

HUMAN RESOURCES CAPACITY BUILDING

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Partnerships for Every Child

The need of capacity-building

- Variable nature of social problems.
- On-going evolution of knowledge and experience in the implementation of new social services.
- International ownership and amendments of the legislation.
- Diversification of social services.

Context

- 2004 – work group on professional development (MLSPF, ME, and 4 universities that train social assistants).



- Training needs assessment of social services providers, universities that train social assistants, and NGOs;
- Analysis of the training courses;
- Identification of target groups and development of the national training program;
- Improvement of University professional training courses in order to unify the curricula of fundamental disciplines.

Context

- **Professional standards in social assistance:**
 - Social Assistant's ethic code (2005, Association for the Promotion of Social Assistance in the Republic of Moldova);
 - Job Description form of the Community Social Assistant (2005, Collegium of MLSPF);
 - Job Description of the Social Worker (2005, Collegium of MLSPF);
 - Framework regulation on the attestation of professional skills of SA and SW (2005, Collegium of MLSPF).

Context

- **2007-2008 – National initial training program:**



laying theoretical and practical foundation for the social assistance activity and development of new services

- **2009-2010 – National on-going educational program:**



consolidation of basic competences, development of specialized competences in child protection

Preparing the capacity-building

process

- **Objectives of capacity-building activities**

- Strengthening existing capacities

- Developing new professional skills

Preparing the capacity-building process

- **Target groups**

- Representatives of CPA and LPA
- Representatives of SAFFPD, DE, PC, medicine
- Members of Gate-Keeping Commission
- Community-social assistants/supervisors
- Staff of day care and temporary placement centres
- Teaching staff from mainstream schools
- Staff of residential institutions
- Children – members of ABC
- Children from residential and mainstream schools

Preparing the capacity-building process

- **Assessment of training needs**

Survey December 2010-Februaru 2011 (140 pers)

- Questionnaires, semi-structured interviews, focus groups
- Specific professional attributions
- Professional problems
- Gaps in knowledge and practical work skills
- Training requests

Preparing the capacity-building process

- **Training needs assessment**

- Different levels and degrees of qualification and experience among the staff



1. **Common** training needs (case management and case referral mechanism, legal framework, identification of community needs, community mobilization, professional supervision, inclusive education, etc.)
2. **Specific** training needs (FC, Child's Helpline, quality standards for residential institutions, etc.).

Preparing the capacity-building process

- **Methodology guides**

Training strategy



- Support the deinstitutionalization process,
- Early identification and elimination of risks of child separation from family,
- Development of family support and alternative services,
- Targeting cash benefits to the most vulnerable families with children,
- Closure/transformation of residential institutions.

Preparing the capacity-building process

- **Methodology guides**
 - Training program
 - Curriculum for on-going training of community social assistants, in social protection of children and families in difficulty
 - Curriculum for on-going training of the SAFPD specialists in social protection of children and families in difficulty

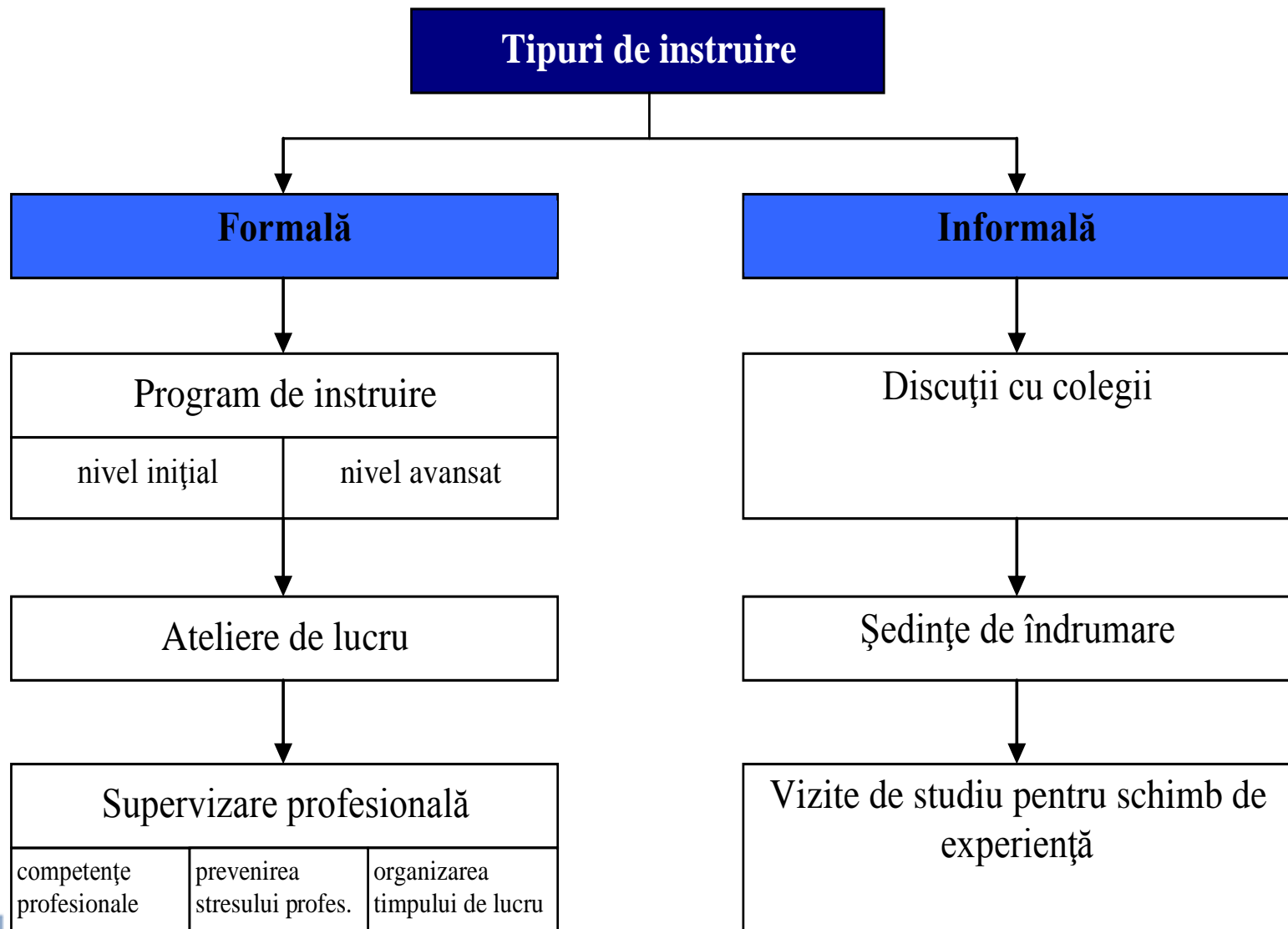
Preparing the capacity-building process

- **Methodology guides**
 - Training curriculum for decision makers, covering aspects of social protection of children and families in difficulty
 - Training curriculum for teaching staff of residential schools, in the context of the residential care system reform
 - Curriculum pentru formarea membrilor CCC
 - Curriculum for teaching staff of mainstream schools, in inclusive education

Preparing the capacity-building process

- **Methodology guides**
 - Curriculum for the capacity building of the Temporary Placement for Children in Sculeni, Ungheni
 - Training curriculum for the Child's Helpline staff (raion service)
 - Initial training curriculum in fundraising
 - Training materials

Implementation of the capacity-building process



Implementation of the capacity-building process

Decision-makers:

- The need of the child residential care system reform
- Aspects of prevention and early intervention
- Social services monitoring and evaluation methodology
- Ways of child participation in decision-making
- Introduction to relations with mass-media
- Budgeting of the social sector and argumentation of the planned expenses
- Social contract and partnership
- Analysis of the quality and impact of social services over the child's situation

Implementation of the capacity- building process

SASFPD specialists:

- Main methodology of work with cases of children and families in difficulty
- Communication. Conflict prevention and solution. Professional stress prevention
- Work with persons with impaired health: mental, tuberculosis, HIV/AIDS
- Early intervention system
- Professional supervision mechanism: experiences, problems, possibilities for improvement
- Alternative services consolidation
- Preparing children and families for reintegration

Implementation of the capacity- building process

Community social assistants:

- Reintegration of children from residential care
- Methodology of social support service for families with children
- The community social assistant's work with families with children
- Monitoring of the children placed into FC
- Implementation of the case management methodology in child reintegration

Implementation of the capacity- building process

Community social assistants:

Supervision

- Quality of the implemented activities and optimum conditions self-fulfilment and development
- Psycho-emotional support and assistance in efficient organization of the work time

Implementation of the capacity- building process

The staff of the residential institutions:

- Change management
- Types of social services
- Organization and functioning of FC service
- Work with children
- Communication, prevention, and solution of conflict situations
- Ensuring child participation in the decision-making process

Implementation of the capacity- building process

Teaching staff

- Organization of the educational process from the perspective of inclusive education
- Methodology aspects of work with a child with SEN
- Development of the IEP
- Supervision

Implementation of the capacity- building process

The members of the multidisciplinary team:

- Inter-sector collaboration on prevention, identification, evaluation, and intervention in cases of child abuse and neglect
- Mobilization of community resources and building partnerships with the service providers
- Monitoring and evaluation of inter-sector cooperation

Implementation of the capacity- building process

Staff of Sculeni temporary placement centre:

- Organization and functioning of the new reorganized service, work procedures
- Minimum standards of quality
- Strategies to ensure child's protection from abuse
- Communication with children
- Service management and capacity building of the staff

Implementation of the capacity- building process

Decision makers and specialists from all raions of the country:

- Study visits for relevant decision makers and specialists from all raions of the country (32 raions) to the project's pilot regions:
 - Stages of the reorganization process of residential institutions
 - Prevention and FS services, alternative services
 - Model of inclusive school
 - Mission and activity of the gate-keeping commission and its role in the prevention of the child's separation from family
 - Participation of children in decision-making

Implementation of the capacity- building process

Advisory Boards of Children:

- National legal and institutional framework on children's rights
- Monitoring and evaluation of social services
- Advocacy strategies
- Child care system. Effects of institutionalization on children and the importance of child's attachment
- Social services for family with children
- Child abuse. Identification of child abuse cases
- Monitoring and evaluation of social services
- Methods to collect information among peers

Implementation of the capacity- building process

Children from residential and from mainstream schools:

- Self-confidence. Management of emotions
- Rights of children
- Self confidence and trust for those around
- Efficient communication
- Acceptance and tolerance
- Life skills and professional orientation

Implementation of the capacity-building process

No. of persons and training hours

Unități de personal din serviciu / instituție	Nr. de persoane	Nr. de ore de instruire pe persoană
Specialiști din cadrul DASPF	17	192
Asistenți sociali comunitari	112	220 (din care 116 ore de supervizare)
Personalul centrelor comunitare	58	16
Factori de decizie, reprezentanții programelor sectoriale	17	112
Angajații instituțiilor rezidențiale	94	32
Primari	99	16
Lucrători medicali și polițiști	120	16
Directori instituții de învățământ	300	8
Cadre didactice din școli de cultură generală	302	112
Copii – membrii CCC	54	216
Copii din instituții rezidențiale și din școli de cultură generală	256	48
Prestatorii serviciului SF (nivel național)	1035	24
TOTAL:	2464	1012

Workshops

- Early intervention and inter-sector cooperation (decision makers, specialists)
- Monitoring and evaluation of social services (decision makers, specialists)
- Raion strategies of social services development (decision makers, specialists)
- Guidelines on the Alternative Care of Children. Development of FC service monitoring and evaluation framework (decision makers, specialists)

Study visits

- Study visit to Cahul complex of social services (RC, residential institutions staff, DE, SAFPD)
- Study visit to inclusive schools in Chisinau (CDS, PC, specialiști DE)

Study visits

- Study visit to Great Britain (national decision makers):
 - The structure and systems of child protection in the UK
 - Educational and social services
 - Alternative family-type services
 - Multi-sector systems in child protection and early intervention

Study visits

- Study visit to Great Britain (decision makers and specialists of raion level):
 - Early intervention
 - FC service
 - Child protection
 - Youth participation in key decisions
 - Services for the rights of children
 - Services for children with disabilities
 - Social contract and partnership

Study visits

- Study visit to Sweden (SAFPD specialists):
 - Child's rights protection
 - Social services for families and children

Evaluation of trainers

- **initial** (at the beginning of the program)
- **On-going** (daily)
- **Summary** (at the end of each session) or final (at the end of the training program) correlated to the training program's objectives, trainee's expectations, and factors that may influence learning

Evaluation of trainers

Evaluation tools:

- Evaluation forms to assess knowledge, attitudes, and practices, for decision makers and specialists
- Interview guides for child beneficiaries and parents
- Staff performance evaluation sheets for managers

Impact

- Improved professional skills and quality of social services provided to families and children
- Improved competences and strategic planning, social services budgeting and administration
- Shift of attitudes to beneficiaries and colleagues
- Shift from theoretical knowledge of the work methodology to practical application of knowledge in all aspects of CSA's case work
- Improved knowledge of the CSA, of the case management methodology



Impact

- Multidisciplinaritatea a fost extinsă de la prevenirea, identificarea și soluționarea cazurilor pînă la evaluarea și monitorizarea situației copilului și familiei.
- Diversitatea termenilor profesionali și a metodologiei de lucru pe tot teritoriul țării, care a trecut printr-un proces de unificare coordonat de MMPSF.

Lessons learned

- The leading role of the MLSPF in the process of social assistance system development in the country, development, coordination, and consolidation of the national social assistance network
- Organized process, with training program, based on needs identification, and effectiveness and impact of implemented trainings
- Supervision meetings

Lessons learned

- Professional supervision  overload, time limit, spontaneous, and in most cases, difficult tasks, merger of roles and responsibilities,  efficient use of work time to prevent professional burn out
- Sustainability of the on-going training is problematic. There is no institutionalized on-going training system for all groups of staff (with certain exceptions) and practice of resources planning for on-going training. These activities are performed only within projects, mainly implemented by NGOs

Recommendations

- Capacity building (formal and informal training – round tables, information, seminars, supervision, study visits, etc.)
- Trainers – specialists from pilot raions
- Budgeting of training activities

Recomandări

- Competențele ASC - managementul de caz.
- Competențele ASC - implicarea echipelor multidisciplinare, stabilirea relațiilor de colaborare pentru evitarea situațiilor de asumare totală de către aceștia a responsabilităților pentru soluționarea cazurilor.
- Competențele șefilor SASC, revizuirea supervizorilor.

Recommendations

- SAFPD chiefs – reports on supervision meetings from heads of CSAS
- Professional attestation of CSA
- Motivations – role of supervisor
- Mechanism of professional supervision – all institutions that provide social services and all management levels

Recommendations

- Specialized competences of teaching staff
- Prepare mainstream schools for school inclusion
- Course of school inclusion

Recommendations

- Human resources strategy ← planning of social services development and identification of training needs.
- Regional training centre in social area, unified program approved by the MLSPF
- Institutionalization of professional supervision
- Supervisors ← competence, work experience, desire to share experience

Recommendations

- Parents and mayors in the strategy of LPA training
- Mechanism of recruitment and professional support of specialists in child protection employed in mayoralities
- Differentiation of responsibilities at community and raion levels