**Specifications Document for the eLearning modules software development**

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**BASIC EDUCATION ASSISTANCE MODULE**

# Module 1: Policy Essence and Objectives of BEAM

**Objectives Section:** To outline the rationale of BEAM

**Expected results:** By the end of the Module participants will be able to explain:

* The legal and policy underpinnings of BEAM;
* The principles and policy objectives of BEAM;
* How BEAM is financed and the BEAM resource allocation model;
* The BEAM assistance package;
* And the programme targeting criteria

## Session 1: Legal and policy underpinnings of BEAM [how many minutes approx.?]

**Methodology:** Presenter makes a PowerPoint presentation on the topic

***Slide 1:* Legal underpinnings [insert slide as PDFs]**

**Conclusion to or assertion for the first slide**

*BEAM aligns with and contributes to the progressive realisation of the relevant provisions of the Constitution of Zimbabwe [2013], which defines education as a right whose enjoyment the State must ensure through all practical measures to promote free basic and compulsory education for children to ensure that girls are afforded the same opportunity as boys to obtain education at all levels.*

***Slide 2:* Policy underpinnings [insert slide as PDF]**

**Did you know facts:**

* *BEAM was a major policy decision under the Enhanced Social Protection Programme to address the targeting and selection weaknesses of the predecessor means-tested School Assistance Programme under the Social Development Fund.*
* *Over the five year of its implementation, the School Assistance Programme had generated huge unsustainable arrears in unpaid fees for vulnerable children.*
* *The shift from administrative means-testing under SDF to community-based selection of vulnerable children, coupled with a hard budget constraint emerged as the major policy strength of BEAM.*

**Slide 2**: **Policy underpinnings *(cont…)***

**Conclusion to or assertion for the above 2 slides**

* *The policy objective is to prevent vulnerable households from incurring irreversible welfare losses through loss of valuable household human capital formation by withdrawing children from school as a poverty coping mechanism.*
* *Within the framework of the SDGs BEAM is the instrument for ensuring that poor children are not left behind in human capacity development. It will also be a key instrument for delivering on the Inclusive Education Policy currently under development by Government.*

**Activity: knowledge testing** *(as this in an interactive way seeing that this is an individual interacting with the system)*

* *Discuss the concepts of administrative means testing and community-based selection. Give practical examples of social protection programmes that employ means-testing and community-based selection methodologies*

## Session 2: BEAM programme objectives, principles and assistance package [how many minutes approx.?]

**Methodology:** This will be a participatory session. This facilitates plenary discussion of the objectives and principles. Participants take turns to read the objectives and principles one-by-one and the facilitator leads discussion on each, particularly with the objective to clarify meanings and contexts.

**Materials**: BEAM Operational Manual

***Slide 1:* Programme objectives**

BEAM is a national programme whose objectives are to:

* reduce number of children dropping out of school;
* reach out to those children who have never been to school due to economic hardships; and
* prevent welfare losses for households who may resort to withdrawing children from school as a coping mechanism.

***Slide 2:* BEAM Guiding principles**

1. comprehensive community mobilisation, sensitisation and awareness;
2. harmonised and integrated approach to educational assistance
3. community-based beneficiary selection;
4. hard and known budget constraint;
5. complete assistance package;
6. openness, transparency and accountability;
7. school attendance as basis for continued beneficiary assistance;
8. girl child empowerment; and
9. effective monitoring of BEAM implementation.

At the end computer should round off the discussion on BEAM principles by stressing the need for implementers to adhere to the principles and use them as a checklist to programme policy guidelines.

*Mark the end of session clearly*

## Session 3: The BEAM Targeting Criteria and Assistance Package [how many minutes approx.?]

***Objective:*** To familiarise participants with the programme targeting criteria and its assistance package

Expected results: By the end of the session participants will be able to:

* explain the concept of targeting as a policy function; [*content is needed*]
* identify the types of children and schools which are the objects of BEAM assistance; [*content is needed*] and
* articulate the BEAM assistance package. [*content is needed*]

***Slide 1: Beneficiary targeting criteria [****Information note. Put appropriate graphic here****]***

* BEAM targets poor and vulnerable Zimbabwean children aged 4 to 19 enrolled in and eligible for full time enrolment in early childhood development (ECD), primary and secondary education in both regular and special needs schools.
* This excludes vulnerable children placed under foster care who draw on alternative sources of support.

***Activity***

Facilitator should lead a plenary discuss on the conceptual differences between targeting and selection. By the end of the discussion participants should have understood ***targeting as a policy/decision making function, whilst selection is a programming function.***

## Session 4: BEAM Assistance Package

***Methodology:*** The facilitators reads and explains each of the following assistance package components.

***Slide 2:* BEAM Assistance Package**

* For eligible children in regular public ECD, primary and secondary schools, BEAM pays for school and public examination fees and levies as determined by the schools.
* For all children enrolled in resource units and special schools, BEAM pays for all the costs approved by relevant authorities.
* BEAM only pays examination fees for a maximum of five (5) Grade 7 subjects, six (6) O-Level academic subjects and one practical subject, and 3 A-Level subjects.
* BEAM assistance does not exhaustively cover all the basic learning needs of vulnerable children. Other actors can provide for complementary needs including: food and nutritional needs; learning materials; and school uniforms.

The facilitator/voice rounds off the discussion by emphasising the basic nature of BEAM as follows: *The programme is an attempt to just cover the basic requisite requirements for a child to remain in school.*

[MARK THE END OF MODULE 1 CLEARLY SO THAT THE USER KNOWS WHERE THEY ARE. POSSIBLY A WRAP-UP OF ALL 4 SESSIONS WILL BE IN ORDER]

# MODULE II: FINANCING OF BEAM

***Objective:*** To help participants to appreciate the BEAM funding modalities

***Expected results***: By the end of the Module participants should be able to:

* classify BEAM funding by source and channel of funding; and
* explain the BEAM resource allocation model and its rationale.

***Activity:*** Facilitator/voice asks participants about the sources of BEAM funds. After a brief discussion the facilitator reaffirms and restates the sources of BEAM funding using the following text from the OM:

State and non-state funding of education assistance is channelled through the BEAM Fund. Prospective funders can, instead, also draw beneficiaries from the community BEAM Master lists and report on their contributions to BEAM Management Unit. Education assistance initiatives whose targeting and selection criteria are different from those of BEAM should ensure that at least 40 percent of their beneficiaries are drawn from the community BEAM Master Lists.

## Session 1: How are BEAM Allocations Determined?

***Activity:*** Facilitator illustrates the BEAM resource model on a flip chart based on the notes below.

***(Please note that the formulas in the Operational Manual are not correct)***

**Facilitator’s notes:**

* BEAM funds are allocated to provinces, districts and schools based on a poverty and vulnerability model that is informed by the latest official ZIMSTAT poverty data.
* The model allocates the BEAM budget at national; provincial and district levels proportionate to the poor population shares (calculated using the national, provincial and district HPIs), whilst schools get their allocations according to their enrolment shares in total district enrolments.
* Thus, nationally the province with highest vulnerable population gets the highest allocation, whilst at provincial level the district with the highest vulnerable populations gets the greatest share of the province’s BEAM budget allocation.
* Primary schools get 60% of the total BEAM budget while secondary schools get 40%.
* The allocation factors in the relatively high school population and low fee structure in primary schools and the relatively low school population in secondary schools and the high fee structure.
* It also reflects the priority accorded to the need for every child to acquire basic primary education.

# MODULE 4: BEAM IMPLEMENTATION CYCLE

**Objective:** To equip participants with the knowledge on the key phases of the BEAM implementation cycle.

Expected results: By the end of the Module participants will:

* have internalised the whole BEAM implementation cycle.

## Session 1: Introducing the Module

In bullet points, explain the community-based nature of BEAM and the implementation partnership between the MPSLWS and MPSE. Below is the rationale of the partnership from a mandates point of view:

In Government:

* MPSLSW has the mandate to coordinate implementation of social protection interventions. It is the custodian of the National Social Protection Policy. It is the institutional parent of OVC.
* MoPSE is custodian of the Education Acts and policies. It has the mandate to run the education sector and its systems. It runs the schools that house the children to benefit from BEAM.

BEAM is a community-based programme implemented by the communities with administrative and technical support from the decentralised structures of the ministries responsible for social welfare and education.

***Activity:*** Go through Table 1 under Section 3.1 of the OM with the participants. Discuss challenges associated with the timelines.

## Session II: Rolling out BEAM to the communities

**Objective:** To familiarise participants with the key processes of setting up the BEAM implementation systems at the community level.

**Expected results**: By the end of the session participants will be able to explain:

* the BEAM social mobilisation process;
* the BEAM capacity building process; and
* the process of establishing CSCs.

Make the following presentation:

1. *Information Education Communication (IEC) Campaign and Social Mobilisation*

The responsibility for designing and rolling out the multi-pronged IEC campaign rests with the BEAM Management Unit( BMU). The Unit oversees the production of BEAM notices, posters, brochures and pamphlets and disseminate them through community leaders, community workers, schools, churches, council offices, ward centres, shopping centres as well as through the print and electronic media.

The expected outputs of the IEC campaign include:

* Enhanced public awareness on existence of the programme;
* Public awareness of BEAM goals, objectives and target groups and beneficiary selection criteria;
* Informed responses from the target communities, stakeholder groups and households;
* Empowered communities that demand transparency and accountability from their leadership, CSCs and school heads; and
* Stronger BEAM ownership and accountability among communities.
1. *BEAM Capacity* Building *Process*

The social mobilisation process will be followed by stakeholder training coordinated by the BMU. The training takes a cascaded approach with ToT training being administered to national level stakeholders. These will in turn train provincial and district level trainers who will cascade the training to the CSCs and other community level; stakeholders.

Table: Cascading of BEAM stakeholder training

The capacity building process shall cover among other things:

* Introduction to BEAM operational manual and its use;
* Eligibility criteria for BEAM support;
* Roles, responsibilities and relations of various stakeholders;
* Completion of relevant forms;
* Information and financial flows;
* The BEAM reporting structure;
* Grievance handling mechanisms; and
* BEAM M&E.
1. *Establishment of* Community Selection Committees (*CSCs)*

Through meetings convened by the ward Councillor, the (community defined around a primary school catchment area) selects a Community Selection Committee as its representative body mandated with carrying out the beneficiary selection process.

* The CSC will have 12 members with a tenure of two (2) years;
* 6 members should be elected by the community (3 women and 3 men)
* It should include boy and girl child representatives of the child led CPC
* It should include 4 ex-officio members (2 SDC members (one (1) from primary and one (1) from secondary school SDC), school head and primary school guidance and counselling teacher)

Refer to the operational manual and discuss the issues that have to be taken cognisant of when selecting the CSC.

Refer to the operational manual and discuss the roles of the CSC. Also discuss the practical challenges encountered by CSCs in executing these roles and how they are overcome.

***Case management:*** Go through the case management issues that fall under the purview of the CSC in the operational manual.

Discuss the necessary conditions for the CSC to effectively fulfil its case management role.

*Notes*:

* Need for schools to maintain child attendance records
* Need for communication between the CSC and school authorities#
* Community training in case management
* Effective cooperation between CSAC and community

## Session 2: Beneficiary nomination and planning to retain OVC in school

**Objective**: To acquaint participants with the BEAM nomination process

**Expected results**: By the end of the session participants should be familiar with:

* the BEAM Nomination Form and the nomination criteria;
* the BEAM nomination process;
* the three categories into which nominated children are grouped;

Materials: BEAM operational manual; BEAM nomination form

***Activity 1***

* tell learner how applicants can access the BEAM nomination form: This should include schools, community centres, churches, etc. Also discuss challenges associated with accessing the BEAM nomination form, including: inadequate supplies from BMU resulting in parents/guardians incurring photocopying costs; Unavailability of the forms at convenient places, including District Social Welfare Offices.
* Discuss eligibility to nominate: Who can nominate a child? (Refer to OM)
* Discuss how the community should be organised for the nomination process (refer to OM)
* Together with the participants, go through the BEAM nomination form, discussing its intentions, structure and nomination criteria.

## Session 3: BEAM Beneficiary Selection

**Methodology:** Powerpoint presentation

***Slide 1: Introducing the session***

BEAM beneficiary selection goes through two phases.

Phase I: Compilation of priority lists based on the nomination forms, drawing the BEAM Master List; and validation of the Master List.

Phase II: Drawing the final beneficiary list based on the school budget allocation; and

*Phase I: Compilation of priority lists based on the nomination forms*

This phase prioritises the nominated children into three categories, namely: Priority I (Red category); Priority II (Orange category) and Priority III (Green category). The categories are determined using a combination of criteria including:

* The CSC’s knowledge of the applicant household;
* Frequency of nomination by the various nominating parties;
* Nomination criteria cited in the Nomination Form and their relative importance; and
* Capacity of the household to pay for one or more of its children enrolled in school.

***Activity 1: Compilation of BEAM priority lists***

* From the OM discuss the priority list categories and criteria for the same.
* Discuss practical challenges encountered by the CSCs in their efforts to construct the categories.
* Discuss the community validation process of the priority lists
* Discuss practical challenges encountered in the development of the BEAM Master Lists

***Activity 2:***

* Discuss community planning for OVC retention in school as outlined in the OM
* Discuss practical challenges encountered in implementing these guidelines
* Let participants share practical experiences from their areas of how communities have implemented these guidelines and the results achieved

Sub-session: Phase II: Drawing the final beneficiary list based on the school budget allocation

***Slide 1:* Introducing the discussion**

The beneficiary selection list is finalised:

* Upon receipt by the CSC of the primary and secondary school BEAM budget allocations from BMU through the DSIs and DCWOs;
* By determining the number of children that can be catered for by the received budget allocations based on the per capita fee and levy costs;

Slide 2: **Introducing the discussion (cont….)**

Where the community remains with a surplus after assisting all primary school categories I and II applicants, the CSC can use the remainder to either:

* procure stationery for BEAM beneficiary children; or
* augment its secondary school budget and support additional children; or
* support some of the Priority III children.

## Session 4: Completion of BEAM Payment Application Forms

**Objective:** To familiarise participants with the processes involved in the completion and submission of BEAM payment application forms

**Expected results**: By the end of the session participants should be:

* knowledgeable about all the types of BEAM payment forms and their use;
* able to complete the forms and verify them for completeness; and
* familiar with the processes and requirements for submitting BEAM Application Forms to BMU

***Activity 1: Familiarisation with BEAM Payment Application Forms***

Materials: BEAM Payment Application Forms (BEAM Form 2/1 Primary; BEAM Form 2/1 Secondary; and BEAM Form 3/1 Special Schools); BEAM OM; Flip chart

* Using the BEAM forms annexed to the OM and Section 3.7 of the OM, discuss the structure and requirements for the completion of each form, including the number of each form to be completed and purpose for completing each form in triplicate;
* Emphasise on the need for the CSC to complete the forms without delegating the role to the school head;
* State the role of the school head in the BEAM Application Form completion and submission process;
* Discuss the role of the DSI in the BEAM Application Form completion and submission process;
* Discuss the processes of submission of BEAM Form 2/1 Secondary and BEAM Form 3/1 Special School to the schools and BMU
* Discuss the challenges encountered in the BEAM Payment Application Form process and how they affect the submission process.
* Discuss the common omissions to be watched out for in the completion and submission of BEAM Payment Application Forms.
* Discuss the role of the DSWO in the processing of BEAM application forms.

Make recap on key issues arising from the discussion.

***Slide 1:* Payment and post-Payment Processes**

After the BMU has received the BEAM Payment Application Forms it:

* Verifies the forms for completeness, correctness and adherence to the school budget allocation;
* Enters the application details into the BEAM MIS;
* Provides the bank with the SDC accounts for schools whose forms have been cleared through the system for payment.

***Slide 2:* Payment and post-Payment Processes (cont….)**

When the BEAM payment has reflected in the SDC bank account:

* The school head should inform the CSC about the receipt of payment and immediately complete the acknowledgement of BEAM funds form.
* The school must issue out individual levy and school fee payment receipts to each BEAM beneficiary; and
* If the school had compelled BEAM beneficiaries to make advance payments (which is not allowed) it should reimburse the household in full.

## Session 5: Continuation on BEAM, Replacement and Exit from BEAM

**Objective:** By the end of the session participants should understand the requirements for a beneficiary to continue on BEAM assistance, be replaced and exit BEAM.

**Expected results:** By the end of the session participants should be conversant with:

* the duration of support for BEAM beneficiaries in the three Priority categories;
* the conditions that may not result in revocation of BEAM assistance to a child;
* the situations that may lead to revocation of BEAM assistance and replacement of a beneficiary child during the course of the year; and
* the condition for graduation from BEAM for each of the three Priority categories.

***Activity 1***:

* Briefly discuss Section 3.8 in the OM, including challenges encountered in continuation on BEAM, replacement and exit from BEAM
* Stress against malpractices of partial payments to increase coverage; using school performance as criterion for continuation of assistance; rotating beneficiaries for the sake of equal access to BEAM support; and compelling households to make advance payments prior to receipt of BEAM disbursements.

# MODULE 5: DISPUTE SETTLEMENT MECHANISMS

***Objective:*** to familiarise participants with the BEAM dispute settlement mechanisms

***Expected results***: By the end of the session participants should be:

* able to spell out the BEAM grievance handling structures/committees, composition and their roles;
* familiar with the types of grievances that fall within the jurisdiction of the Grievance Handling Committees at the community and district levels;
* familiar with the concept of collective grievances;
* process of routing grievances from community to the district level; and
* familiar with the BEAM whistle blower facility and its components.

***Materials required***: Section 5 of the BEAM operational manual; flip chart

***Activity***

* Go through Section 5 with the participants with particular attention to: grievance handling structures and their roles; types of grievances – individual and collective; BEAM Complaint Form; and the whistle blower concept.
* Ask participants to give their experiences with BEAM grievance handling and the challenges involved.
* Interrogate the whistle blower facility and experiences of its effectiveness.

# MODULE 7: PROGRAMME INSTITUTIONAL ARRANGEMENTS

***Objective:*** The acquaint participants with BEAM coordination arrangements

***Expected results***: By the end of the module participants will be:

* Able to spell out the institutions involved in BEAM management and coordination and their respective roles; and
* Familiar with the prerequisites for enhanced community and education sector accountability for BEAM.

***Materials:*** BEAM OM Section 6; flip charts

**Activity 1: Plenary**

From the BEAM Operational Manual, the facilitator will make a quick run through of the BEAM institutional arrangements, followed by a brief discussion of issues emanating from the presentation.

**Activity 2: Group work**

Split the participants into three groups to discuss the following thematic issues:

1. *Group 1*: Visibility and Impact of the BEAM Institutional Coordination and Management Structures on the Ground.
* Which institutional structures are visible on the ground/subnational level?
* What impacts are they having on BEAM processes?
* What should be done to enhance the impacts of BEAM Institutional Structures on BEAM implementation?
1. Group 2: Challenges encountered by DCWOs and DSIs in their BEAM coordination roles.
* Capacity challenges;
* Material challenges;
* How these challenges have been addressed by affected districts.
1. Group 3: Enhanced Community and Education Sector Accountability for BEAM
* To what extend are communities and the education sector adhering to enhanced accountability requirements for BEAM?
* What are the key issues that are supportive to, and impeding enhanced community and education sector accountability for BEAM?

Activity 3: Plenary session

* Each group will make a 15-minute presentation in plenary
* Facilitator will coordinate an overall plenary discussion on all group presentations

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| Zimbabwe_Coat_of_Arms**MINISTRY OF PUBLIC SERVICES, LABOUR AND SOCIAL WELFARE**Department of Social Welfare |  |

#### **Trainer’s Manual for the Zimbabwe Harmonised Social Cash Transfer Programme (HSCT)**

#### **Role of the District Social Welfare Officer in the HSCT Programme**

# MODULE 1: Conceptual Underpinnings of HSCT Programme

Objective: To help participants understand policy and logical underpinnings of the HSCT programme

Expected results: By the end of the participants will be able to:

* Link the HSCT programme with NAP II;
* State the rationale of the HSCT programme;
* Explain the concept of ‘labour-constrained households’;
* Explain the programme objectives; and explain the programme beneficiary selection criteria.

## Session 1: PowerPoint presentation: The concept of HSCT

***Slide 1:* Introduction**

* The Ministry of Public Services, Labour and Social Welfare (MoPSLSW), Department of Social Welfare (DSW), has designed a social cash transfer program for labour constrained extremely poor households.
* A key programme pillar of the NAP II and its accompanying second phase of the Child Protection Fund were cash transfers are made to the poorest and most vulnerable families.

***Slide 2:* Rationale and target group of the cash transfer programme**

In support of NAP II, the CPF has three main pillars:

1. To reduce household poverty of approximately 55,000 extremely poor households including those with orphans and other vulnerable children by implementing a national cash transfer programme, thereby positively benefiting children and women’s health and well-being;
2. To enhance all vulnerable children’s access to effective child protection services including protective services (legal, welfare, judicial) to child survivors of violence, exploitation and abuse; and
3. To facilitate improved access to basic education for poor orphans and other vulnerable children in Year 1.

***Slide 2:* Rationale and target group of the cash transfer programme (cont…)**

* The first pillar - social cash transfers - will focus on labour-constrained households that live below the food poverty line.
* The food poverty of labour constrained households is ‘structural’ in that they have few or no able-bodied household members in the working age.
* Labour constrained households are not able to lift themselves out of poverty by taking part in self-help or labour-based projects or programmes like public works or livelihood programmes.
* Single mothers with a large number of children, households headed by disabled people and child-headed households typicallybelong to this category.
* Labour constrained food poor household contain all the vulnerable groups that urgently require social protection and are the target groups of the Enhanced Social Protection Programme of DSW.

***Slide 4:*** **Key Parameters of the HSCT Programme**

## Objectives of the programme

1. at **output level** the national programme seeks to strengthen the purchasing power through unconditional cash transfers to 200,000 ultra-poor households which are at the same time labour-constrained
2. at **outcome level** the cash transfers program seeks to empower the beneficiary households to increase their consumption to a level which exceeds the food poverty line.
3. at **impact level,** the increase in consumption of goods and services (basic needs) will lead to improved nutrition status, health and education and to the reduction of mortality, especially for the children living in the beneficiary households. HIV prevalence amongst females/ males aged 15-24 years living in social cash transfer beneficiary household will be reduced.

#

# Slide 5: Beneficiary selection criteria

In order to qualify for the program, households have to meet two criteria:

1. Food poor: This means that the household members are living below the food poverty line and are unable to meet their most urgent basic needs; and
2. Labour constrained

A household is labour constrained when:

* + it has no able-bodied household member in the age group 18 to 59, who is fit for productive work, or
	+ when one household member in the age group 18 to 59 years, who is fit for work, has to care for more than 3 dependents (household members that are under 18 years of age or over 59 or are unfit for work because they are chronically sick, or disabled or handicapped or are still schooling), or
	+ when a household has a dependency ratio between 2 and 3 but has a severely disabled or chronically sick household member who requires intensive care.

***Slide 3:* Volume of transfers**

In order to harmonize with ongoing Government programs (welfare programs as well as public works) the average volume of transfers is set as USD 20 per household per month. For individual households the transfers vary in accordance with the size of the household:

* 1 person household USD 10
* 2 person household USD 15
* 3 person household USD 20
* 4 and more persons USD 25

***Slide 3:* Selection, verification, approval, registration and delivery process**

The targeting criteria defined above are used in a selection process organised and supervised by DSW officers at national and district level. Implementation is partly outsourced to private organisations.

##

### **MODULE 2: THE ROLE OF THE DSWO IN THE HSCT PROGRAMME**

**Objective:** To familiarise participants with the role of the DSWO in HSCT programme

**Expected results:** By the end of the module participants will have an appreciation of::

* the community mobilisation process
* the DSWO’s role:- household enumeration; selection, verification; approval; registration and payment process; and
* the records that should be maintained at the District Office.

## **Methodology:**

The Module will be delivered through interactive PDFs presentations.

## **Session 1: Enumeration, Selection, Verification,** **Approval, Registration and Payment Process**

***Slide 1:* Preparation of the process**

1. District Social Welfare Officer (DSWO) ensures that:
* organizations contracted observe district protocols and are briefed by the District Administrator and the Councillors of the respective wards;
* the organisations receive lists of households in each village in the ward (copies of village registers); and
* the staff of implementing organizations receives letters of authorization and official name tags.
1. DSWO identifies for each ward a site for the first meeting with the beneficiaries of the programme and for subsequent payments to beneficiaries. For large wards more than one pay point is required. No beneficiary should have to walk more than 5 km to access the payments
2. DSW national level MIS Expert sets up DSW District Data Banks and trains DSWOs how to use it.

*Slide2:* Verification of the selection results

**Verification of survey results by CPCs**

1. DSW/MIS sends Forms 3.1 resulting from census survey to DSWOs
2. DSWOs retrain ward level CPCs on selection criteria
3. DSWOs give Form 3.1 and Form 7.1 to the CPCs and ask them to check if all villages and households in their ward have been covered by the census and to list those households and their address, which neither appear on Form 3.1 nor on Form 7.1. DSWOs send the list of households that have been missed by the census to the Program Manager.
4. The Program Manager instructs the contracted targeting agent to complete the enumeration
5. DSWOs also ask the CPCs to check if all households listed in Form 3.1 have been classified correctly as eligible or not eligible
6. DSWO lists all households that according to the CPC have not been classified correctly with regard to their eligibility. For these households DSWO requests DSW/MIS to print and send Form 12.

***Slide 3:* Verification of survey results by DSWOs**

1. DSWOs visit all households where the CPCs disagree with the classification in Forms 3.1. The verification is done by comparing the data from Form 1 of the respective household (summarized in Form 12) with the reality observed during the verification visit. The results of the comparison are documented on Form 12.
2. For households that have been classified as non-eligible in Form 3.1 but have been found to be eligible when administering Form 12 a new Form 1 has to be filled in by the DSWO.
3. DSWOs list in Form 13 all households that have been wrongly classified in Forms 3.1 and sends Form 13 and all Forms 12 listed in Form 13 and all Forms 1 that have been filled in during step b) to DSW/MIS.

*Slide 4:* Beneficiary cards

* The Programme Manager ensures that beneficiary cards and lists for beneficiaries to sign for receiving their beneficiary cards (Form 4) are printed and sent to DSWO
* The Programme Manager ensures that payment schedule (Form 6) is processed by the data bank and send to the delivery agency and to the DSWO.
* The DSWO trains CPC focal persons and head men of the respective ward and hands out beneficiary cards to the CPC focal persons

*Slide 5:* Beneficiary cards (cont….)

* The CPC focal persons inform beneficiaries of approval, hands out beneficiary cards and informs beneficiaries on date and venue of the first payment
* The DSWO registers heads of household and their proxies on Form 5, and sends the form to the MIS for processing
* In case the transport of the head of household requires money, these costs will be refunded by the DSWO.
* The DSWO together with the delivery agent organize the first meeting of the beneficiaries and the first payment

##

*Slide 6:* Payment Delivery Process: *Organisation of payment meetings*

A meeting of all beneficiaries is organized by the DSWO on ward level. This occasion is used to inform beneficiaries on key parameters of the programme**:**

* Why they have been approved (targeting criteria)
* How the volume of transfers has been calculated
* How, where and when they will receive their transfers
* How they should use the money
* Whom they should approach in case of complaints

***Slide 7:* Payment Delivery Process:****Organisation of payment meetings (cont….)**

* At the beneficiary meeting heads of household who have difficulties to travel to the pay point (e.g. too old or disabled) are asked if she or he needs aa alternate.
* If yes, the DSWO documents the names and ID numbers of the representatives in Form 5 and enters them subsequently in the district level and national data banks
* The DSWO will hand out the cards for the alternates at the second pay-day.

***Slide 8:* Post-payment**

* Central Office informs DSWO on beneficiaries that failed to collect their payments (Form 7).
* DSWO then has to follow up and to report to DSW why household has not collected payments (see chapter 5).
* In case a beneficiary household has not collected its payment for 5 successive cycles, the household is removed from the programme.

## Graph 2: Flow Chart of the Enumeration, Selection, Verification, Approval, Registration and Payment Process

1. Enumerators collect demographic and socio-economic data from all households and fill in Form 1

2. Targeting agent ensures that data from Forms 1 are cleaned and transferred to MIS data bank

3. MIS unit sends preliminary beneficiary list (Form 3.1) to DSWOs for verification and runs exception reports to identify targeting errors

4. DSWOs verify Form 3.1 to identify inclusion and exclusion errors (with CPCs) and send results (Form 13) to Programme Manager

**5. Programme Manager instructs Targeting Agent to follow up on verification results and to provide improved data set to MIS unit**

6. Based on improved data set from Targeting Agent Programme Manager approves eligible households (Form 3.2)

**7. Programme Manager prints beneficiary cards and transfers funds & payment schedule (Form6) to delivery agent**

8. DSWO gives beneficiary cards and information on venue and date of first payments to CPC

 10. DSWO and delivery agent organize launch and payment process

9. CPC informs beneficiaries on approval and on first pay day

##

## **Session 3: Other Issues**

# Slide 1: Response to observations regarding child protection issues (Form 2)

1. The Team Leaders will submit the filled in Forms 2 as soon as possible to the DSWO.
2. DSWO will list the Forms 2 received in Form 2.1 and will follow up within statutory protocols
3. DSWO uses Form 2.1 for systematic follow up and referrals and for reporting on action taken to PSWO (with copy to National Programme Manager)
4. PSWO supervises and verifies response by DSWO with regard to child protection issues observed by enumerators
5. National Program Manager has the overall responsibility for the follow up of child protection issues observed by enumerators

***Slide 2:* Changes in the structure of the beneficiary households**

* If the head of the household dies or gets too sick to be acting as household head, or leaves the programme area, the CPC focal person has to inform the District Office immediately using Form 9
* The District Office will have to respond to this change by choosing from the following options:
* In case the head of a one-person beneficiary household dies, a household moves out of the program area or a household dissolves completely, transfers have to be discontinued
* For multi-person beneficiary households in which the household head dies or becomes too sick to remain as head of the household and there is somebody else who could take over (e.g. the eldest child), a new Form 1 has to be filled in by a Social Services Officer. Respective information is send to the DSW Program Manager, captured in the data bank and will lead to corrections in the next payment schedule.
* In case the transfers are discontinued, the beneficiary cards and the ID cards have to be returned

***Slide 3:* Survey of non-beneficiary households**

* Non-beneficiary households are surveyed as described in chapters 3.1 and 3.2, paragraphs 1 and 2.
* Processing of survey data results in Form 3.1 that shows for all non-beneficiary households, which households are classified as eligible according to the survey results and which are not

***Slide 4:* Verification of survey results by CPCs**

1. DSW/MIS sends Forms 3.1 resulting from both surveys to DSWOs
2. DSWOs retrain ward level CPCs on targeting criteria
3. DSWOs give to CPCs Form 3.1 of the **current beneficiary households** and ask them to check, if all current beneficiary households have been classified correctly with regard to the criterion labour constrained
4. DSWO lists all current beneficiary households that according to the CPC have not been classified correctly with regard to the criterion labour constrained.
5. For these households DSWO requests DSW/MIS to print and send Form 12
6. DSWO lists all **non-beneficiary households** that according to the CPC have not been classified correctly with regard to their eligibility.
7. For these households DSWO requests DSW/MIS to print and send Form 12.

**Slide 5: Verification of survey results by DSWOs**

* DSWOs visit all households where the CPCs disagree with the classification in Forms 3.1 both for current beneficiary households and for non-beneficiary households.
* The verification is done by comparing the data of the respective household in Form 1 (summarized in Form 12) with the reality observed during the verification visit.
* The results of the comparison are documented on Form 12.
* For households that have been classified as non-eligible in Form 3.1 but have been found to be eligible when administering Form 12 a new Form 1 has to be filled in by the DSWO.
* DSWO lists in Form 13 all households that have been wrongly classified in Forms 3.1 and sends Form 13 and all Forms 12 listed in Form 13 and all Forms 1 that have been filled (in bullet 2 above) to DSW/MIS for entry.

**Slide 6: Communication of retargeting results**

* DSWO conducts a retraining of CPC focal persons and village heads and informs them on the result of the retargeting.
* A meeting of all beneficiaries is organized where the DSWO has to explain:
* Some beneficiaries have graduated because they are no longer labour constrained.
* For most beneficiaries the payments continue because they are still labour constrained. However, their payments have been adjusted to their present number of household members and they will receive new beneficiary cards reflecting these changes
* New beneficiaries have to receive all the information on the programme that has been given at the HSCT launch (see Chapter 3.3).

# Session 4: Implementation structures where DSWO has a Role to Play

***Slide 1:* Provincial offices**

* The officers on provincial level will guide, supervise and control the implementing District Officers.
* They will in particular supervise and verify the response of DSWOs to the observations that the enumerators have made with regard to child protection issues and how DSWOs manage the complaints mechanism.
* They will receive copies of the quarterly monitoring reports submitted by the DSWOs and will have to perform quarterly monitoring and assistance visits to the districts
* In order to perform these tasks, the provincial officers require intensive training and a respective budget.

##

***Slide 2:* District offices**

The District Offices have the overall responsibility to ensure that all district level stakeholders implement the programme in a cost-effective, reliable and timely way in accordance with the Manual of Operations. In detail this involves:

* + - Plan, monitor and report on all activities of the programme
		- Supervise the private service providers that have been contracted for targeting and delivery
		- Train enumerators and sub-district structures to perform their tasks in the targeting process
		- Perform a number of tasks in the approval, verification, delivery and administration process

***Slide 2:* District offices (cont….)**

* + - Conduct verification activities in accordance with the Manual of Operations
		- Coordinate referrals triggered by child protection issues observed during the process of targeting and administration of changes in beneficiary households
		- Receive, document and follow-up complaints from beneficiaries and from the community at large
		- Take corrective action in case of any problems that may occur.

***Slide 3:*** ***Ward level Child Protection Committees (CPCs)***

At ward level the CPCs assist the DSWO with regard to the verification of targeting results, informing beneficiaries, monitoring the payment process, counselling beneficiaries, and informing the District Office in case of the death of the head of a beneficiary household.

# Session 5: Records to be kept by the DSWO

***Slide 1:* Records to be kept in hard copies**

Records are mainly kept in the district data base. Data to be kept as hard copies are listed below:

**1. For each ward** the DSWO has toadminister a file that has dividers for filing the following documents:

* **A list of the CPC focal persons** giving names, functions, villages and (if possible) the number of a telephone where they can be reached
* **A divider for filing the copies of Form 4** (receipt of beneficiary cards)
* **Copies of Form 7** (Follow up of beneficiaries that did not collect transfers)
* **Copies of Form 7.1** with attached uncompleted Forms 1
* **Copies of Form 9** (Change of household structure)
* **Copies of Form 10** (Change of representative)
* **Copies of Form 11** (Exclusion of a household)
* **Copies of Form 12** (Household level verification)
* **Copies of Form 13** (Ward level verification summary)

***Slide 1:* Records to be kept in hard copies (cont….)**

* **A file for the results of follow ups regarding child protection issues** (Forms 2 with Form 2.1 as cover page)
* **A file for recording complaints and the follow-up activities performed**
* **A file for copies of the Bi-Monthly Monitoring Reports**
* **A file for programme related correspondence** (with dividers for DSW national level, DSW provincial level, targeting agency, delivery agency, etc.)

 Group work ? need to devide this module into sessions that have activities after each session

NATIONAL DROUGHT FUND

ACCOUNTING PROCEDURES

TRAINER’S MANUAL

# MODULE 1:

## **Session 1:** Overview of National Drought Relief Fund

***Objective:*** To familiarise participants with the National Drought Relief Fund and its accounting procedures

**Expected results**

By the end of the session participants should:

* Have grasped the link between the National Drought Relief Fund and its accounting procedures;
* Be able to explain the accounting procedures in the context of the Public Finance Management Act, Chapter 22:19; and
* Have an appreciation of the purpose of the National Drought Relief Fund.

**Materials:** Copies of the National Drought Fund Accounting Procedures

***Methodology:*** Presentation and plenary discussions

**Presentation (**responsive PDFs)

***Slide 1:* What is the National Drought Relief Fund?**

* It is the vehicle through which Treasury allocates and disburses funding for the National Drought Relief Programme; and
* It is administered by the Secretary for Public Service, Labour and Social Welfare for purposes of accounting for remittances and payments under the Food Deficit Mitigation Strategy.

***Slide 2:* What are the legal underpinnings of these Accounting Procedures?**

* The Accounting procedures are drawn from the operational guidelines of the Fund as provided for in the National Drought Fund Manual in conjunction with: the Public Finance Management Act, Chapter 22:19; Procurement Act Chapter 22:14; and Treasury Accounting Instructions.
* The Manual outlines the steps to be followed on the receipt and disbursement of National Drought Relief funds to programme activities.

***Slide 3:* What is the main source of drought relief funds?**

* The National Drought Fund is wholly funded by Treasury through the Food Deficit Mitigation Strategy budget line.
* Treasury disburses the Fund allocations into the National Drought Fund Account held at the Reserve Bank of Zimbabwe. The Account is administered by the MPSLSW.

## Session 2: Flow of Funds

**Objective:** To familiarise participants with the Drought Relief flow of funds

**Expected results:** By the end of the sessions participants should able to:

* summarise the flow of funds schematically;
* explain the process of transferring of funds from the national account to district accounts; and
* explain the accounting procedures for the District Drought Relief Accounts;

***Slide 1*: Flow of funds**



***Slide 2:* Transfer of funds to district accounts**

* The section responsible for Drought Relief at the MPSLSW head office prepares a provincial and district fund allocation schedule based on evidence of vulnerability established through the Zimbabwe Vulnerability Committee Assessments.
* The Finance Section transfers the allocations to individual District Drought Relief Accounts.
* All districts are advised about the disbursements through their respective provincial offices.

***Slide 3:* Provincial Drought Relief Accounts**

* The Account receives funds to resource the provincial programme monitoring functions
* The provincial offices account for the funds according to Treasury instruction

**District Drought Relief Accounts**

* Every district should have an active District Drought Relief Account held with a local bank.
* The signatories to the account are:
	+ District Social Welfare Officer;
	+ District Development Coordinator; and
	+ Accountant or any other senior officer assigned to that role.

***Slide 4:* Accounting procedures for the District Drought Relief Accounts**

* On reflection of disbursement in the account, the DSWO accountant issues an acknowledgement receipt and updates cashbook accordingly;
* The DSW Officer the District Drought Relief Committee (DDRC) of the receipt to facilitate planning and grain distribution;
* The District Drought Relief funds can only be used for prescribed purposes that include:
	+ Transportation of grain from GMB to ward distribution centres;
	+ Subsistence allowances for DDRC members;
	+ Printing and stationery;
	+ Fuel requirements and vehicle maintenance; and
	+ Finance charges.

***Slide 5:* Accounting procedures for the District Drought Relief Accounts (cont…)**

* Provincial and DSWOs as the secretariats to the respective Drought Relief Committees:
	+ Give guidance on proper maintenance of drought relief grain disbursement and beneficiary registers; and
	+ Release orders for signing by GMB.

## Session 3: Group work

**Objective:** To acquaint participants payment verification and reconciliation

**Expected results: By the end of the session participants will be able to:**

* Verify payment vouchers for authenticity; and
* Complete month-end and year-end returns.

**Group 1: Authentication of payment vouchers**

Discuss the authentication of payment vouchers. What constitutes and authentic voucher? What challenges do DSWO encounter with the authentication of vouchers?

**Group 2: Month end and year end accounting procedures**

Discuss the month and year end procedures required in accounting for the drought relief funds. What are the challenges encountered by the Provincial and DSW Offices with the monthly and annual accounting requirements?

**Plenary Session**

Group representatives are given up to 10 minutes each to present the group discussions. Each presentation is then subjected to plenary discussion.

**INTRODUCTION TO THE NATIONAL CASE MANAGEMENT SYSTEM**

**SESSION 1: Case Management Process**

**Session Aim: Participants are introduced to the Case Management System Process**

**LEARNING OUTCOMES:**

* Define case management and know what a case is.
* Distinguish the case management process in use from the processes used in old practice.
* Explain the role of Social Welfare Officers in Child Protection and Safeguarding
* Describe the case management process in the case management guidelines

**MODULE DURATION:** 2 hours and 45 min

**Module Introduction (5 minutes)**

* This module lays the foundation for the following modules in the training, which go into each step in the case management process in detail.
* SHARE the module aim, learning outcomes using the slide 2

# **Session 1: Defining Case Management**

**LEARNING OUTCOME** - By the end of the exercise participants will be able to define case management and know what a case is.

**Give participants 5 minutes to discuss in pairs and note down:**

1. What case management means to them? Why we do it? **WRITE** participants’ comments on flip chart.
2. Why do we do case management: [ Facilitator states possible origins and context]

Once participant has gone through of the definition, come close to it or tried very hard to do so, next slide will be the case management definition and standard using the PowerPoint slide – Defining Case Management.

**FACILITATOR STATE that -** In Zimbabwe Child Protection and Safeguarding interventions across all sectors must be guided by the National Case Management System for Welfare and Protection of Children which was finalised in 2014. The Case Management System is the Government of Zimbabwe’s preferred approach to implement legislation and policy guidance that respond to Child abuse and Neglect cases. The BEAM, AMTO, Drought relief case when it comes to children’s cases are also handled in terms of the case Management as part of the continuum of care.

**FACILITATOR EXPLAIN** > That the role of the Child Protection staff includes **promoting** child welfare; **preventing** abuse of children; **responding** to and **rehabilitating** children who have suffered abuse. The Social Work profession is part of the broader social welfare workforce, which consists of many different actors with different roles, functions, competencies and skills working in child protection and safeguarding.

**FACILITATOR SHARE > THAT** in Zimbabwe Child Protection and Safeguarding interventions across all sectors must be guided by the National Case Management System for Welfare and Protection of Children which was finalised in 2014. The Case Management System is the Government of Zimbabwe’s preferred approach to implement legislation and policy guidance that respond to Child abuse and Neglect cases. The legislation underpins the functions of the Probation Officers include the following:



# **Why Case Management System?**

**FACILITATOR SHARE > Slides on -Why Do we do Case Management? And When to Use Case Management System?**

* To organise and carry out work, in a standard manner
* So that cases are handled in an appropriate, systematic, and timely way. This applies to any case that comes though the front of the Department of Social Services and it includes all Social Protection and Child Protection and Safeguarding cases in accordance with programme objectives. It is expected that all cases of Adoption, Fostering, Child in Need, and recipients of BEAM, Drought Relief, Assisted Medical Treatment Order are handled through the Case Management System.
* NB\*\*\* Case Management is a way of doing work

**FACILITATOR SAY > Case management services provide:**

* A common strategy for addressing cases, so practitioners can also apply the Case Management in cases of adult welfare programmes, Disability and Pauper Burial.
* Ensures quality, consistency and coordination in services.

**FACILITATOR SAY >** To help us understand what case management is, the case management guidelines share with us some **Core Characteristics** of case management.

**FACILITATOR SHARE Slide** with Assessment Framework Triangle And Participants to read carefully the 3 dimensions



**FACILITATOR > Highlight** that children are not considered in isolation from family and community - case management is **family focused**, but child centred. We should ensure that concerns are addressed systematically in consideration of the **best interests of the child** and building upon the child and family’s natural resilience. State that the process should involve **children’s meaningful participation** and family empowerment throughout.

**FACILITATOR STATE >** that all Case Management work should be within a formal / and statutory system

**FACILITATOR > Highlight** that the Probation Officer - case worker also called a key worker is responsible for coordinating the actions of all actors, ensuring the case is managed in accordance with the established process and ensuring that decisions taken are in the best interests of the child.

**FACILITATOR >** Spend a bit more time on point on the slide - Case Management being ***family focused***, but ***child centred***.

**PLENARY DISCUSSION >** Facilitate plenary discussion on the following questions:

1. What do you understand a case to be?
2. Can you give some examples of what you would consider to be a case?
3. Or a situation when you would expect to need to open a case?

**FACILITATOR > SHARE (if useful for discussing the Child Sexual Exploitation case study identified at the HSCT Pay point) the Child Labour definition:**

Child labour is work that is unacceptable because the children involved are too young and should be in school, or because even though they have reached the minimum working age (usually 15), the work that they do is harmful to the emotional, developmental and physical wellbeing of a person below the age of 18.

Many child labourers are victims of the worst forms of child labour (WFCL), such as forced and bonded labour, using children in armed conflict, trafficking for exploitation, **sexual exploitation**, illicit work or other work which is likely to harm their health, safety or morals (hazardous work).

**FACILITATOR > ask the question -** When to Use the Case Management Process?In pairs participants discuss their responses.

**FACILITATOR > discuss that:**

Case management can be used: - In emergency and development settings.

To address a range of issues including:

* Client protection concerns;
* Client with particular vulnerabilities or risks;
* Broader child welfare and social protection concerns.

**FACILITATOR STATE >** Whether we would open a case would depend on the registration criteria an organization or government has put in place, which we will discuss in **Module B: Identification of Child Abuse and Neglect and Response**. The main things to know right now to decide whether to open a case not are: what the abuse is/may be, as discussed in Module B, and whether risks are present.

**FACILITATOR >** to further clarify what we mean when we talk about case management, **stress** the fact that: **Case Management focusses on individual children**, not groups of families or communities, as in the HSCT Pay-point case study. Explain that we will be discussing this more throughout the training.

**Facilitator State** > We are now going to look at the case management process from the case management Operational Manual for Zimbabwe (2014).

**Facilitator SHARE** > the key learning points (on a slide).

# **Session 2 - The Case Management Process[[1]](#footnote-1) (1 hour 30 min)**

**LEARNING OUTCOME** > By the end of this exercise participants will be able to describe the case management process in the case management guidelines.

**Facilitator States >** We are now going to learn and discuss the case management process. We are first going to do an exercise. Then we will have further discussion and presentation as needed. This is a very important session as we are learning the process that it is going to form the structure of the rest of the Case Management System Training.

 **THE CASE MANAGEMENT STEPS**

**Facilitator SHARE** with each volunteer one of the cards marked with a case management step (in the Facilitator Resources - “Identify and Register”, “Assess”, “Case Planning”, “Implement the Case Plan”, “Follow-up and Review”, “Case Closure”). Ensure these are not numbered and not given out in order.

**Facilitator SAY>** You need to negotiate and discuss between yourselves, asking the other participants to help if needed, the order you think these different steps are supposed to be taken in. Then you need to arrange yourselves in the order you think is correct.

**Facilitator SAY** > (To the other participants in the room) Do you agree with the order they have placed themselves in? Re-organise if necessary so that they are in the following order):

1. Identify and Register 4. Start Case Plan

2. Assess 5. Follow-Up and Review

3. Case Planning 6. Case Closure.

**Facilitator SHARE** > you’re the slide on Case Management System process as shown below and explain the different elements of the Case Management System.



**SHARE the handout – Session 2 -** The Case Management Process, which provides a diagram and very brief explanation of each step in the process. Powerpoint on the following on slides:

**Case Identification and referral process**

* Client experiencing or vulnerable to risks that can be addressed through case management services. Cases can be identified through a variety of paths.
* Case management agencies Chief being the Department of Social Welfare (and Child Protection Systems) should develop criteria
* to help guide identification
* raise awareness on these with the community

 **Registration/ Intake**

Is when a child’s needs correspond to the criteria set. Registration involves:

* Giving information and seeking informed consent
* Taking standard registration information

An initial assessment should be conducted

**Assessment**

* An Assessment is a Systematic evaluation of the situation of the child. An assessment considers:
* Vulnerabilities, risks and harm factors, harm factors and best interests of the client
* Protective influences, strengths and resilience of child and family.
* In emergencies: this may be a relatively quick and straightforward process concentrating on basic needs (for example medical needs, food and shelter).
* A comprehensive assessment is then conducted to gain a holistic understanding of the child’s situation. So, an assessment is a process you do not necessarily have to wait for it to be completed before you give urgent help required, the process is on-going.
* The assessment process should be completed within 7 days of the date of the intake (According to Operation Manual guidelines page 58)



**PLENARY DISCUSSION >** The case management guidelines recommend that an initial assessment is undertaken when the child is identified and registered.

**Facilitator Ask>** Participants Why do you think this might be necessary? Or if we are doing this why would a comprehensive assessment also be necessary?

* Why an initial assessment is needed - So that urgent issues can be spotted and responded to before waiting until a comprehensive assessment and case plan to be able to respond / start the case plan.
* Why comprehensive assessment is then also needed - We might not identify everything at registration / initial assessment so comprehensive assessment is also needed
* Assessment should be an on-going process - You don’t have to do just one assessment

**A case plan:**

**Facilitator State**> that a case plan:

* Is based on the assessment
* Involves the child and family

**Facilitator State**> that an Assessment is a **Systematic evaluation** of the situation of the child. An assessment considers:

* Vulnerabilities, risks and harm factors and
* Protective influences, strengths and resilience of child and family.

**Facilitator State**> that **In emergencies:** this may be a relatively quick and straightforward process concentrating on basic needs (for example medical needs, food and shelter). Children in Need.

A comprehensive assessment is then conducted to gain a holistic understanding of the child’s situation. So, an assessment is a **process** you do not necessarily have to wait for it to be completed before you give urgent help required, the process is on-going.

**Purpose of Case Plan**

The case plan identifies and tries to answer the following in Case Management:

* **What** should happen (to meet identified immediate, short, medium and long-term needs)
* **Who** should to it?
* **When** they should be done?

 **Implementing the Case Plan**

* All services should be provided in terms of a plan which means (what, who, when?)
* Work with child, family and other actors (as needed/consented to) to take action to realise the case plan.
* Direct support and services: Provided by the caseworker (e.g. information, advice) and services directly obtained.
* Referrals: to other agencies or service providers.
* When appointed

**Follow-Up and Review**

**Follow-Up**: Checking a child and family’s needs are being met throughout the case management process.

**Review:** Reflecting on the case plan’s implementation

* Are objectives being met?
* Does the plan remain relevant?
* If not, how to adjust it?

**Case Resolution**

* The point at which work with the child ends – end of the Plan as well.
* Criteria for case resolution should be set locally.
* Case resolution should be authorised by a manager/supervisor.

**Facilitator Ask >** Are all cases resolved or not. Note the absence of a formal position on this issue.

**Key Learning Points**

Case management is a process that usually follows six steps:

1. Identification and registration; (Intake)

2. Assessment

3. Case planning;

4. Implementing the case plan

5. Follow-up and review;

Case Management is the way we do work in the Department of Social Welfare.

Emphasis is on partnership work and collaboration – pulling resources together.

# **CASE RESOLUTION**

**PLENARY DISCUSSION > when can you close a case?**

**FACILITATOR SAY** > A case may also be resolved in the event of the death of the child, although an analysis should be done into the circumstances of the child’s death to ensure that no other children are at risk.

**Facilitator Say >** Remember any case work process is a contract and any contract comes to an end at some point but that end should clear to both parties.

**FACILITATOR SAY** > Case resolution is the last of the case management steps but an incredibly important one. If we do not resolve cases we are not able to: Keep track of our work Start new cases Give children and families a sense that they have achieved their case plans.

Case resolution requires certain processes to be followed including communicating the step to the child and family and evaluating the whole intervention.

**FACILITATOR SAY >** This is the end of Introduction for Case Management Process. The module should have introduced you to the core elements of the case management process, and you should now be comfortable with appraising how the case management process where you work / have worked compares with the process described in the case management guidelines (Operational Manual). Future Case Management Training will look at each step in the process in more detail.

* 1. Criteria must be set to guide who is registered
	2. Timeframes should be set within which steps should be completed.

# **Session 2. Case Management Principles**

**LEARNING OUTCOME >** By the end of this exercise participants will be able to describe the set of principles in the case management guidelines.

**Facilitator SAY**> We now want to explore each of the case management principles, including how they may be applied in the contexts where you are working. These principles form the foundation of your case management practice and will be considered throughout the rest of the training as well as in this module.

# **Exercise 1: Case Management Principles**

**SHARE** the first set of principles using slides – Case Management Principles. Congratulate participants for coming up with any correct/almost correct principles. Do not explain any principles - this comes later. The list below are the Case Management Principles.

* Prioritize the Best Interests of the Child
* Child’s right to be heard and views taken seriously
* Non-Discrimination
* Do No Harm
* Ensure Accountability
* Based on Sound Knowledge of Child Development & Child Rights
* Provide Culturally Appropriate Processes and Services
* Seek Informed Consent and/or Informed Assent
* Respecting Confidentiality & Sharing Information on a Need to Know Basis
* Maintaining Professional Boundaries & Addressing Conflicts of Interest

# **Exercise 2: Principled Reflection and Explaining the Principles (10 minutes)**

**LEARNING OUTCOME >** By the end of this exercise participants will be able to apply the principles to situations relevant to where you work.

**SHARE** Slides again and point to the 10 principles as given in the Operational manual.

**FACILITATOR SAY >** You are going to discuss what these principles mean and how they relate to your work / where you work. Participants will be provided with a handout from the case management guidelines to explain the principles as set out in the **Operational Manual page 18 - 20.**

**FOOD DEFICIT MITIGATION STRATEGY (FDMS)**

**TRAINING MANUAL FOR TRAINERS**

Contents

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# Session 1: Presentation

**Objective:** To acquaint participants with the policy underpinnings of the FDMS

**Expected results:** By the end of the presentation participants will be able to:

* Distinguish the FDMS from the food assistance programmes that operationalise the strategy;
* Identity the food assistance programmes that fall under the realm of the FDMS;
* List the objectives of the FDMS;
* Understand the rationale behind the phased cycle of FDMS intervention implementation; and
* The district, ward and beneficiary targeting guidelines of the FDMS.

**Powerpoint Presentation**

##

## What is FDMS?

***Slide 1:* The concept**

The FDMS is a Government strategy of harmonising food assistance to vulnerable groups during the food deficit periods of the year. It provides the framework for synchronising food assistance programmes to vulnerable groups to ensure effective targeting and efficient distribution of food assistance to the drought-affected regions and households.

***Slide 2:* The concept (cont….)**

It is important to understand that:

1. The FDMS is what it is – a strategy and not a programme;
2. The FDMS does not replace the existing food assistance programmes including: Public Works Programme; Cash-for-Assets programmes; Input Distribution Schemes; nutrition support programmes; and other lean season assistance programmes. The FDMS provides a framework for their synchronisation and harmonisation;

***Slide 3:* Objectives of the FDMS**

* Mitigate the effects of drought bon non-labour constrained households through public works/cash transfers and food-for-assets programmes;
* Avail free food assistance to labour-constrained households;
* Increase food access by non-resource constrained households through improved market distribution; and
* Mitigate the impacts of future droughts through the rehabilitation of existing irrigation schemes.

## The four (4) phased cycle of FDMS interventions

|  |  |
| --- | --- |
| **Period** | **Activities** |
| **April to June** | **Harvests, Assessments and Programming** |
| **July to September** | * **Productive Community Works Programmes/Cash/Food-for-Assets Programmes**
* **Input support schemes (Crop, livestock)**
 |
| **October to December** | * **General vulnerable group feeding programmes**
* **Input support schemes (Crop, livestock)**
 |
| **January to March (PEAK DEFICIT PERIOD)** | * **General vulnerable group feeding programmes**
 |

**The period July to December will also be complemented with input distribution in order to promote household and national food security**

**Activity 1:**

1. Using the cycle outline on page 3 of the operational manual, discuss the rationale for scheduling the FDMS prgrammes in the given timeframes.
2. Discuss why it is critical for government and donor-supported food assistance interventions should co-exist in the same ward.

**Presentation (**continued**)**

***Slide 5:* Targeting and selection**

* The FDMS encourages evidence-based targeting of food assistance interventions.
* Districts should be selected based findings of key vulnerability assessments including the Crop and Livestock Surveys; ZimVAC surveys; national nutrition survey; etc.
* Within the selected districts, the District Drought Relief Committees will select participating food insecure wards using the May-June ZimVAC results.
* At community level, beneficiary non-labour constrained household will be selected mainly from self-nominating households.

***Slide 5:* Targeting and selection (cont…)**

* The selection process is refined to prioritise non-labour constrained:
	+ Female-headed households;
	+ Elderly headed households;
	+ Large households caring for orphans;
	+ Households headed by PWDs; and
	+ vulnerable and disadvantaged households.
* Free cash/food assistance programmes will prioritise:
	+ Child-headed households;
	+ Households with chronically ill member(s);
	+ PWDs; and
	+ Households headed by elderly persons.

**Activity 2**:

Discuss the practical implementation of the community level food assistance selection guidelines. What variations are in operation and why the variations?

# Session 2: Identification and supervision of works

**Objective:** To familiarise participants with the processes, collaborations and engagements in the creation of community assets under the FDMS

**Expected results:** By the end of the session participants will be able to define and identify:

* community assets that are amenable to food assistance interventions; and
* stakeholder roles in the creation of community assets under food assistance programmes.

**Activity 3: Group work**

**Group 1**

**Discuss:** What are community assets? List community assets that are amenable to community assets creation approaches under the FDMS? What are the roles of the DDRC, WDRC and VDRC in the identification and execution of the works? What are the sustainability challenges encountered with assets created under FDMS programmes?

**Group 2**

Discuss the roles of Government technical departments in the support to, and supervision of community asset creation programme interventions under the FDMS? What challenges do communities encounter in working with Government technical departments in the implementation of community asset creation activities under the FDMS? Compare and contrast Government and donor technical assistance to community asset creation projects?

**Group 3:**

Discuss the: coordination; technical; financial management; and logistical roles of the District Social Welfare Offices in supporting district level stakeholders, donor IPs and communities in implementing community asset creation interventions, as well as in implementing free cash/food distribution programmes.

1. 27. This exercise is adapted from the Caring for Child Survivors training package, Thompson, H. for UNICEF and the International Rescue Committee.. [↑](#footnote-ref-1)