 of the PPT
What are the role and limits of the social facilitator?		15 mins	Slide 13 of the PPT
Identifying the stage of a group		30 mins	'Activities' folder

## Tool box for social work

This tool box (TB) provides tools/intervention types that allow field workers/social facilitators to implement their tasks. Of course, this tool box is not exhaustive and offers only a brief description of the tools. It is the responsibility of the trainer, project manager or field workers/social facilitator to develop the tools that are relevant to them.

Four exercises are offered in this tool box to allow participants/social facilitators to learn how to use some of these tools.

### In summary:

- Advocacy
- Work with the person:
  - Sociograms
  - The Kawa method
  - The “feelings” scale
  - Genogram
  - Life line
- Environment work:
  - Mapping resources
  - Development and networking tool
  - Social communication

### Links to files in the tool box:

- ↳ [Training tool \(PPT\)](#)
- ↳ [‘Activities’ Folder](#)

### List of the activities suggested in the tool box:

Activity (TB)	Type	Duration	Where can I find it?
How can a social facilitator encourage self-advocacy in others?		20 mins	Slide 10 of the PPT
Observing a family to create a sociogram		30 mins	‘Activities’ folder
Networking game		1 hour	‘Activities’ folder
Preparing a social communication activity		1 hour	‘Activities’ folder

## B. Training adults: a few recommendations for running the course

At the beginning of a training course, a group is generally **more willing to listen than to take part**. In practical terms, **managing the different levels of involvement** is therefore a major part of the actual running of the course. This 'passiveness' from the participants can be reduced if the group dynamics are well constructed and if the needs-analysis and design phases of the course actually allow future participants to get involved.

 This analysis phase can be based on **Module 3, The missions and knowledge of the social facilitator**.

The trainer must allow the group **to submit its own proposals**, but must ensure that there is some **collective learning**. The quality of the interactions within a group and the exchanges between participants from different levels foster **the development of collective proficiency**.

We can suggest a few tips, such as:

- Group definition of common terminology at the start of the training course. The group agrees on the terminology and definitions to be used throughout the training course (e.g.: a person with a disability, a person receiving support, carer, social facilitator, counselling, support etc.).

 This can be done by means of a quiz, for example.

- Collective management and organisation of certain aspects of the course such as activities and games.

 Depending on the background of the participants, the trainer can also draw on their experience and allow them to present certain themes during the course: for example, a facilitator who has previously worked with children could be asked to give a presentation during **Module 9, Social work with families and children**.

It is highly recommended that the **activities and/or exercises for each module are prepared thoroughly** because some activities require a considerable amount of preparation time and research on the possible answers (e.g. the summary activity in **Module 2, Environment**).

 Each module has a worksheet which summarises the preparatory work required for each activity/exercise.

 Two videos are suggested as activities. The video in Module 10 is only available in French and is not subtitled. It will also be necessary to prepare an oral description of these videos for participants who have a visual impairment.

These activities are given in the contents list for each module.

The PowerPoint presentations are just for the trainer's use. It is by no means compulsory to use them during the training course.

In certain instances (e.g. no electricity) or depending on the profile of the participants (e.g. low standard of education, not used to concentrating or listening etc) it may be appropriate not to use the PowerPoints but to focus instead on the module's activities and exercises in order to 'get the participants moving'.

The PowerPoints do, however, include lots of comments and extra information that allow the trainer to enhance their explanations. **It is therefore absolutely essential that the trainer at least reads the PowerPoints before the training course** so that this extra content can be used to enhance their own knowledge, even if the trainer decides not to show the PowerPoints during the course.



**The less the trainer uses visual aids, the more they must master their content!**

## Part 3: Training programme variations to reflect requirements and context

These programs are suggestions to help support/enhance the deliberations of future designers of this action learning course. They are issued in particular from exchanges made during 2 PSS training of trainers organized in 2015 by HI.

### A. Program 1: Complete training course for social workers/facilitators/advisors recruited at the launch of a project

➔ Duration of program 1, in action-learning mode: 2 months

This is the program to promote. It must be designed and included in the project's timetable as soon as the project is drafted.

This program allows social facilitators to master the concepts of PSS and the tools that will be used on the project in question. It is therefore intended to save time and must not be understood as extra training time beyond the induction time already allotted for agents.

Subject/module	When	Time	Comments
<b>Module 3:</b> The missions and knowledge of the social worker	When the team is recruited - during the preparatory stage of the action-learning programme	4 hours 45 mins	This module allows participants' training needs to be refined, by comparing them with the required knowledge, soft skills and hard skills described in the module. The information gathered during this module will allow trainers/facilitators to determine what they say and the supporting materials they use.

Subject/module	When								Time	Comments
	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 8		
<b>Module 1:</b> Social Work and Disability									7 hours 15 mins	Alongside the construction of the tools that the social facilitators will use
<b>Module 2:</b> Environment									4hs 45 mins + 1 day	4 hours and 45 minutes in the training room and 1 day in the field to identify the local stakeholders - mapping

<b>Module 7:</b> Introduction to PSS									6 hours 15 mins	To provide a quick overview of PSS and allow social facilitators to understand the Personalised Social Support system in which they will be working.
<b>Module 4:</b> Focus on 4 key skills									7 hours 20 mins	
<b>Module 8:</b> Implementation of the PSS process									3 days	It is during this week that the Personalised Social Support system's tools will be introduced and tested with the participants in the training room.
<b>Practical work in the field -</b> Launching activities using the tools created.										Launching the Personalised Social Support system's activities; social facilitators will have the essential tools and information required.
<b>Module 8:</b> Implementing PSS: review of the tools and understanding									1 day	Review of the tools and PSS stages after 1 month of activity - review the most problematic stages.  It is advisable to go back over the diagnostic and PP construction stages.
<b>Module 5:</b> The enabling relationship									8 hours	These modules must be completed after a period of field work so that they can be illustrated with real events
<b>Module 6:</b> Empowerment									6 hours 45 mins	
<b>Practical work in the field</b>										Continue with the activities

Subject/module	When	Time	Comments
<b>Module 9:</b> Working with families and children	At least 6 months after completion of the course's final module	4 hours 45 mins	Option - if participants request it or if the project manager identifies a need for it
<b>Module 10:</b> Social work with groups		2 hours	

Then, as part of the course-monitoring and continuing-education process, suggest that **at least once every 6/12 months** one of the PSS training modules is re-run, and as a priority:

- **Module 5:** The enabling relationship
- **Module 6:** Empowerment
- **Module 8:** Implementation of the PSS process.

## B. Program 2: Training course for field workers who want to develop a personalised approach, at the outset of a project or during a project

➔ **Duration of program 2, in action-learning mode: 3 weeks**

This program is aimed at field workers whose mission is not to implement a whole PSS process but who, because of their regular contact with a vulnerable audience, may need to question the quality of their professional relationships to ensure that those relationships actually respect the rights and autonomy of the person.

The main objective of this program is therefore to train field workers in the personalised approach - an approach that is focused on the person, with the aim of improving the quality of the service provided by the professional/volunteer who has regular contact with a vulnerable audience.

Subject/module	When				Time	Comments
	W 1	W 2	W 3	W 4		
<b>Module 1:</b> Social Work and Disability					7 hours 15 mins	
<b>Module 2:</b> Environment					4 hours 45 mins	No need to run the mapping day with stakeholders, but it can of course be offered
<b>Time in the field</b>						

<b>Module 3:</b> The missions and knowledge of the social facilitator					4 hours 45 mins	This module can be revised a little for the purposes of this program if certain tasks are not relevant when the participants' tasks are taken into consideration.
<b>Module 4:</b> Focus on 4 key skills					7 hours 20 mins	
<b>Time in the field</b>						
<b>Module 5:</b> The enabling relationship					8 hours	The heart of this training course
<b>Module 6:</b> Empowerment					6 hours 45 mins	

For the purposes of continuing education, go through Modules 5 and 6 again between 6 months and 1 year after the final module has been completed.

➔ **Duration of program 2, in action-learning mode: 1 week (4 days)**

Subject/module	When					Time	Comments
	D 1	D 2	D 3	D 4	D 5		
<b>Module 1:</b> Social Work and Disability						3 hours	Half a day to define the framework for the forthcoming discussions and to understand the challenges involved with social work in the field of disability.
<b>Module 2:</b> Environment						3 hours	No need to run the mapping day with stakeholders, but it can of course be offered
<b>Module 4:</b> Focus on 4 key skills						7 hours 20 mins	
<b>Module 5:</b> The enabling relationship						8 hours	The heart of this training course
<b>Module 6:</b> Empowerment						6 hours 45 mins	

## C. Program 3: Training course for social workers/facilitators/advisors involved in an existing project and who need to review/improve their approach and the way they operate

➔ Duration of program 3, in action-learning mode: 1 month

This program is aimed at social facilitators who are already involved in an existing project. In this case, the needs-analysis phase will have to have identified some specific areas for improvement in the facilitator's practices, and the programme adapted accordingly.

The programme suggested below is based on the hypothesis that social facilitators have not been trained in the PSS process at all, or even in how to use the tools. A review of all modules is therefore proposed.

Subject/module	When				Time	Comments
	W 1	W 2	W 3	W 4		
<b>Module 7:</b> Introduction to PSS					6 hours 15 mins	To provide an overview/reminder of PSS in general and allow social facilitators to understand the Personalised Social Support system in which they are working.
<b>Module 8:</b> Implementing the PSS process					3 days	It is during this week that the PSS service's tools will be revised if necessary with the participants in the training room.
<b>Module 4:</b> Focus on 4 key skills					7 hours 20 mins	
<b>Practical work in the field</b> -back to activities using the tools revised.						Review of the Personalised Social Support system's activities; participants will have the tools and information required.
<b>Module 5:</b> The enabling relationship					8 hours	These modules must be completed after a period of field work so that they can be illustrated with real events
<b>Module 6:</b> Empowerment					6 hours 45 mins	

Subject/module	When	Time	Comments
<b>Module 1:</b> Social Work and Disability	3 months after the previous training course has been completed	7 hours 15 mins	
<b>Module 2:</b> Environment		4 hours 45 mins + 1 day	4 hours and 45 minutes in the training room and 1 day in the field to identify the local stakeholders - mapping
<b>Module 8:</b> Implementation of the PSS process		1 day	1 day to review the key stages of the PSS process (diagnosis and construction of the PP in particular) to consider any changes that arose after the previous training course.

Then, as part of the course-monitoring and continuing-education process, suggest that **at least once every 6/12 months** one of the PSS training modules is re-run, and as a priority:

- **Module 5:** The enabling relationship
- **Module 6:** Empowerment
- **Module 8:** Implementation of the PSS process.

## D. Program 4: Raising awareness on the content of the PSS training course

➔ **Duration of program 4 : 1 day**

This is a short program (**P4**) during which (and only when raising awareness is concerned) it is intended to summarise certain modules so as to present their key messages to participants.

Subject	Goal	Activity	Duration
Introduction to PSS	To understand the concept of PSS	Fishing	20 mins
	To identify the key points of the PSS process	Animated film	30 mins
Implementing PSS	To understand the stages of the PSS process	The stages themselves	30 mins
The missions and knowledge of the social worker	To identify the key skills that the social facilitator must have to provide quality work	The 4 skills	20 mins

The enabling relationship	To help distinguish between the various ways of supporting a person and to know which one to adopt in a given situation.	How to support people	30 mins
	To know how to overcome prejudices and how to assess a person's capabilities	How can a person's skills be evaluated?	15 mins
	To improve communication with a person with a disability	Say it, or not?	40 mins
	To put yourself in the place of a person with a disability and identify the gestures which facilitate or hinder the relationship	The gestures that count	30 mins
Empowerment	To understand the importance of identifying your strengths and weaknesses	Make your dreams come true	20 mins
	To know how to value the person and give them confidence	Building confidence	20 mins
Environment	To improve the involvement of local stakeholders in the implementation of the PSS process	Stakeholders	30 mins
	To know how to recognise an accessible/non-accessible environment, and be a force for suggesting improvements	Accessibility	30 mins
Social work with groups	To identify tools for training and injecting some enthusiasm into a support group	Group dynamics	1 hour
Working with families and children	To know how to interact with families that are disheartened or indifferent to the situation of a child with a disability	The holistic approach to support	1 hour
Conclusions	Bring the course to a close by summarising all the key points discussed	The final quiz	15 mins



Strictly speaking, this cannot be a training course, as the time allotted to each theme does not allow an effective change in practices to be guaranteed and the course is not based on action-learning.



This programme is taken from an awareness-raising guide (see reference below) produced by Handicap International's Bolivia programme. It features the activities offered during this programme.

**Links to files for raising awareness of PSS:**

- ↳ [Training tool \(PPT\)](#)
- ↳ [Personalized Social Support Awareness Handbook \(Handicap International Bolivia, 2015\)](#)
- ↳ [24 dinámicas grupales para trabajar con adolescentes \(Hezi Zerb, date unknown\)](#)

## **E. Program 5: Continuing education - 'tailor-made'**

Lastly, it is perfectly possible to regard the action-learning program as a programme of continuing education throughout the project.

To this end, the project manager will have to develop mechanisms to assess (on a regular basis) the activities and training needs (or further training needs) of field workers and/or social facilitators.

The sections and modules of this PSS action-learning program can therefore be offered throughout the project as a means of supporting the sharing of knowledge about practices and boosting particular skills.

In all cases, and as stated earlier, it is recommended that you do not split two modules in the same section or 'cut' any subjects from a module.

## Part 4: Further study: complementary activities

Other exercises and activities were gathered and formalised in writing during the design phase of this training booklet and its contents.

These exercises are given in their original language (mainly English).

Links to the file of complementary activities:

→ [PSS Activities Folder](#)

List of complementary PSS activities	
<b>Social Work and Disability</b>	<ul style="list-style-type: none"> <li>• Short speech to introduce social work</li> <li>• Disability in a social work context - considerations for social facilitators</li> <li>• Meet a social worker</li> <li>• Choose the right social work intervention</li> </ul>
<b>Disability and DCP</b>	<ul style="list-style-type: none"> <li>• Explaining the social model of disability</li> <li>• Using the Disability Creation Process - Ann's story</li> <li>• Disability terminology</li> <li>• From disability to impairment</li> <li>• Beliefs and behaviors towards disability</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Système des services d'éducation inclusive</li> </ul>
<b>Empowerment</b>	<ul style="list-style-type: none"> <li>• Do you believe people can change?</li> <li>• What does empowerment look like in your culture?</li> <li>• Knowing yourself</li> <li>• Building self-confidence in others</li> <li>• Where is your locus of control?</li> <li>• Having difficult conversations</li> <li>• Saying yes and saying no</li> <li>• Identifying your support systems</li> <li>• Counseling someone through the change process</li> <li>• Responding to different emotions in the change process</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_Empowerment)</i></p>

<p><b>Developing an enabling relationship</b></p>	<ul style="list-style-type: none"> <li>● Authoritative and enabling people in our lives</li> <li>● Seeing people in a positive light</li> <li>● Offering people choices</li> <li>● Helping people think for themselves</li> <li>● Active listening and reflective interviewing</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_DevelopingAnEnablingRelationships)</i></p>
<p><b>Developing the competencies of a social facilitator</b></p>	<ul style="list-style-type: none"> <li>● Is it knowledge, a hard skill or a soft skill?</li> <li>● Assessing your knowledge, hard skills and soft skills</li> <li>● Sociology of your area</li> <li>● National and International Law on disability</li> <li>● Social Capital and Informal Support Systems</li> <li>● Conflict management</li> <li>● Making referrals and follow-up</li> <li>● Evaluating your work</li> <li>● Making decisions</li> <li>● Professionalism and ethics</li> <li>● Leadership and taking initiative</li> <li>● Emotional awareness</li> <li>● Empathy not sympathy</li> <li>● How we see each other? Assumptions and stereotypes</li> <li>● Challenging your personal judgments</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_DevelopingCompetenciesSocialFacilitator)</i></p>
<p><b>Introduction to personalised social support</b></p>	<ul style="list-style-type: none"> <li>● Explaining PSS to others</li> <li>● Our roles</li> <li>● Going beyond needs</li> <li>● How systems impact a person</li> <li>● Linking a PWD with their environment</li> <li>● Re-creating the full PSS process</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_IntroductionToPSS)</i></p> <ul style="list-style-type: none"> <li>● Les dimensions de l'ASP</li> </ul>
	<ul style="list-style-type: none"> <li>● Observing people in an initial meeting</li> <li>● Social diagnosis</li> <li>● Managing challenges during implementation of the action plan</li> <li>● Monitoring progress during implementation</li> </ul>

<p><b>Implementing the PSS</b></p>	<ul style="list-style-type: none"> <li>● Is providing information enough?</li> <li>● Who can benefit from a social diagnosis?</li> <li>● What parts of PSS do you offer?</li> <li>● Skills needed to develop an action plan</li> <li>● Readiness to create change and implement a project</li> <li>● The person has blossomed and it is time to let them go</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_ImplementingThePSS)</i></p>
<p><b>Developing a Personalised Social Support system</b></p>	<ul style="list-style-type: none"> <li>● Understanding and critiquing my service</li> <li>● Tools to help organize your social services</li> <li>● Sharing information on your service</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_ActivitiesOnPSSsystem)</i></p>
<p><b>Social work with communities</b></p>	<ul style="list-style-type: none"> <li>● Facilitating a stormy meeting</li> <li>● Practical mapping of the community</li> <li>● Meeting with persons who are connectors in their community</li> <li>● How to measure social change</li> <li>● Social planning opportunities</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_SocialWorkToolsWithCommunities)</i></p> <ul style="list-style-type: none"> <li>● Experience barriers in your community</li> <li>● How inclusive is your community?</li> </ul>
<p><b>Social work tools</b></p>	<ul style="list-style-type: none"> <li>● Your group's sociogram</li> <li>● Advocacy in a public forum</li> <li>● Practicing self-advocacy</li> </ul> <p><i>(only one document for the tools mentioned above: ACT_PSS_SocialWorkToolsWithIndividualsAndGroups)</i></p>
<p><b>Others</b></p>	<ul style="list-style-type: none"> <li>● Addressing abuse in your community</li> <li>● Votre première rencontre avec une personne</li> <li>● Develop a vulnerability scale</li> <li>● Guessing each other's values</li> <li>● Guest speaker with disabilities</li> <li>● How does vulnerability feel?</li> <li>● Language matters</li> <li>● Village meeting on inclusive education</li> <li>● What is quality of life?</li> <li>● Interacting with a person with disabilities</li> </ul>

## Conclusion - Key Messages

---

- The total time required to complete all these modules is around 12-13 days.
- Preference should be given to an action-learning programme spread over a minimum of six weeks, with time 'in the field/for trials' and training time 'in the training room'.
- Prioritise the order of the modules in line with the knowledge already acquired, the needs of the participants and the challenges of the ongoing project.
- Give preference to a training plan that includes all the modules (even if it has to be spread over 6 months to 1 year) as a continuous-education program, with priority given to the 'implementation/practical' modules.
- Do not cut content from any module - it forms part of a logical sequence of themes. It is, however, possible to vary the speed at which each theme is covered in each module, depending on the needs/requests of the participants and the project.
- Give preference to an interactive and practical training course. Training materials are mainly intended for trainers.
- It is possible not to show the PPT presentation but use the suggested activities to impart the key messages from each module (this means, however, that the trainer must have a perfect knowledge of the content of the PPT, so as not to 'forget anything').
- Lastly, where possible, do not forget to involve the participants themselves in the design phase of this training programme: observation/questionnaires/exchanges upstream of the training course to validate the relevance of the content. The more agents feel involved in this phase, the greater their commitment to participate in the training course. Similarly for the assessment phase which must allow a follow-up to the course to be adapted or a 'refresher' program to be drafted.



## **Training Social Facilitators in Personalised Social Support:**

### **Trainers' booklet**

---

This booklet is the gateway for a training kit on personalised social support (PSS).

The aim of this training course is to train social facilitators either in the personalised approach only, or in how to carry out a complete PSS process.

The aim of this booklet is therefore to impart the methodological and educational components required to use the content of this training course to Handicap International's future PSS trainers. It therefore takes another look at the entire content of the PSS training course, explains the educational choices, presents the modules and other teaching tools created, and above all, provides advice/recommendations for future designers and trainers/facilitators on this theme.

Throughout this booklet, internet links provide the reader with quick access to the content of training courses and other relevant resources.

---

**HANDICAP INTERNATIONAL FEDERATION**  
138 avenue des Frères Lumière  
CS 88379  
69371 LYON CEDEX 08  
FRANCE  
[publications@handicap-international.org](mailto:publications@handicap-international.org)