

April 2017



ENHANCING THE AUTONOMY OF THE VULNERABLE POPULATION

THROUGH THE “FAMILY DEVELOPMENT” PROGRAM



ACRONYMS/ABBREVIATIONS

E&D: Enfants et Développement – a French Non-Governmental Organization

FD: Family Development

SW: Social Worker

MSC: Multiservice Social Center

Obs.: Observer

Mod.: Moderator

VTIP: Vocational Training and Integration Program

NO: Network Officer

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Foreword

Enfants & Développement (E&D) is among the first French non-governmental organizations founded in Cambodia (in 1984) to help poor children. Since then, E&D has extended its activities to the Philippines, Nepal, Sri Lanka, Thailand, Burkina Faso and Vietnam since 1992 with the mission: Working toward a world where children have access to education, health, cultural and social services; enabling children to develop in peace with their families and communities, without discrimination.

During the period from 2011 to 2014, E&D implemented the project **“Family Development Program”** in Hochiminh, with the aim *“To improve the living conditions of vulnerable children and their families”*. District 8 was selected to be among the first districts to implement the project. From 2014 to 2017, E&D is continuing to implement the project in district 8 and is extending the activities to the Tân Phú district.

The project approach is to apply the principles of professional social work, namely the methodology of **“Family Development Program”** which has been effective in urban settings. The method is successful because it is easy to apply, has low costs, and is practical by improving people's ability to solve problems themselves.

From the application of the general principles of the family development program, E&D has compiled a record of valuable knowledge that contributes to both theoretical and practical application of the method. This handbook **“Enhancing the Autonomy of the Vulnerable Population through the Family Development Approach”** is the result of the knowledge that E&D has obtained throughout the project. In this handbook, we focus on sharing the methods and tools we have used to improve the beneficiaries' problem solving abilities during the family assistance follow-up.

The handbook is divided into the following sections:

- Introduction to the Family Development approach and methodology
- Methods and tools used in the multiservice component of the Family Development program
- Methods and tools used in the vocational – training – integration component of the Family Development program
- References: How to organize a family meeting and improve the capacity to get access to quality services

The **“Family Development”** approach to enhance the autonomy of vulnerable populations has been proven to be effective over the last 10 years. In Vietnam, after 6 years of working on the project, as of March 2017, we have worked directly with 1,600 families and indirectly with 8,000 beneficiaries through training sessions, communication, and information sharing. The success rate, achieved through **the ability to solve problems after the conclusion of the family follow-up, is 70%**.

Additionally, we would like to express our sincere gratitude for the valuable support provided by donors to E&D in Vietnam over the past years: the European Union and AFD. Our special thanks to the Vietnam NGO Coordinating Committee, the People's Committee of District 8, the Ho Chi Minh City Center of Social Work with Children, the Center for Assistance to Disadvantaged Children in Ho Chi Minh and other partners who have facilitated the project to proceed smoothly. We also send our sincere thanks to the families who participated in the project for their trust and close cooperation with the teams of social workers.

Introduction to the Family Development Program

The “Family Development” program involves the social worker working together with the beneficiary’s family to gradually solve the problems that the family is facing. This method was first applied in Brazilian cities in the 1980s and was replicated in India, Madagascar, and the Philippines in the 1990s. The social projects using the "family development" method are usually deployed in slums and shelters in the suburbs around big cities.

E&D applied the "family development" method first in Cambodia in 2004, then in Nepal and in Burkina Faso in 2007. This method has proven to be effective for most vulnerable families living in large urban areas.

Between 2005 and 2009, with the support of Mrs. Nguyen Thi Oanh, Director of Community Development (1931-2009), E&D conducted several surveys to assess the needs and appraise the feasibility of the application of "family development" in Ho Chi Minh.

The application of the "family development" method in urban areas in Vietnam is appropriate for because the rate of migrants from other provinces to big cities is high and migrants always face economic, legal, educational, social-psychological, and health problems. Public and private services in urban areas are numerous but people either lack information and/or are not comfortable accessing these services. Helping people access basic services is clearly within the state's responsibilities.

Therefore, E&D utilizes the "Family development" method to gradually encourage the participation of all family members, making the most of available resources at home and in the community, and to help them become more confident and resolve their problems themselves.

The social workers use two places to meet with the families:

- *The beneficiary's home (home-visits)*: this location is used for those who are not confident to go seek information and support services for family issues.
- *The multiservice social center* in the community: this location is used with more confident, proactive beneficiaries in their search for information and outside support.

The areas of intervention (or multiservices) for family development are:

- Health: child nutrition, maternal health, family planning, etc.
- Administrative: Legal papers, support for making birth certificates, identity cards, household registration, procedures for social welfare allowances, etc.
- Psycho-socio issues: psychological counseling for depression, stress, family conflicts, improved problem recognition, and problem solving.
- Education: scholarships for children, prevention of dropouts and solutions for dropouts
- Economics: business development management, family expense management, etc.

Starting in 2013, E&D widened the area of "Economics" with the addition of the "Vocational Training - Integration" project for youth.

The duration of the Family development process of the Multiservices component as well as of the Vocational Training and Integration component usually lasts 6 to 12 months, depending on the extent of family issues encountered. The follow-up duration should not be too short or too long but tailored for the social workers and beneficiaries to plan together how to solve their problems and help the beneficiaries become more active and confident and eventually find their own solutions to their problems. After phasing out the assistance process, if difficulties arise, the beneficiaries can go to the multiservice social center for further counseling.

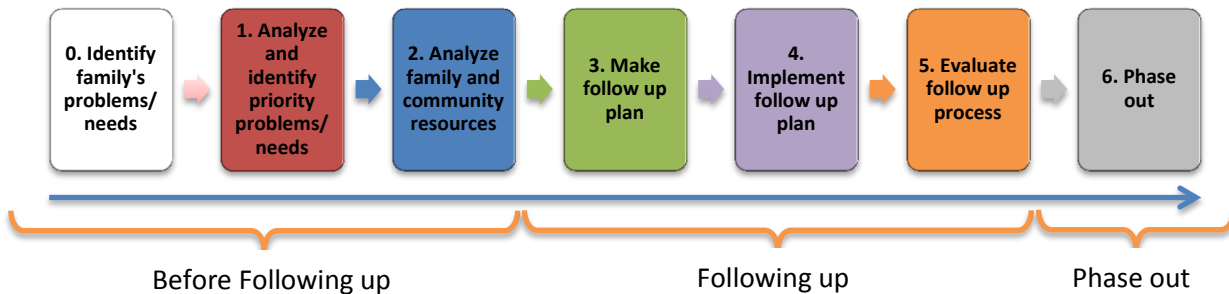
The family development processes, methods, and tools are included in the next sections of this handbook.

Family Development: Multiservices Process



Family development: Multiservices Process

With the goal to **help the families to solve their problems by themselves**, the social worker and the family have to work together and undergo several steps according to the FD process; this consists of 7 phases to ensure the family problems can be solved **effectively and with sustainable results**.



- **Time schedule of the family development phases**

The FD process on average lasts approximately 6 to 8 months, depending to the time needed to address the family's problems. The chart below shows the average duration of each phase of the process.

TIME SCHEDULE OF THE FAMILY DEVELOPMENT PHASES												
DURATION												
Before Following Up						Following up						Phase out
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	1/2 MONTH 7
1,5 month						4-6 months						0,5 month
												PHASE 6
												PHASE 5
								PHASE 4				
							PHASE 3					
					PHASE 2							
			PHASE 1									
PHASE 0												

Each phase of the FD process has the common goal to make the family become more confident in their capacities to solve their problems. Accordingly, each phase has a particular and concrete objective to fulfill within a somewhat flexible length of time. From the above FD time schedule, each phase will be described in detail in the following sections.

I. Phase 0: Identification of Family Needs

Objective: *Help the family identify their problems/needs and at the same time, help the social worker to assess the family readiness level, their cooperative spirit before beginning the FD process.*

During the first 2-3 weeks, the social worker approaches the family in two ways: through home-visits (HV) and meeting at the multiservice social center (the MSC).

Home visits

Home-visits are the primary approach for family identification and selection. In the first 3 or 4 home visits, the social worker can obtain basic information about the family (see ABC Form - time A), the family relationships, identify problems, build the relationships between social worker and family, and provide information about the social workers, the organization, and the FD method.

The social worker has to make many visits in order to reach common goals for this period.

Initial home visit	
Objectives	<ul style="list-style-type: none"> - Introduce the organization, mission/objective, main activities, and benefits of participation - Introduce social workers (roles, tasks, etc.) - Collect initial information mainly through observation - With the family's consent, arrange appointments for subsequent home visits
Methods	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;"> <p>The first home-visit plan is implemented in coordination with local authorities (group leaders, community facilitators, etc.)</p> <p>The map of the area of intervention must be used to plan visits effectively.</p> <p>Collect the family information and reach agreement on the method of contact between the SW and the family.</p> <p>The SW should re-write the road map (especially for houses with no address).</p> </div> <div style="width: 25%; background-color: #e0f2f1; padding: 5px;"> <p style="text-align: center;">Tools and Forms</p> <ul style="list-style-type: none"> - Leaflets - List of families for HV - Map of the area of intervention </div> </div>
Frequency	Once per family
Duration	The initial home visit should last about 15 minutes per family
Actors	<p>The SW in charge: the SW assigned to work with the family in the future and who will pay regular home visits to the family</p> <p>Local facilitator: the local official who will join initial visit with the SW to help build first connections with the family, as well as provide additional information about the family and the community</p>
Home visits before FD process	
Objectives	<p>Home visits before the FD process aim to observe the family's situation and attitudes (readiness and cooperative spirit) before beginning in-depth work with the family. In these home-visits, the SW will focus on:</p> <ul style="list-style-type: none"> - Creating a feeling of trust with the family (a friendly but professional relationship) - Determining the suitability of the family to the FD activities - Assessing the family situation - Looking for the family's motivation and readiness

Methods	<ul style="list-style-type: none"> - Introduce purpose of the home visits - Introduce the project and FD process in detail, and the roles of the SW in charge of the family - Get preliminary information about the family, especially focus on family origin and culture, family members, family history, sources of income, etc - Assess the family awareness level, especially of health, education, and budgetin - Understand the family relationships internally, with the neighbors, and community - Draw the genogram together with the family - Make subsequent visit schedule <p>Expected result after the home visits:</p> <ul style="list-style-type: none"> - A friendly but professional relationship has been established between the SW and the family - The family trusts the SW and understands the purpose of home-visits and the program - The family feels comfortable during the visits and is willing to share their problems - The SW understands the family’s situation, and has gathered enough information to analyze it - The SW makes sure that the family understands the SW roles, i.e. to help the family to solve their own problems by themselves, the SW does not solve the family problems 	Tools and Forms <ul style="list-style-type: none"> - Genogram - ABC tool (time A) - Report form of Contacts with the family
Frequency	4-5 home visits in 1-1.5 months	
Duration	30-45 minutes per home visit	
Actors	<p>The SW in charge: the SW who will follow the family in the future and pay regular visits to that family</p> <p>The Observer (Obs.): another SW who accompanies the SW in charge in order to assist in observing and analyzing living environment of the family, housing condition, attitudes and reactions of each family member, general context, and other non-verbal expression</p> <p>The SW and Obs. will work together for important visits, including:</p> <ul style="list-style-type: none"> - The second visit to decide whether or not to continue visiting - The home visit before deciding whether or not to follow-up with the family <p>The main communicator: the family’s representative who works with the SW. However, the SW has to consider the family as a whole and needs to have contact with all family members.</p>	

At the multiservice social center

The families can come to the MSC for counseling when they need help (pass-by beneficiaries). The SW will provide information during this first meeting, and then (if appropriate) the SW may request to do a home visit to collect more information and identify the family needs in case the family presents complex issues and is willing to participate into the FD program.

Tools

• Report Form on Family Meetings

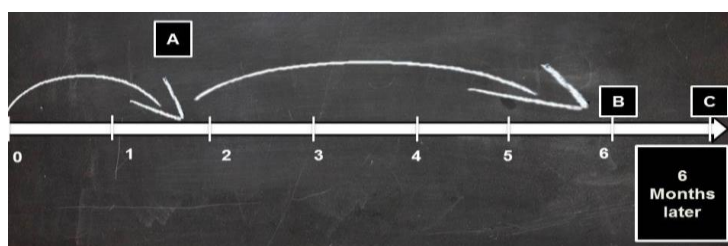
Instructions to fill the form: The SW details the date of home visits, the SW name, the family/main communicator, the address, the family problems and briefly writes the SW future possible intervention.

Dates of home-visits	Social Workers	Family full names	Addresses	Initial problems	Future possible interventions

• Information on Family situation (ABC Form – time A) (see Annex: ABC form – page 74)

The ABC form consists of several areas to assess based on the interviews made of open questions of the SW with the family members, on observation while doing home-visits and at different times during the FD process. Often this tool focuses on evaluating each of the five major areas:

- Education;
- Health;
- Psycho-social;
- Legal and administrative;
- Economics (incomes, housing, etc.).



Usages?

The objective of the tool is:

- To measure the level of vulnerability of the family
- To measure the progress made by the family during the FD process

When to use?

ABC assessment tool is designed to measure the family situation and changes observed at regular intervals.

- At the beginning of FD process (1.5 months): to assess the initial situation of the family (time A)
- At the end of FD process (3 – 6 months later): to assess the changes observed whether positive or not (time B)
- 6 months after the phase out of FD process: to assess the impact of changes, measure sustainability (time C)

How to use it?

The results of ABC form at different times allow classification of the family in different categories of vulnerability, and help to identify the most difficult problems in order to prioritize actions.

The more points a family gets, the more progress they've had and changes can be measured when a family moves from one level to another.

Level 0	Very difficult situation: the family is among the most vulnerable in the area.
Level 1	Difficult situation: the family is very poor and has low income and few assets.
Level 2	Acceptable situation: the family is able to earn for the everyday life but hardly able to prepare or save for other needs (i.e. the family could not save for health or other urgent crises in the future).
Level 3	The living conditions of the family seem better compared to others in the area. They could save for their future needs, but they may face some other difficulties such as conflict in the family. They may need short-term support.

Genogram

A genogram is a graphic representation of a family tree that displays information on the family members and their relationships. It is used to analyze the family system internally.

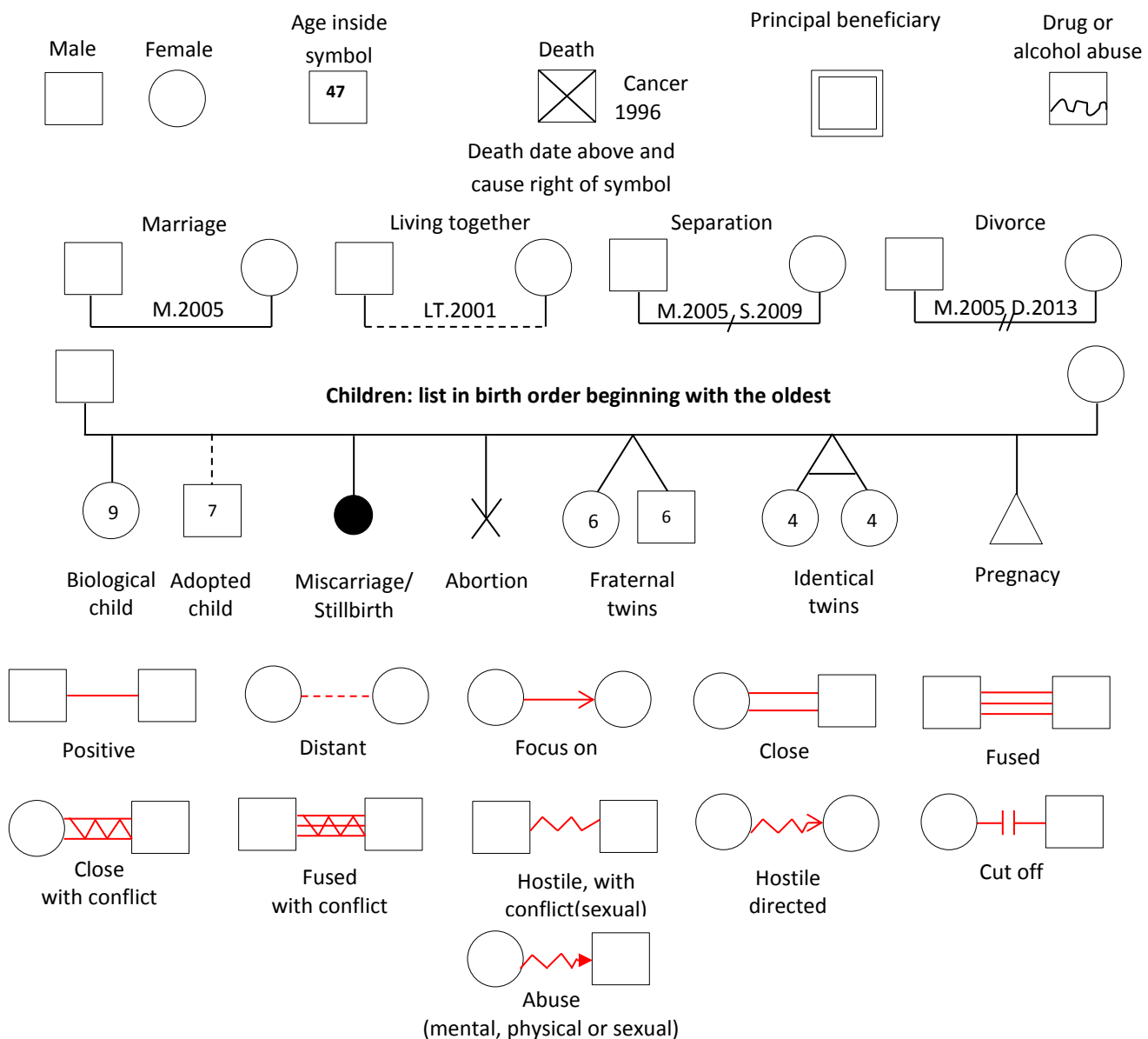
Usage?

To understand and analyze emotional and social relationships within the family and briefly capture the family past. It also helps the family better understand the past and the nature of relationships; it enables the family reveal their hidden difficulties. This tool helps the SW find out information as well as orient the action plan. It can be used to identify repetitive patterns of behavior, significant events and personalities, and roles of the individuals in the family system.

When to use?

A genogram can be done early in the relationship building process and it can be completed during the FD process. Even though it is a good tool to facilitate the relationship-building phase, family members may not be ready to share all information with the SW in the beginning. Therefore, good timing to draw the genogram depends on the level of trust and time availability of the family (drawing the genogram can be time-consuming).

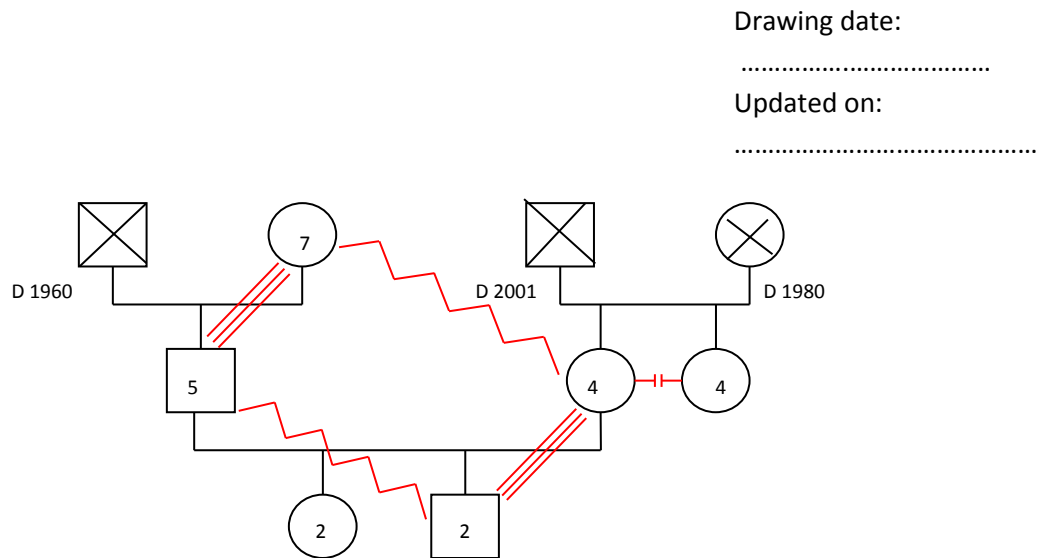
STANDARD SYMBOLS FOR GENOGRAM



How to use it?

- When collecting information in order to build the genogram, it is important to be attentive to the reaction of the family members to the question asked. It is crucial to pay attention not only to the content (information collected) but also to the process itself (reactions, emotions, etc.). The reactions and emotions of the family members will guide you for a better understanding and analysis.
- It is important to simplify the genogram and only keep the information that is significant for the clarification of the family's situation.
- Write the date at which the genogram was drawn.
- Write the names of those who participated in the drawing, (social worker, the father, the mother etc.)

Example of a genogram



During the FD process, the SW is not only interested in the stories' contents but also in the emotions that are expressed.

A family can be seen as an emotional unit, a network, or system of interconnected and interdependent individuals. These individuals cannot be fully understood in isolation from one another but must be viewed as a part of their family (Family System Theory).

Thus, the activity of making a genogram helps to understand and analyze the family unit. Understanding and analyzing the family unit are the first steps in social work.

II. Phase 1: Family needs/problem analysis and prioritization

Objective: Together with the SW, the family categorizes and prioritizes their family problems

1. Organization of the family meeting

During this phase, the SW organizes a family meeting (see section Reference materials – “Family meetings” – page 63). The SW acts as a neutral facilitator of the meeting with family members to jointly re-define needs, prioritize issues and possible risks. All the family members are invited to attend the meeting. In case the members cannot attend the meeting, the social worker guides the members of the family to hold a meeting by themselves in order to agree on the family needs first, and to have a family representative/communicator who will work together with the SW.

2. Ranking and prioritization of problems

Instructions to complete the form

Step 1: In-depth discussion with the family on problems/issues that need to be solved, and record the list of PROBLEMS to be prioritized both on the first horizontal row and the first vertical column.

Step 2: Together with the family, make comparison of problems pair by pair. Ask the family which one in the pair is more important, and write their answer in the corresponding square. Ask and analyze the reasons of their selection/options. Proceed in the same way for the other pairs, until all the squares are filled.

Step 3: After completing the comparison, count the number of times each problem was selected and write the score in the column labeled Scores in the corresponding square.

Step 4: After scoring the problems, together with the family analyze the actual Ranking of problems.

PROBLEMS	P.1	P.2	P.3	P.4	P.5	Scores	RANKING
P. 1	X						
P. 2		X					
P. 3			X				
P. 4				X			
P. 5					X		

3. Triangular meeting for the selection of families

After the family problems have been clearly identified, the SW in charge will have a triangular exercise with 2 other SWs (observer and moderator) at the MSC for further analysis of the family situation, deciding whether to continue the FD process with the family (the family must have at least two issues to address), and how to support the family.

Objectives	<p>To determine the direction to take with the family, there are three possible possibilities:</p> <ol style="list-style-type: none">1. The family has simple problem(s), but the family is self-reliant and is actively solving these problems: the SW will only provide accurate and updated information to the family at the MSC without performing FD process.2. The family has several problems and is willing to participate in FD program: the SW continues to work with the family.3. The family has several problems but is not ready to participate in FD program: the SW needs more time to work with the family before decision-making for FD process.
Methods	<p>Preparation: Home visit for observation before the triangular meeting</p> <ul style="list-style-type: none">- Prior to the triangular meeting for family selection, the SW in charge provides an overview of the family circumstances to the Observer, and arranged an appointment with the family at their home or at the MSC for the Observer to watch.- The Observer will check and verify the information provided by the SW. The Observer will also take note of the family non-verbal language, attitudes, level of interest and readiness to solve their problems, how the SW supports the family, etc.- After the family observation, the SW in charge invites another the SW to be the moderator in the triangular meeting. <p><u>Steps in the triangular meeting for family selection:</u></p> <p>Step 1: Presentation of the family by the SW in charge</p> <ul style="list-style-type: none">- Address of the family- How did the SW find this family?- Use the family genogram and timeline to present the family circumstances: number of people living in the household, who are involved, who needs primary support, relationships between members, etc- What are the current problems of the family? Why have the problems not been solved by the family before?- Family opinions on each of their issues:<ul style="list-style-type: none">✓ Do they want to solve their problems?✓ When do they want to solve these problems?✓ Can they solve their problems by themselves or require the help of others?- The SW presents FD objectives: primary and secondary <p>Step 2: The Observer (Obs.) presents:</p> <ul style="list-style-type: none">- The Obs. presents information collected through observation in order to complement or validate the information of the SW in charge- The Obs. presents his/her views on the family: family non-verbal language, attitudes, levels of interest and readiness to solve their problems, how the SW supports the family, etc

Step 3: The Moderator (Mod.): after listening to the SW in charge and the Obs., the Mod. gives feedback on the following aspects:

- Presents an overview of the family situation, their issues and plans/problem solving intentions. Check with the SW about the family meeting the criteria for FD intervention.
- Asks clarifications on family issues not yet fully tackled by the SW in charge and the Obs.
- Helps the SW in charge to analyze initial advantages and disadvantages when working with the family and making suggestions.
- When all of the information is clear, the triangular participants will agree on whether or not to provide FD intervention to the family.

If FD intervention is agreed:

- ✓ The SW in charge will continue the home-visits to the family in the first phase, and then, if possible, encourage the family to come to the MSC and actively participate for their problem solving. If working on family issues at the MSC, the SW should pay attention to the full participation of family members to ensure that all members are informed of the FD process and that they are involved in the problem resolution process.
- ✓ Open and create a family file, with registration under a specific family ID code.
- ✓ Frequently meet with Obs. and inform him/her of the family's progress.
- ✓ When facing difficulties while helping the family solve problems, the SW in charge can ask for the Observer's support or hold a triangular exercise and get technical support and professional advice from the colleagues.

If FD intervention is not provided: The SW will complete the procedures and close the family records. This is the case when:

- The family needs do not match the project objectives.
- The family could not be reached.
- Some families have the ability to solve their major problems during the first meeting with them. These families can achieve self-reliance very quickly. Here, the family records can be closed shortly after the trust building relationship phase, without the need for further FD intervention.
- Some families have relatively simple problems (child malnutrition, etc.) and no other problems. The SW may just provide them information or refer them to the appropriate service agencies/providers. The SW gives priority to families with complex problems or families who have many problems occurring at the same time.

If the SW cannot make a decision about whether or not to provide FD intervention because of lack of information, the SW should find out more information about the family.

Criteria for family selection	<ul style="list-style-type: none"> - The family lives in the project area. - The needs of the family are in line with the objectives of the project. - The SW can reach the family and work directly with them at their home or at the MSC. The SW is not allowed to perform FD intervention through phone calls. - The family is willing and committed to work with the SW to solve their problems.
Timing	<ul style="list-style-type: none"> - At the end of the initial phase (about 4-6 home visits), the family selection meeting will be held. - The triangular meeting for family selection is regularly held at the MSC (weekly meetings).
Duration	15 - 30 minutes per family
Actors	<ul style="list-style-type: none"> - The SW in charge - Observer - Moderator (may be another the SW who has expertise in the problems the beneficiary is experiencing or may be a psychologist with a multidimensional view of the family problems)

III. Phase 2: Analysis of available resources in the family and community

Objective: To help the family identify resources to assist in their problem resolutions

Based on the needs discussed in Phase 1, the SW and family identify support resources (including internal and external resources), to mobilize participation of the family members; and if necessary, the SW will provide information on the external service provider network that can assist families in their problem solving process (eco map).

The SW helps the family analyze and identify strengths, weaknesses, advantages, disadvantages, and anticipate barriers (SWOT analysis), while providing guidance to the family to look at the issues from different angles in order to minimize the risks and threats that can occur during the family problem solving process.

Tools

- **THE SWOT analysis**

Social workers can use this tool to analyze the family situation (after drawing the genogram and the eco map) to help the family members see their strong points, the opportunities as well as the weaknesses, risks and barriers in the process of problem solving. This helps the family to boost their confidence and motivation to engage in solving their own problems. The family will use their strengths to reduce the constraints, limiting the negative impact they may have, and at the same time create the foundation for developing future action plans.

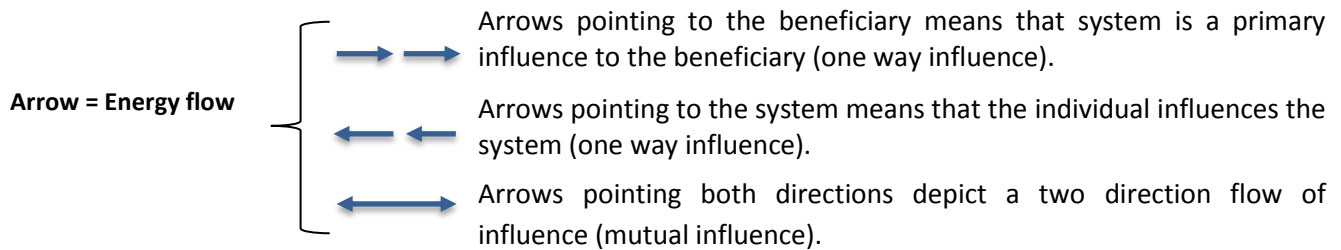
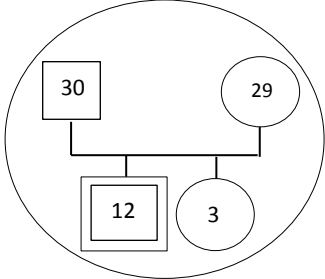
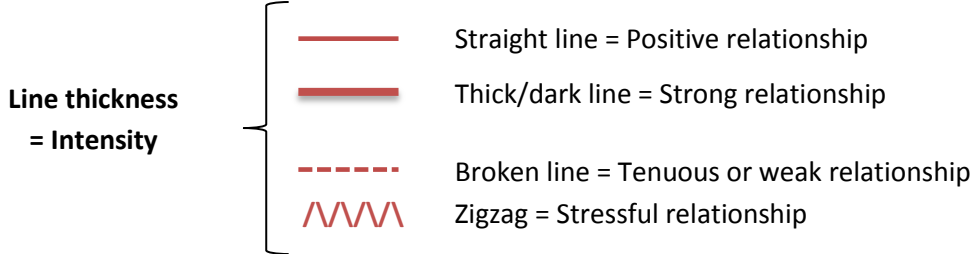
<p>S (Strengths)</p> <p>The main strengths are the advantages, the positive points, the existing abilities of the family that would support the family in their problem solving. The family needs to answer these questions: What can the family do the best? What exactly are the family's internal resources? What are their advantages in terms of people, knowledge, skills and relationships?</p>	<p>W (Weaknesses)</p> <p>Weaknesses are the limitations existing in the family, including resource constraints such as properties/assets, people, skills, knowledge, etc., which prevent the family from succeeding in the problem solving process.</p>
<p>O (Opportunities)</p> <p>What external resources or influences will facilitate more effective family problem solving? These influences may come from:</p> <ul style="list-style-type: none">• New policies, laws, administrative procedures, legal requirements• Service facilities• Assistance support from local authorities , etc.	<p>T (Threats)</p> <p>What external factors are causing difficulties for the family in solving their problems, these factors may be lack of knowledge/ information of service facilities, administrative procedures, legal requirements, etc.</p>

• **Ecomap**

An ecomap is a visual diagram used to analyze the family's or individual's interactions with the external world.

STANDARD SYMBOLS FOR ECOMAP

Draw a circle in the middle of the paper and inside the circle draw the members of the household (or just the individual). For example, a simple genogram of two generations.



Usage?

Ecomap is a useful tool to create an assessment of the family's social and community relationships and to assess the strength of these connections. An ecomap enables the SW to identify the following types of information:

- Family dynamic levels
- Family support network
- The relationship with services to the family or individual (i.e. health support, housing support, financial support, local community engagement)
- Communication channels with the family about their satisfaction with related services
- Areas of need where resources are required or need to be strengthened
- Methods for the family to reflect on their needs

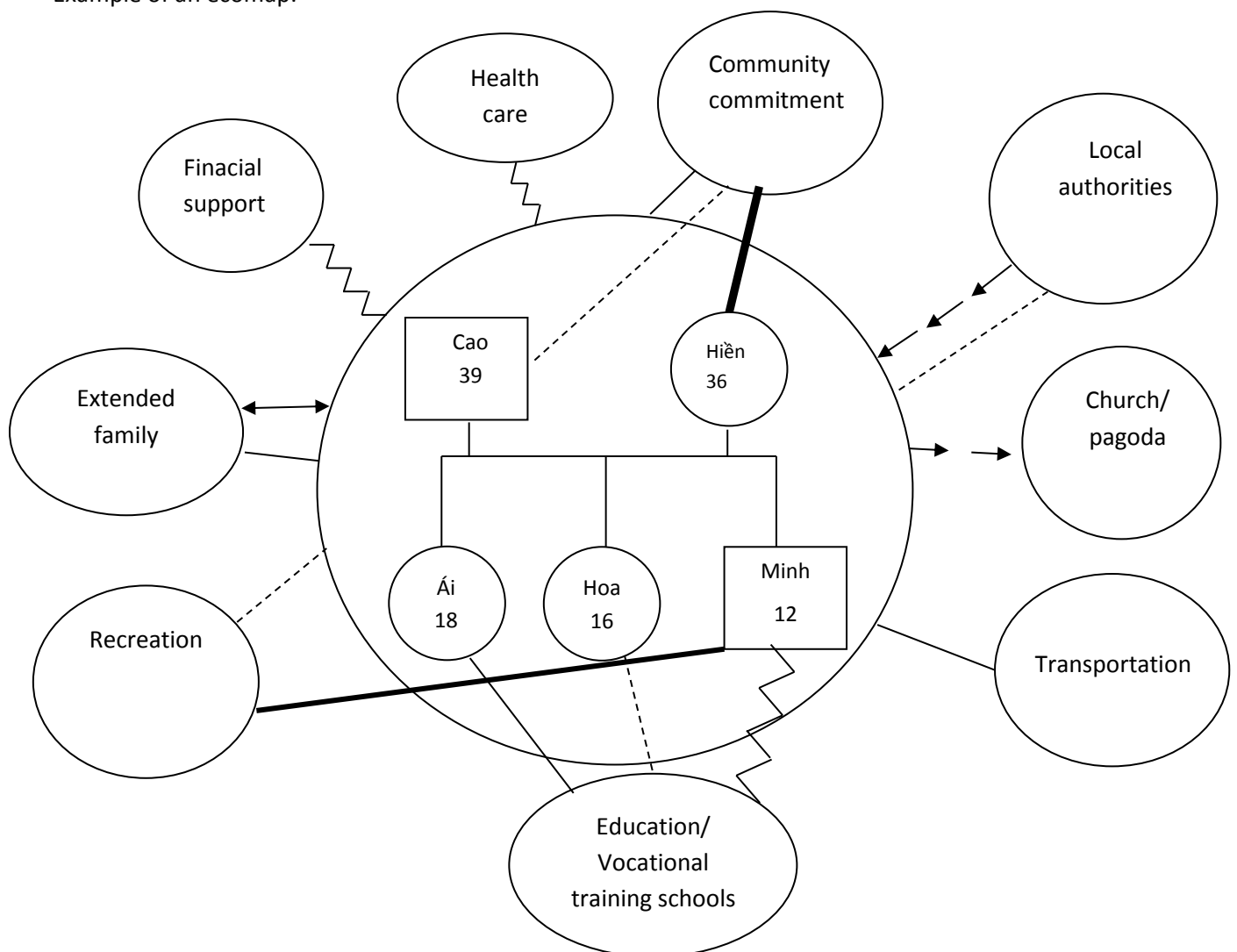
When to use?

The process of creating an ecomap can be used at any phase during the FD intervention however; it may be most useful during the initial contact visits with the families. An ecomap can be created with the family or beneficiary by simply drawing it together, with the guidance of the SW. Depending on the complexity of the family situation and the number of members of the family/household, drawing an ecomap can be conducted in more than one meeting/visit.

How to use it?

- Identify the members of the family or household (or a nuclear family with two parents and their children) and map them in a large circle
- Brainstorm what organizations are relevant to the families (i.e., work, pagoda/church, hospital/clinic and other services)
- Create discussion around each identifiable organization and identify whether the relationship is positive, strong, stressful, tenuous, weak etc.
- Discuss whether this organization has the same kind of impact on the whole family or whether some organizations have different levels of influence on each individual
- Record the organizations next to the family and use lines to connect these systems to the family as a whole or/and to individuals
- Use symbols to identify the quality of the relationship

Example of an ecomap:



Once the ecomap is completed, the SW can discuss and create goal and objectives with the family to alleviate stressors and gaps in services. It can be also useful to repeat the process of creating an ecomap with the family to reflect on progress made since the initial ecomap construction, or since providing a service, to see whether goals and objectives have been met.

IV. Phase 3: Family development action planning

Objective: Together with the family, the SW makes a specialized action plan for the family

After helping the family analyze the internal and external resources, the SW will work with the family to make plan of interventions based on defined goals. The FD plan includes:

- Roles and responsibilities of the stakeholders (family, social workers, service providers, local agencies, etc.)
- Estimated time needed for FD process
- Frequency and time schedule of work to be done (how many times per week)
- Detailed activities, clearly stated and feasible

FAMILY DEVELOPMENT PLAN AND PROCESS

Objectives: Main/Primary Secondary

FA objective:

Results: Achieved Non-achieved

Specific Objectives	Activities (Place, Times ...)	Activity Results	Actors/ implementers	Time & Duration (start – end)
Knowledge, skills... Attitudes... Behaviours...				

Objective results: totally achieved 2/3 achieved 1/3 achieved not achieved

Reasons (explanation of under-achievement at 1/3 or at 2/3 of the set objectives)

.....

The FD plan is added to based on the results of previous work sessions, through which the family has created an appropriate action plan for the upcoming months. The SW and the family agree on work plans and support from the SW. This process helps the family and the SW in charge have a thorough view of the FD process, boost the family motivation through their understanding of their personal roles to solve their own problems with the support of social workers.

Once the FD plan is agreed upon, the SW and the family should follow the activities listed in the plan. If any changes affect the plan, both sides should agree to adjust the plan.

Instructions to Complete the Form

- 1. FA objectives:** Write concrete FD objectives to assist the family. Examples:
 - a. Help the family improve the child malnutrition status
 - b. Help the family with household residency registration
 - c. Help child A continue grade 7 schooling
 - d. Help the client to learn the job of hair dressing
 - e. Help the client find employment

- 2. Specific Objectives: Knowledge** - Specify support objectives to family/client in the area of knowledge enhancement. Examples:
 - a. To know 4 groups of food nutrients in child care
 - b. To know the steps and procedures for household residency registration
 - c. To know information on organizations that provide scholarships to children
 - d. To know him/herself better through self-discovery, and learn the demand for labor in the hairdressing profession
 - e. To know the employment recruitment information

- 3. Specific Objectives: Attitudes** - Specify support objectives to family/client in the area of attitude changes. Examples:
 - a. To be more concerned with the health care of the child.
 - b. To be more confident when working with local authorities
 - c. To be more aware of the importance of continuing to send their children to school
 - d. To be aware of the importance of learning a trade so that s/he can take care of her/himself and family
 - e. To be more aware of having a stable job

- 4. Specific Objectives: Behaviors** - Specify support objectives to family/client in the area of behavioral changes. Examples:
 - a. To be able to prepare appropriate nutritious food for their children
 - b. To be able to approach and work with local government effectively
 - c. To be able to continue the children's learning and schooling
 - d. To be able to identify his/her needs and access vocational training schools
 - e. To be able to find employment, write employment applications

- 5. Specific Objectives: Autonomy** - Overall goals for the family/client's competencies at the end of the assistance. Examples:
 - a. To be able to maintain the nutritional health of the child, not allowing the child to be re-malnourished
 - b. To be able to access to local government and to fill out the same paperwork
 - c. To be able to maintain their children's learning proactively
 - d. To graduate from vocational training courses and have stable employment
 - e. To know how to look for employment by him/herself and effectively

Notes:

- The activities, the actors/implementers, and the time schedule if set in detail will help the SW to follow more easily and provide timely support.
- The achieved results will be completed after the phase out of the FD process.
- All defined objectives are based on the specific needs of family/client and agreed upon through family discussions and counseling.
- The target objectives will be evaluated based on the triangular meeting to end the FD process.
- This FD plan should have been discussed with all members to be the most effective.

The FD plan is should be shared with family/client for common understanding and cooperation.

V. Phase 4: Implementation of the plan

Objective: To increase the family's self-confidence and self-reliance to find available resources and improve their ability to solve family problems in a sustainable way

- **Carry out training and communication sessions to increase awareness**

Communication is an important part of E&D intervention during the FD process. Through the communication sessions, families are provided with information on policies, benefits, service agencies/providers, circumstance management skills, budget management skills, etc. to equip them with the skills needed to implement their problem-solving plan. The training and communication activities are conducted by the SW or E&D partners at the MSC or in the community.



- **Carry out in-depth counseling sessions**

During this phase, the SW and the family monitor the progress of the FD plan. The SW regularly conducts in-depth counseling sessions with the family at their home or at the MSC. These counseling sessions aim to:

- Improve the family's problem-solving capabilities, assist them in identifying solutions and making decisions in the implementation of FD plans. In each counseling session, the SW analyzes the current state of the plan, discusses the family's intentions and steps to complete the plan, and provide relevant information needed to help the family implement their plan.
- Acquire more information about the family's living situation, help the family plan for potential events that may affect the implementation of the plan.
- Help the family get access to services by providing information and referrals to these services, accompanying them to their first meetings at the service providers (see Reference material "Enhancing capacities in access to quality social services" - page 68).
- Provide psychological support; improve relationships within the family and between the family and neighbors.



The SW counseling sessions with the family during home visits or at the MSC are recorded in the "Family contact report".

STT 1523 MA_TC N8338100 TEN_TC Trần Ngọc Mai
 MA_NV 8 PHUONG1 3

TUVANL1 15-Dec-15
 MA_DV1 HCPL
 HOTRO1 Hướng dẫn gia đình viết bản tường trình tự khai về các mốc sự kiện từ khi bỏ ngũ 1997 đến nay để chuẩn bị trình diện tại Ban chỉ huy quân sự phường 3

TUVANL2 21-Dec-15
 MA_DV2 HCPL
 HOTRO2 Cùng gia đình điều chỉnh, bổ sung thông tin trong bản tường trình, khuyến khích gia đình tự tiếp cận với Phó chỉ huy quân sự để được hướng dẫn thêm

GIAIDOAN1 Đang đồng hành
 DIADIEM1 Vãng gia
 THOILUONG1 60

GIAIDOAN2 Đang đồng hành
 DIADIEM2 Vãng gia
 THOILUONG2 40

TUVANL3 04-Jan-16
 MA_DV3 HCPL
 HOTRO3 Chuẩn bị thông tin và hồ sơ liên quan trước khi trình diện BCH quân sự. Lên lịch hẹn thời gian trình diện

TUVANL4 05-Jan-16
 MA_DV4 HCPL
 HOTRO4 Chuyển gửi gia đình đến BCH quân sự phường 3, cùng gia đình thiết lập mối quan hệ với phó BCH quân sự. Vấn đề đã được ghi nhận họ hẹn sẽ hồi âm sau khi nhận tư vấn từ cấp trên.

VI. Phase 5: Evaluation of the FD Process and Results

Objective: To evaluate family progress, review FD process and make adjustments (if applicable)

• Home visit for evaluation after 6 months of FD plan implementation

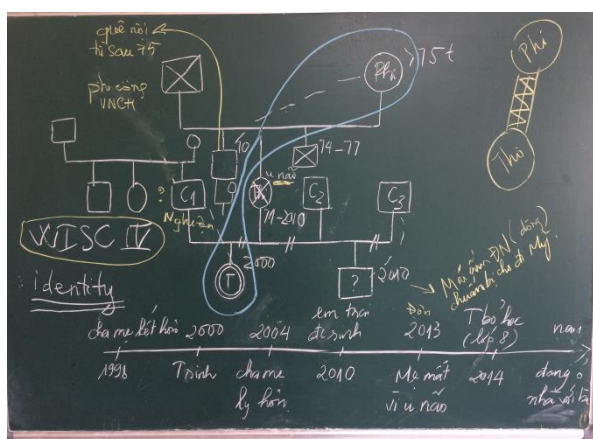
By the sixth month of FD plan implementation, the SW in charge and the Observer conduct a home visit to the family in order to re-assess the achievement of objectives, the family's level of self confidence, self-reliance, and motivation, the family's ability to solve their problems in the future, and to evaluate the overall satisfaction with the FD methods. The family and the SW review the whole process of FD and the achieved results. At the same time, the family shares their opinions about working with the SW and talk about the family changes from beginning to end of their participation in the FD program.

• Triangular meeting for evaluation after 6 months of FD plan implementation

Shortly after the home visit for evaluation, the SW in charge and the Obs. make a preliminary assessment of their evaluation; then the SW conducts triangular exercise for assessment of the changes in the family situation, and to agree on whether to begin the phase out of FD process with the family or not. The FD process ideally should not to last more than 6 months, therefore after 6 months of FA, an evaluation is made to determine the success of FD intervention with the family. A family deemed to be ready for the phase out of FD when:

- All the objectives set with the SW have been achieved;
- The objectives may have not been accomplished, but the family feels confident enough to be able to solve problems in the future;
- The family did not really want to solve their problems and/or the problem solving could not progress;
- The family changed their activities or moved to somewhere else.

In order to decide to phase out the FA, the team will evaluate and classify the FD results. FD results are classified into five categories (++, +, + =, = and x) (see Instructions for Classification below). In the event of the family not achieving the above criteria, the team will make recommendations (work plans, more time needed for FA, etc.) to help the SW in charge to continue FD with that case. The family file will not be closed and the minutes of the meeting should be recorded and kept in the file.



Genogram analysis during a triangular meeting



Social worker during a home visit

- **Evaluation form for FD phase out (time B)**

How to score the FD results

FA results are classified into different categories namely ++, +, + =, = and x. The classification is determined by the working group for each family. Each family gains a score that shows the "impact" of FD home visits.

- **Very positive (++):**

70% of the problems identified have been resolved; the family has become **autonomous** and self-reliant. The family is aware of their ability to change the family's circumstances. Through dialogue, the family is aware of the services available locally and know how to use them when needed to better integrate into the socio-economic culture of the community. Parents know how to care for their children and make plans for their future.

- **Positive (+):**

50% of the problems have been resolved, and the family attains **a certain degree of independence**. Parents regain their confidence of their own potential and escape the "circle of fate." They can overcome one or several specific difficulties. They know about the social services available and have been able to find solutions to their problems. They gain more independence and pay more attention to their children. They are more open to the people around and can participate in community activities.

- **Some changes (+ =):** Some issues have been resolved, but it is unlikely that the family will be able to solve their problems in the future. The goal is not attained as expected, but the attitudes and confidence of the family have improved considerably.

- **No change (=):** Progress is unknown or not significant. Parents are still distressed, sad (psycho-social, emotional ...). Although trying their best, they failed to overcome difficulties, despite the encouragement and guidance of SW. They have not opened themselves up to their surroundings or improved relationships. They failed to access and use the services available.

- **Change of residence (x):** The family moves outside the geographic area of the project.

EVALUATION FOR FD PHASE OUT

Evaluation of the SW:

(in comparison with FD plan)

Contents	Scoring 0 - 3	Instructions for scoring	Explanations (compared to ABC results)			
1. Results of implementation of the main objective	.....	03: Achieved the main objective 00: Did not achieve the main objective			
2. Evaluate the achievement of the objective concerning family knowledge	.....	03: Achieved the main objective 02: Achieved 2/3 of the main objective 01: Achieved 1/3 of the main objective 00: Did not achieve the main objective			
3. Evaluate the achievement of the objective concerning family attitudes	.....	03: Achieved the main objective 02: Achieved 2/3 of the main objective 01: Achieved 1/3 of the main objective 00: Did not achieve the main objective			
4. Evaluate the achievement of the objective concerning family behaviors	.....	03: Achieved the main objective 02: Achieved 2/3 of the main objective 01: Achieved 1/3 of the main objective 00: Did not achieve the main objective			
5. Evaluate the achievement of the objective concerning family autonomy and self-reliance	.....	03: Achieved the main objective 02: Achieved 2/3 of the main objective 01: Achieved 1/3 of the main objective 00: Did not achieve the main objective			
Total score of the evaluation results	.....				
Results of ABC assessment	Fields	I	II	III	IV	V
	Time A					
	Time B					
Conclusions Classification guide (++): 12 - 15 points (+): 08 - 11 points (+ =): 05 - 07 points (=): 00 - 04 points (X): moving / losing contact	Classification of the results: <input type="checkbox"/> (++) <input type="checkbox"/> (+) <input type="checkbox"/> (+=) <input type="checkbox"/> (=) <input type="checkbox"/> (x) Explanation: the SW scores (++) or (+) but the ABC assessment in time B is equal to or less than that in time A					

Family opinions:

1. Family comments on FD program:.....
2. Family proposals:.....
3. Does the family wish to have post-FA support? Yes No
4. Briefly describe post-FA support plan:.....
.....
.....

Instructions to fill out the form	
Results of implementation of the main objective	<ul style="list-style-type: none"> The family may be supported by the SW in many areas, but at the phase out evaluation, the SW will choose only one main objective to evaluate
Scoring	<ul style="list-style-type: none"> The triangular meeting will score the results between 0 and 3 for each item
Detailed explanations	<ul style="list-style-type: none"> When the results of the evaluation did not correspond with the ABC assesment results, the SW should explain the reasons in this section
Total scores	<ul style="list-style-type: none"> Add all the scores from the 5 items (contents)
Results of ABC assessment	<ul style="list-style-type: none"> Add all the scores of the sectors in the ABC form (time A and time B) and fill them in this item
Classification of the results	<ul style="list-style-type: none"> See the instructions for FD results (compare and contrast with the ABC assessment)
Family opinions Family proposals	<ul style="list-style-type: none"> SW notes the family feedback and suggestions during the home visit for phase out evaluation and fills in this section
Brief description of post-FA support plan	<ul style="list-style-type: none"> Describe the post FD support plan (if any)



Nutrition and medical check-up at the ward health station



Legal counseling session in the community

VII. Phase 6: Phase out of the FD process

Objective: *To inform the family of the decision to phase out FD process and to discuss with the family the post-FA support plan (if any).*

- **Inform the family of the FD results**

After the triangular meeting for evaluation of the results from the 6-month FD plan, the SW in charge will officially inform the family of the decision to phase out the FD support, or to continue the support after phase out (post-FA plan) based on the results of triangular exercise. The SW will conduct a home visit or invite the family to the MSC for the evaluation of FD process with the family. The SW can share with the family some of the comments related to the decision to phase out FD support through the following means:

- Ask the family opinion on phase out/continuing FD support
- Recognize the family participation and motivation during FD process
- Recognize the family's achievements
- Remind the family of the MSC contact information if the family needs assistance in the future (address, opening hours, and contact's phone number)
- Make a post-FA plan (if any) with the family, especially with families who still have many unresolved issues. The SW encourages them to develop an action plan to keep on solving the remaining problems. During the post-FA period, if needed, the families who need support can come and meet the SW at the MSC. However, the SW will help them through providing information and counseling to provide information, and will not re-open the family files.
- Update the family situation through the ABC form (time B)

- **Home visit for impact evaluation (Time C)**

After the 6-month FD support and phase out, some families may be selected to carry out the FD impact evaluation. The aim is to assess the sustainability of the effects of the program after FD phase out.

The SW will conduct home visits to assess whether the family is sustaining the results achieved from the objectives set during the FD process to determine if the family is capable of continuing the problem solving goals after FD phase out, to check the family abilities to identify and solve new problems encountered after FD phase out, and to compare the family's current state (self-confidence, self-reliance) with their state at the time of FD support, to identify changes within the family (ABC form- time C).

During the home visit, the SW will ask questions about what had happened during the last 6 months to understand changes and ask if the family can recall the advice from the FD process.

After the home visit, the SW and the Obs. will go over the family's situation, discuss what happened during the visit and classify the impact results. The impact results are classified into 4 categories (++ , + , + = , and =) (see Instructions for Evaluation – time C below). The results of post-FA period assessment of the family will be used to evaluate the FD impact on the family's ability to problem-solve on their own.

PART 2: IMPACT ASSESSMENT OF FD SUPPORT

Contents	Scoring 0 – 3	Instructions for Scoring	Explanations			
1. Maintenance of the objective achieved at the FD phase out		03: Well maintained and sustainable 02: Maintained but sometimes had trouble again 01: Maintained but often had trouble again 00: Could not sustain the FD results				
2. Assessment of the family's capacity to solve the remaining problems or newly encountered ones		03: Good problem-solving capabilities 02: Had some troubles while solving the problems 01: Had a lot of difficulties problem-solving 00: Could not solve the problems				
3. Assessment of the family's understanding and use of social services		03: Family knows the services and uses them properly 02: Family knew and used the services improperly 01: Family knew of the services but did not use them 00: Did not know therefore did not use the services				
Total scores						
Results from ABC assessment	Fields	I	II	III	IV	V
	Time A					
	Time B					
	Time C					
Conclusions Instructions for classification (++): 07 – 09 scores (+) : 04 – 06 scores (+=): 02 – 03 scores (=) : 00 – 01 score	Classification of the results: <input type="checkbox"/> (++) <input type="checkbox"/> (+) <input type="checkbox"/> (+=) <input type="checkbox"/> (=)					

Instructions to fill out the form

Assessment of the relationships	<ul style="list-style-type: none"> - Record the family attitudes and behaviors, and write in the form - Observe and make a general assessment of the family relationships between family members, with neighbors and the community
Scoring	<ul style="list-style-type: none"> - Triangular meeting to score between 0 and 3 for each item
Detailed explanations	<ul style="list-style-type: none"> - When the results of the impact evaluation did not correspond with the ABC assessment results, the SW should explain the reasons in this section
Total scores	<ul style="list-style-type: none"> - Add the scores of the 3 evaluation items (contents)
Results of ABC assessment	<ul style="list-style-type: none"> - Add all the scores of the sections in the ABC form (time A and time B) and fill them in this section
Classification of the impact results	<ul style="list-style-type: none"> - See the instructions for FD results (compare and contrast with the ABC assessment)

Vocational Training and Integration Program



Vocational Training and Integration Program

The Vocational Training and Integration Program (VTIP) is a program for excluded youth and young adults to help them enter the professional world and have a stable life. As a part of the Family development Program, the family is a key actor in this program with the youths.

During VTIP, the youths' families play an important role in their career orientation. The SWs, the youths and their families will work together in the process of VTIP. For E&D, the most important thing is bringing independence to families and creating sustained social impacts. Making plan for the future with the SWs, and learning skills and professional work experiences will help the youths have better opportunities to succeed in their future career. VTIP has different phases to help the youth learn step by step and find a stable job.

Each phase of the Vocational Training and Integration Program will be introduced by its global objectives, program, methodology, and duration. Each phase will be divided into two parts each week: one part will be focused on individual guidance and the other will be focused on collective guidance. This guidance will be respectively focused on self-development and professional orientation.

The individual guidance is private time with the young person and the social worker when they can talk and think together about a life project plan for the future. Individual guidance will identify the abilities and qualities of the young person as well as their past and present life to determine their potential career moves. Being guided by the social workers, the young person will have a better understanding of who they are and can determine which direction they want to take for their future job.

The second kind of guidance is the collective guidance. It is a time for the social worker and several youths to work together to prepare their professional integration and work on their self-development. Self-development guidance involves talking in a group about life topics and give some advice (issues like family, friends, love life, money, etc) to feel more fulfilled in their private lives. Furthermore, the youths will focus on their professional integration by learning how to act professionally and develop their communication skills and soft-skills. Finally, they will prepare all the different documents (such as resume, cover letter, job research, budget plan...) to find a decent job (stable and well paid).



A collective guidance for youth

I. Phase 0: Pre-Selection Phase (before Beginning VTIP)

Objectives:

- Identification of the individual's situation and needs
- Evaluation of motivation
- Selection to participate in the VTIP

This phase is a pre-selection phase in which the social worker will decide if the individuals can be enrolled in the VTIP according to their situation, their needs and their motivation.

During the first and the second week, the social workers will do three family visits to determine the needs of the individual and their family. This phase is important for the social worker to decide if they can join the VTIP. If the social workers think it is necessary and if the young person is motivated, they will invite them to the Multiservices Social Center (the MSC) during the third week.

At the MSC, the young person will attend two sessions. The first will be Team Building with other beneficiaries. The Team Building aims to build a link between the youth and the social workers and to make them more comfortable in the center. The second session will be a private talk between the young person and the social worker (a counseling session) to further analyze their situation and evaluate their motivation. At the end of the counseling session, if the young person fits the different criteria mentioned above, they will sign a document called “ The Moral Agreement” to confirm their enrolment in the VTIP and their commitment to attend all the different phases and activities in the VTIP.

• **Timetable of the initial phase before entering in the VTIP**

This table illustrates the different steps of the initial phase:

Phase 0: (Duration: 3 weeks)						
Topic of the guidance	When	Duration & Number of sessions	Optional (O)/ Mandatory (M)	Where	Tools	Person in charge
1. First family visit	1 st week	30 – 45 minutes	M	Beneficiary's house	<ul style="list-style-type: none"> - Triangle exercise - Genogram - Timeline - Questionnaires - VTIP process 	SW
2. Second family visit	2 nd week	30 – 45 minutes	M			
3. Third family visit	2 nd week	1 hour	M			
4. Team building at the MSC	3 rd week	1 hour 30 minutes	M	MSC	- The team building list of activities	
5. Counselling session-motivation evaluation		1 hour	M		- The Youth information form	
6. Signature of the Moral agreement of VTIP (1 st time)		1 hour	M		- The Moral agreement	

- **Content of the activities in Phase 0: Initial phase**

This table illustrates all of the activities included in the initial phase: the pre-selection of the youths before entering in the VTIP including the activities planned in the third week, following the family visits. They take place at the Multiservices Social Center. During the third week, two activities are planned: the first is a Team Building session and the second is a private counselling session between the individual and the social worker in order to decide if they will join the VTIP (Phase 1).

Team building at the MSC			
Objectives	To invite the youths to discover the center		
	To make the beneficiaries more comfortable to come to the MSC		
	To strengthen the links between the SW and the youths		
	To work on their soft-skills (oral expression, self-confidence, communication skills)		
	To get to know other beneficiaries enrolled in the same VTIP		
	To observe the youths attitudes and behavior		
		Tools and forms	
Methodology	<p>The team building is planned after the 3rd family visit by the social worker. The team building is organized and facilitated by 2 SWs with others beneficiaries who are in phase 0, phase 1 or phase 2.</p> <p>The SWs organize the team building together with a list of different activities for the youths. During this activity, the youths play games in teams to express themselves and overcome their lack of self - confidence.</p> <p>The team building is done following this organization:</p> <ol style="list-style-type: none"> 1. Presentation of the objectives and the rules of the activities 2. The youths play games together with the SWs 3. The beneficiaries do a debriefing to the SWs: What did they learn? What worked well? What needs to be improved? 4. The SWs make a summary of youth's feedback. 5. A debriefing between the SWs follows up the progress of the Team building activities. <p>They must attend 1 team building activity in the initial phase to go to phase 1. The must be a minimum of 4 participants in the activity.</p>		<p>-Plan of team building session</p> <p>- List of participants</p>
	Program and content	<p>Examples of the team building activities:</p> <p>Experience 1: Introduce yourself</p> <p>The beneficiaries will stand up and introduce information about themselves and make a movement (it can be anything: jump, hand on the hair, cross arms, etc.). The information can be anything about the person such as: their families, their names, their hobbies, where they are from...</p> <p>Experience 2: The mirror</p> <p>In front of the others, in pairs, the beneficiaries will stand face to face, and one of them will follow the movements of the other, while maintain eye contact (like in a mirror).</p>	

Experience 3: Applause

One after the other, the youth will stand up and tell a little story about themselves but they have to be careful of their body language (arms by their sides, stand up straight) and not using “useless words” (like ‘um”). If they do it, the team will clap.

Experience 4: Express emotion and feelings

One after the other, they will express different emotions (sadness, joy, anger, pride, fear, shyness) while saying the same sentence (Ex: “today, it’s Friday and we have a visitor”). The aim is to express different feelings with their face and their voice. With this exercise, each person has to face their shyness and express their feelings.

Experience 5: The balloon game

The participants will play a balloon game to get to know each other better. One person will have the balloon and start by saying something about himself/herself. Then, he/she will throw the balloon to anyone in the circle. Once the other person catches the balloon he/she will do the same and throw it to another person.

Frequency 1 team buiding session in the initial phase during the third week.

Duration 10 to 15 minutes per activity and 1 hour and 30 minutes per team building session

The first counselling session at MSC

- To invite the youths to have a private talk with the SW in order to evaluate their motivation
- To analyze the beneficiary’s situation and needs
- To introduce in detail VTIP to the beneficiaries
- To explain to the youths the rules and requirements regarding the VTIP and the Moral agreement
- To sign the Moral agreement document to prove their commitment in the VTIP for phase 1

Tools and Forms

Methodology

The first counselling session is done during the third week and follows the team building activities

The SWs will have a private talk with the individual and ask them questions from a questionnaire to discover their background, motivation and analyze their individual issues

At the end of this session, the SWs will decide if the youth can attend to VTIP

If they are admitted to the VTIP, the SWs will explain the objective of the Moral agreement (the rules and duties to respect). The individual will sign the Moral agreement to confirm their commitment to the VTIP and admission to the first phase of the VTIP: Phase 1.

- ABC form
- The youth questionnaires
- The Moral agreement (1st time)
- The different phases form of VTIP

Frequency 1 session before beginning phase 1 during the third week

Duration 2 hours

Total duration 1 week

THE YOUTH INFORMATION FORM

This document gathers all information about the individual's personal and professional situation from their entry in the program, during the VTIP, and after their exit of the VTIP. This form is updated by the social worker and individual. All information is strictly confidential, only the E&D staff can read it. It is used during the first counseling session.

- VTIP entry date:
- Name of the Multiservices Social Center:
- Name of the social worker:

PERSONAL DATA

First & Middle Name		Last Name	
Gender		Nickname	
Date of Birth		Cell Number	
Home Address		Email/Facebook	

MAIN CONTACT PERSONS (To call in case of emergency)

Relationship	Name	Address	Cell Number

1. BACKGROUND BEFORE VTIP ENTRY

1.1. PAST & CURRENT SUPPORT FROM OTHER NGO/FOUNDTION/CHURCH/PAGODA?

No Yes

If yes, Name of Organization:

Contact:

Address:

1.2. PERSONAL and FAMILY BACKGROUND (Children, Father, Mother, Husband/Wife, Brothers/Sisters, etc.)

Relationship	Name	Age	Education level	Occupation	Address/City

Summary of the Personal and Family Background (ex: status, relationships, main events in life, family members who are supportive, domestic violence, abused experience, bad influences, addictions, ex-prisoners and health issues)

.....

1.3. EDUCATION BACKGROUND

	School Name/Address	Duration	From Year to Year	Graduated?	Diploma
Elementary School					
High School					
College					
Other					

Summary of the Education Background (ex: reason why they stopped going to school, etc.)

.....

.....

1.4. PROFESSIONAL BACKGROUND (Summary of Professional Background)

Company name	From Year to Year	Duration	Position	Address/City	Daily Salary

2. PERSONAL LIVING CONDITIONS BEFORE ENTERING THE VTIP

HOUSING SITUATION	HEALTH SITUATION
<p>Examples:</p> <ul style="list-style-type: none"> ⇐ They live in a safe environment: violence-free, limited environmental risks... ⇐ They live with basic accommodations: electricity, drinking-water, waterproof roof, toilets. ⇐ They can sleep: Noise, number of people living in the same place. ⇐ They can wash himself/his clothes ⇐ They can cook. 	<p>Examples:</p> <ul style="list-style-type: none"> ⇐ Addiction problems are followed-up by specialists ⇐ They manage to express and overcome traumas ⇐ They identify and manage his/her main health issues: teeth... ⇐ They have a nutritional meal three times a day ⇐ They have good hygiene.
BEFORE VTIP	BEFORE VTIP

3. ADMINISTRATIVE SITUATION BEFORE VTIP

REQUIREMENTS	Yes/No	Comments
Birth Certificate		
Health		
Social Security System		
High School Diploma		
Elementary Diploma		
Savings Account (Bank or Coop)		
Valid ID		
Driver's license		

The Moral Agreement

The Moral Agreement is a tool used to confirm motivation and commitment to attend the Vocational Training and Integration Program.



MORAL AGREEMENT FOR ENTERING THE PHASE 1 (DISCOVERY PHASE)

By this moral agreement, I enter the discovery phase (PHASE 1) of the Vocational Training and Integration Program made by Enfants et Développement.

I commit myself to come at the multi-services center (the MSC), to attend all the counseling sessions and to be on time. I will be motivated and focused and I will show respect to my mentor.

I commit myself to attend 2 sessions per week (1 individual and 1 collective) during 3 months.

I understand wearing professional attire during professional sessions (job testimonies, company visits) is important to keep a professional attitude.

I commit myself to start working on my career plan step by step with the social worker.

I commit myself to follow the discovery phase (phase 1 of the Vocational Training and Integration Program) necessary to go to Phase 2: Orientation phase.

Signature of the signee

Signature of the social worker

Place and Date

II. Phase 1: Discovery phase

In phase 1 the young person has passed the pre-selection phase and is enrolled in the Vocational Training and Integration Program. Phase 1 is an important phase for the young person to discover themselves, to know what they like and start to think about their future life. Through counseling they will discover and analyze their qualities and abilities and start thinking about the job they could do in the future. In this discovery phase, they will attend two different kinds of counseling : individual and collective.

Each kind of counseling will be focused on self-development and professional orientation essential to prepare them for their professional integration. The family is included in the follow-up to support our social worker better understand their child's qualities, abilities... Our social worker regularly updates them about their progress.

1. Individual Counseling

Individual counseling will include self-development and professional orientation sessions.

Counseling sessions; Individual counseling		
Professional orientation and self-development sessions		
Objectives	To help the beneficiary discover who they are and what they want to do	
	The beneficiary will learn their strengths and what they want to do in the future	
	They will start thinking about their professional project through individual counseling	
Methodology	The counseling session will start by a private talk between the SW and the beneficiary to summarize the difficulties, the situation of the youth and evaluate their needs	
		Tools and Forms
Program and content	<p>1. My qualities They need to know their qualities to be able to deal with their weaknesses and their relationships with their friends and family. To be aware of their qualities allow the young person to gain self-confidence.</p> <p>2. My first life project plan A life project is a plan of their future while taking into account past and present life. The life project plan includes what is most important to them in their current life (private life and professional life). They will plan their future in the second guidance (My 2nd life project plan).</p> <p>3. My talents/ Abilities To succeed they need to know which talents they have and how to use them. They will progress the most in areas where they have skills. Taking the necessary steps to develop their strengths is valuable. If they know their abilities, they can focus on them and can achieve their goals (RIASEC tool).</p> <p>4. My life road It is a road map with all the aspects of their life, since they are born until their death. It is important to be aware of where they come from to know where they want to go. The youth will describe their life in the past (5 years old, 10 years old, 15 years old...) and imagine what they will do in the future when they will be 20 years old, 25 years old, 35 years old, 45 years old...</p>	<ul style="list-style-type: none"> - Counseling content - RIASEC Tools

Frequency	1 time per week
Duration for 1 session	Each counseling session lasts between 2 and 3 hours
Total duration	5 sessions – 4 to 5 weeks total



Beneficiary is doing RIASEC test with the support of SW



An individual counseling session at MSC

2. Collective Counseling

Collective counseling will be divided into two parts: one session will focus on professional orientation and the other will focus on personal development. These two counseling sections go together and will switch back and forth every two weeks.

Professional orientation

These sessions will help the youths work on their career plan by looking for information about the future job they could do. This will open their minds to different jobs by doing concrete research, interviewing professionals, and visiting private companies. These professional orientation counseling will also work on their professional attitude and their communication skills. This will be done in a group of youths enrolled in the same program and in the same phase.

Collective guidance at MSC		
Professional orientation		
Objectives	To think about their professional orientation	
	To look for some information about the jobs they are interested about	
	To open their minds about different jobs	
	To learn about professional attitudes and develop their communication skills	
	To develop their professional skills and soft-skills	
	To learn how to manage a budget to prepare for their future	
Methodology	<p>The social workers will provide counseling in a group of youths</p> <p>The SWs will facilitate and guide the youths to complete counseling</p> <p>The counseling about communication skills and job interviews will be facilitated by professionals who are working in companies</p> <p>The youths will learn how to be organized in their research and proceed step by step with the SW to make a professional plan</p>	
		Tools and Forms
Program and content	<p>1. Communication skills</p> <p>This training will be focus on professional attitudes, how to communicate, how to be self-confident, professional attire for work, how to work in a team, and body language. A professional will preferably provide this training.</p> <p>2. How to do a résumé?</p> <p>They will follow a precise method and highlight their experiences and skills in a Vietnamese and international resume...</p> <p>3. How to do job research (1st session)</p> <p>Where to find information? Internet and by interviewing professionals. How to organize a job research? Skills, requirements, tasks, qualities and schedule of the targeted job.</p> <p>4. How to manage a budget?</p> <p>They will learn how to organize and prepare a budget (expenses and incomes) and anticipate their daily and monthly expenses.</p>	<p>- Counseling content</p> <p>- Computer</p>

	<p>5. A job testimony by a professional</p> <p>A professional will come at the MSC to introduce his job (description about the job, advantages and difficulties of the job, requirements, and skills needed to get the job). They can learn about different jobs to think about for future professional training.</p>	
<p>Frequency</p>	<p>A collective counseling session will be provided every 2 weeks The young people must attend this session at least 1 time during Phase 1</p>	
<p>Duration for each guidance</p>	<p>Each collective counseling session will last between 2 and 4 hours</p>	
<p>Total Duration</p>	<p>6 sessions – 1 and a half months total</p>	



A collective counseling session on how to manage a budget

Personal development sessions

These sessions are focused on the youths' well-being and self-growth. These collective counseling sessions are useful for them to solve their private issues, and helps them with issues in their private life (friends, love life, family...). They will be able to express their feelings about specific life topics and get some insight on their past, current and future life. This personal development counseling is also a way to work on their soft-skills (such as team work, understanding, communication). Each personal development session will rotate back and forth with professional orientation guidance every two weeks.

Collective Guidance at MSC	
2. Personal development	
Objectives	To help the youth to solve their personal issues
	To better understand the world they are living in
	To open their minds to different life topics
	To help the youths to develop their soft-skills (communication, problem solving...)
Methodology	<p>This counseling will be provided by the SWs in a group of youths Each session will be carefully chosen regarding the needs of the beneficiaries. Each session will be facilitated in this order:</p> <ol style="list-style-type: none"> 1.Theory 2.Experimentation by the beneficiary through a practical exercise 3.Debriefing with the participants (what did they learn? What worked well? What to improve on next session?) <p>The SWs will guide the youths to complete each counseling session The SWs will give definitions of key words and facilitate understanding of the objectives. To make these sessions efficient each person has to participate actively with the SW.</p>
Tools and Forms	
Program and content	<p>1. Conflict How to deal and solve a conflict? (Friends, family)</p> <p>2. Friends What is friendship? What is a good vs a toxic friendship?</p> <p>3. My emotions This training aims to talk about different ways to express emotions.</p> <p>4. Family Understanding what is family and the importance of where the youths come from.</p> <p>5. My life experiences What did they learn from their life experiences? How to use experiences as strength?</p>
Frequency	A collective counseling session will be provided every 2 weeks
Duration for each guidance	Each collective counseling session will last between 2 and 4 hours
Total duration	5 to 6 sessions – 1 and a half months total

Team Building (2nd time)

As part of collective counseling, there will be a Team Building session in a group of youths and social workers to strengthen the connection between them. This Team Building makes the youths more comfortable in the MSC, and allows them to meet other youths enrolled in the same VTIP. It is also a way for the youths to work on their soft-skills and to feel more comfortable to work in a team, essential for their future job. Through these activities, the social worker can analyze the youths behaviour and better understand their difficulties and strengths.

Team building at the MSC		
Objectives	To invite them to discover the center where they will attend the future guidance sessions	
	To make the beneficiaries more comfortable to come at the MSC	
	To strengthen the links between the SWs and the youths	
	To work on their soft-skills (oral expression, self-confidence, communication skills)	
	To meet other beneficiaries enrolled in the same VTIP	
	To allow the SWs to know more about their beneficiaries (body language and expression)	
Methodology	<p>This team building follows the first team building done in initial phase by the SWs. The team building is organized and facilitated by 2 SWs with beneficiaries who are in phase 0, phase 1 or phase 2.</p> <p>The SWs organize the team building with a list of different activities for the youths. During this activity, the youths play games in a team to express themselves and overcome their lack of self-confidence.</p> <p>The team building is done following this organization:</p> <ol style="list-style-type: none"> 1. Presentation of the objectives and the rules of the activities 2. The youths play games together with the SWs. 3. They have a debriefing with the SWs: what did they learn? What worked well? What needs to be improved? 4. A debriefing between the SWs follows-up the progress of the team building activities. <p>The beneficiaries must attend 1 team building in the initial phase to go to phase 1.</p> <p>There must be a minimum of 4 participants.</p>	
		Tools and Forms
Program and content	<p>Example of team building activities:</p> <p>Experience 1: Introduce yourself</p> <p>The facilitator has the participants stand in a circle. The SW introduces the objective of the team building session and of the game. Then, s/he holds a ball introduces of his name, hobby, and dream profession. S/He throws the ball to another person for the latter to introduce her/himself. The participants will clap hands after the self-introduction of each one (ice-breaking exercise).</p> <p>Experience 2: Drawing together</p> <p>The group of youths is divided into 2 small groups and they choose their group names. Each small group is given a sheet of paper (A4) and a felt pen to draw the image of their group. The rule of the game requires all group members to hold the pen and to draw the group image together. If anyone</p>	
		<ul style="list-style-type: none"> - List of participants - Action plan

	<p>in the group does not participate (does not hold the pen), the group will lose. Each group has 15 minutes to perform the drawing. Then, each group has 10 minutes to present the drawing and experiences from working together. This game helps to build the team spirit, to coordinate together and to strengthen teamwork skills.</p> <p>Experience 3: Lip reading</p> <p>The group is divided into 2 small groups (change the small group composition) and they choose their new group names. Each group has its own representative leave the group, wear headphones and try guessing words by lip reading the other participants who are talking (it could be a sentence, a phrase, a proverb, etc.). Each group is allowed 5 minutes to perform.</p> <p>Experience 4: Magic carpet</p> <p>The group is divided into 2 small teams (change the small group composition) and they choose their team names. Each team is given a big sheet of newspaper. The members of 2 teams are required to all stand on the newspaper. The team with all teammates standing in the smallest space of the newspaper is the winner.</p> <p>Experience 5: Overcoming barriers</p> <p>The facilitator sets up barriers (chairs, tables). Each turn has 2 pairs, 1 member is guiding his/her teammate, so 1 member is blindfolded and follows the instruction of the other. All the participants join in this game and play the two roles. At the end of the game, the members share their feelings.</p>	
Frequency	1 team building session every 2 weeks.	
Duration	10 to 15 minutes per activity and 1.5 hours per team building session.	



RIASEC Test

RIASEC (also known as the Holland Codes) offers a number of valid arguments in the field of career counseling or vocational guidance, emphasizing two key points:

- If a person chooses a job that suits their personality, they will be more likely to develop and succeed in their career. In other words, people who work in environments similar to their personalities will most likely be successful and happy with their work.
- Almost anyone can be classified as one of six personality types and has six working environments that correspond to six personality types: Realistic (R); Investigative (I); Artistic (A); Social (S); Enterprising (E) and Conventional (C).

The basic characteristics of the six personality groups according to the Holland Codes are shown in the figure below:



However, the personality of many people does not lie in a single personality group but in a combination of two personality groups or more, eg: Investigative - Realistic, Artistic - Social ... Therefore, when you learn about yourself, you may want to consider more than one personality group to really determine which groups are best for you.

SPECIAL CASES

A person who belongs to all six groups

There are people who, after taking the test, find themselves with a wide range of interests and abilities, spreading all six groups. Often, people with this characteristic took a long time to find the job they really enjoy. There are cases who undertake several jobs at the same time.

A person who does not belong to any group

There are people who, after taking the test, find that they have low levels of interest and abilities in all groups, hardly predominant in any group. Often, people with this characteristic need to have the opportunity to experience more in different operating environments before understanding themselves. There are cases of children although gifted in arts, music and crafts who are not encouraged by the family or have never had the opportunity to access these fields – therefore they are unlikely to know their interests and career potential.

A person who belongs to two groups of opposing interests and career potentials

There are people who, after taking then test, find that they have interests and career skills in opposing groups, such as C (conventional) and A (artistic); S (social) and R (realistic);E (enterprising) and I (investigative). Usually, people with this characteristic often feel in conflicted with themselves because the characteristics of the two opposing groups are very different. These people, after understanding themselves and learning how to combine, reconcile the two groups will find the answer to their career goals.



They will be more aware of themselves, know which group (or groups) they belong to, and have a basis to compare their interests and abilities with the requirements of the professions they have identified. From there, they can find their preferred vocation or decide their future career.

When applying the Holland codes, SW should present different situations and ask questions to help the youths identify gender stereotypes that affect their self-perception and career decisions. SW may help the youths learn more about different career groups to test their competence test results. SW should not have the attitude that men or women must belong to a certain personality group.

- **Example of collective counseling**

ENSURE GOOD COLLABORATION AT THE WORK PLACE¹

Duration: 1 hour and 30 minutes

Objectives	
<p>By the end of the session, participants will have:</p> <ul style="list-style-type: none"> - Identified reasons to develop a good collaboration with colleagues and boss - Identified good practices 	
Facilitation - 30 phút	
<p>Why is a good collaboration with team members important?</p> <ul style="list-style-type: none"> - To work better - To work faster - To be more efficient - To understand each other - To have a happier workforce which leads to greater productivity - To have more successful products - To move a company closer to its goals 	
Exercise 1- 30 minutes	
<ul style="list-style-type: none"> - You are on a desert island, you can't see the continent and you have nothing with you - List 5 items you would need to escape - Describe solutions you would come up with for escaping this island safely - Everyone must agree on a final solution 	
Facilitation	
<ul style="list-style-type: none"> - Everyone will suggest a solution for the problem. - Everyone will listen to each other and discuss about the positive and negative aspects of the solution. - All the solutions will be written on a board. - Everyone will find a compromise to agree on the same solution. 	
Exercise 2 - 30 minutes	
<p>How to be constructive?</p> <ul style="list-style-type: none"> - You are working with a colleague in a shoe shop as salesperson in different shifts. Each time you replace your colleague after his/her shift, all the papers are messy on the desk and the cash register, you don't know if these are important notes/messages/request from customers you need to keep or communicate to your boss. - How do you communicate with your colleague that you need the desk to be kept more clean? 	
Tips	
<ul style="list-style-type: none"> - Talk nicely and tactfully to your colleague and explain why it's important to keep the desk clean - Explain the negatives aspects/risks of leaving a messy desk - Explain the positive aspects of a clean desk (work better, faster and find the documents easily.) - Find a solution that is convenient for both of you 	

¹ Information Education Communication session developed with the support of Friends International Organization

III. Phase 2: Orientation phase

The objective of this second phase is to set-up goals in the youths' private and professional lives. They will prepare for their professional integration to look for a Vocational Training. This phase is very important because it includes all the necessary preparation before having their first professional experience.

In orientation phase, the participants will also attend individual and collective counseling as mentioned below, both focused on self-development and professional orientation.

Nevertheless, in this phase priority will be given to the professional orientation since the participants will start their vocational training at a school in Phase 3.

1. Individual Counseling Content

Personal development sessions

This session will help the participants create clear and realistic goals for their private and professional lives.

Counseling sessions: Individual counseling	
1. Personal development	
Objectives	To create goals for the beneficiaries private and professional lives
	To better understand the participants' situation and difficulties
	To allow the beneficiary to be realistic about their future plans
Methodology	The counseling session will start with a private talk between the SW and the beneficiaries. The counseling will continue with a session focused on self-development and a session focused on professional orientation The participants complete the counseling by answering questions guided by the SW
	Tools and Forms
Program and content	<p>1. Moral agreement (2nd time) The participant will sign a second Moral agreement to commit them to VTIP for the 2nd phase. They will have to fulfill the agreement to be a part of the VTIP. They will have to attend the mandatory counseling sessions (3 sessions/ week).</p> <p>2. Clear and measurable goals To identify and plan realistic goals for their life. What is a goal? An observable and measurable result having one or more objectives to be achieved within a fixed timeline.</p> <p>3. My second life project plan It is the continuation of the first counseling (my first project plan). The participant will plan their future life, regarding their family, social, and professional life.</p>
Frequency	1 time per week
Duration	Each session lasts between 2 and 3 hours
Total duration	7 to 8 sessions – 2 months total

Professional orientation sessions

The objective of this session is to help the youths choose which field they would like to work in and get precise information about the job they are interested in.

Counseling sessions: Private counseling	
2. Professional orientation	
Objectives	To prepare the individual for professional integration
	To look for an internship or a vocational training and apply for it
	To open their mind to different professional activities they could be interested in
Methodology	The youths will complete the counseling with the support of the SW and will find concrete information about their career plan
	Tools and Forms
Program and content	<p>1. Professional orientation</p> <p>This session will describe different types of job activities. They will read descriptions carefully and think about whether or not they would like to do the activity mentioned. They will write how much they would like or dislike the activity. This guidance will help the beneficiary to visualize more clearly what they feel they will be able to do.</p> <p>2. My job research (session 2) following the first session in phase 1</p> <p>To get concrete information about the job they are interested in. In phase 2, they will be interested in one job they could do. It is time to research as much information as possible about this job and discover if they are ready to apply. The vocational training school will be chosen considering the job they are interested in.</p>
Frequency	1 time per week
Duration	Each session lasts between 2 and 3 hours
Total duration	8 sessions – 2 months total

2. Collective Counseling Content

Professional orientation sessions

These sessions focus on their internship or Vocational Training application. The objective of this session is to prepare their future vocational training application by choosing which Vocational Training school they would like to have their first professional experience. The youths will also start to prepare their future job application.

Collective counseling at the MSC	
1. Career orientation	
Objectives	To begin job research
	To learn how to look for a job
	To learn how to apply for a job
	To be ready for a job interview
	To know themselves better and become more confident for their interview
	To discover a company and understand its professional atmosphere
Methodology	<p>These sessions will be administered by the social workers in groups of youths</p> <p>The SWs will facilitate and guide the youths to complete each session</p> <p>The counseling about communication and job interview skills will be facilitated by professionals who are working in companies</p> <p>The youths will learn how to be organized in their research and proceed step by step with the SW to make a professional plan</p>
Tools and Forms	
Program and content	<p>1. IEC sessions (Professional attitude & attire, teamwork, body language, self-confidence...) Communication skills: ethical, self-confidence and self-improvement</p> <p>2. Professional investigation: how to look for a job or an internship? Methodology to organize the vocational training and job research</p> <p>3. Strength and weaknesses What are my qualities and skills? What are my weaknesses?</p> <p>4. Update their résumé and prepare their cover letter (2nd session) For a job application</p> <p>5. How to prepare for a job interview? Advice to talk about experience, preparation for the interview with 5 usual questions. Identify all the potential questions during interview: prepare the answer and rehearse to learn how to stand out. Organize a fake interview with a professional or the SW in order to be ready for the real interview.</p> <p>6. How to manage a budget? (2nd session) How to prioritize expenses: what is necessary and optional? How to do a weekly and monthly budget including incomes? How to control my expenses?</p> <p>7. Job testimonies/Company visit (2nd session) A professional will come at the MSC to introduce his job (description about the job/ advantages and difficulties of the job/requirements/skills needed to get the job)</p>
	<p>- Counseling content</p> <p>- Projector</p>

Frequency	A collective counseling session will be provided every 2 weeks
Duration	Each collective session will last 2 hours
Total duration	8 sessions – 2 months total



A collective session on how to prepare for a job interview

Self-development sessions

The objective is to help the participants learn from their life experience to solve their future issues.

Collective counseling at the MSC		
2. Personal development		
Objectives	To help the youths solve their personal issues	
	To better understand their experiences	
	To open their mind to different life topics	
	To help the youths develop their soft-skills (communication, problem solving...)	
Methodology	<p>These sessions will be administered by the SWs in a group of youths. Each session will be carefully chosen regarding the specific needs of the beneficiaries.</p> <p>Each session will proceed in this order:</p> <ol style="list-style-type: none"> 1. Theory part 2. Experimentation by the beneficiary through a practical exercise 3. Debriefing with the youths (what did they learn? What worked well? What to improve for the next session?) <p>The SWs will facilitate and guide the youth to complete each session</p> <p>The SWs will give a definition of each keyword and facilitate the counseling for the beneficiary to understand its objective</p>	
		Tools and Forms
Program and content	<p>1. Choices and decisions How to make a choice and how to make a decision?</p> <p>2. Personal and professional How to make a distinction between these concepts and not to let personal things distract from their professional life</p> <p>3. How to say “No” Different between “Yes” and “No”. To say “Yes” all the time can be dangerous and saying “No” sometimes is very important. Different life situations such as professional life, their love life and relationships with friends.</p> <p>4. Failures and mistakes To understand why we do it and how we learn from them.</p>	- Counseling content
Frequency	A collective counseling session will be provided every 2 weeks	
Duration for each guidance	Each collective session will last between 2 and 4 hours	
Total duration	4 to 5 sessions – 2 months total	

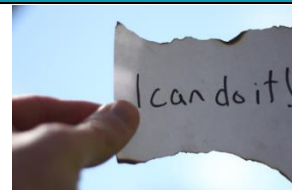
- **Collective guidance**

BE CONFIDENT! GROW YOUR SELF-ESTEEM²

Objectives

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

- Define useful soft skills for the workplace
- Identify their own soft skills
- Understand the importance of self-confidence



Facilitation

What are soft skills?

- In the workplace, soft skills are a complement to hard skills
- Soft skills are more interpersonal such as communication skills and building relationships.
- Hard skills are more technical and specific to a job (such as plumbing, computer programming, cooking)

List of soft skills

- Communicating – listening, understanding and positive communications with others
- Problem solving and being creative
- Making decisions
- Showing commitment
- Flexibility
- Time management
- Being a team player
- Leadership skills
- Building relationships
- Accepting responsibility
- Working under pressure



Exercise: 30 minutes

- Think about a specific successful achievement or experience in your life (e.g., I scored the winning goal in football match, I learnt to play guitar, I learnt how to speak English, I was top of my class...)
- In magazines, select 2 or 3 pictures to illustrate your achievements
- List all the soft skills you used to be successful in this experience
- Present them to the group. After each presentation, the group can add some soft skills the presenter has forgotten

Materials

- Magazines and paper

² Information Communication session developed with the support of Friends International Organization.

Tips

Tips to boost your confidence

- Gain knowledge and new skills: ask questions, read and learn.
- Be kind to yourself. If you make mistakes, learn from them and move on. We all make mistakes.
- Focus on your strengths and successes and not on your weaknesses and mistakes.
- Take criticism in a positive way. It helps you to improve.



Self-esteem tree

Conclusion

- Although they are harder to measure, good soft skills are vital in the workplace
- Soft skills can be harder to develop than hard skills but we should always strive to improve them
- Recognizing our strengths and successes makes us feel more confident
- Being confident helps us build positive relationships at work and at home



A collective session on growing your self-esteem

IV. Phase 3: Experimentation Phase

This phase is the last phase before the youths start working. The social worker refers the youths to a Vocational Training school, according to their life project plan. The family is informed about their child's progress and achievements. The youths start an internship or vocational training to get experience in the field they chose and develop their professional skills. This phase is a very important time for them to confirm their professional project and helps them find a job after training. By experiencing Vocational Training, the youths have their first concrete exposure to the professional world.

The follow-up at this time must be done very carefully to complete the VTIP of the youths so the social worker must be sure there won't be any change in their professional plan. The youths will summarize and analyze their experience at the Vocational Training school by writing a report. The support from the family of the participants is also very important to encourage them to continue their VTIP. Finally, to prepare the youths' professional integration, the social worker will also evaluate their requirements before entering in the last phase: phase 4.

Counseling session: Individual counseling		
Professional orientation		
Objectives	To check their progress in the VTIP	
	To summarize the achievements and the difficulties of the beneficiary	
	To complete the VTIP requirements to go to Phase 4 – Phase out	
Methodology	<p>The SW will have a weekly meeting with the beneficiary to check their progress in the VTIP. They will evaluate their situation and check if they've completed the requirements to go to Phase 4 to apply for a job.</p> <p>The SW will confirm their professional project</p> <p>In this phase, if beneficiaries want to change their career, they can go back to Phase 2 to redefine their professional plan. A meeting between the SWs will be organized to identify the necessity and reasons for this change.</p> <p>The networking officer (NO) will look for services and give information to refer vocational training or internships to the beneficiaries (1 month before the referral).</p>	
Tools and Forms		
Program and content	<p>1. Moral agreement to sign (3rd time) To go into phase 3 and to complete the requirement needed for phase 4: Phase out.</p> <p>2. Private talks To summarize their vocational training</p> <p>3. My vocational training report (3 sessions) A report will be done by the youths at the beginning, middle, and end of the vocational training. It will help them to more clearly identify their difficulties and achievements and for the SW to identify any risk of abandonment</p> <p>4. Checklist The beneficiary prepares their requirements for phase 4 before their</p>	<ul style="list-style-type: none"> - The moral agreement - The questionnaire for the beneficiary - The vocational training reports - The evaluation document "Phase out evaluation" - The ABC form

	<p>professional integration. The SW will check if they are ready to work.</p> <p>5. Evaluation</p> <p>At the end of phase 3 the beneficiary will have an evaluation to validate the end of vocational training and begin phase 4 (Phase out).</p>	
Frequency	<p>1 time per week for the private talks</p> <p>Beginning, middle, and end of the vocational training for the report (depending on the vocational training length)</p> <p>1 time at the beginning of phase 3 for the moral agreement</p> <p>1 time at the end of the vocational training for the requirements checklist and the evaluation</p>	
Duration	Each session will last between 1 and 2 hours	
Total duration	7 sessions – Between 4 and 6 months (depending on the vocational training length)	



An individual session on the vocational training report

VOCATIONAL TRAINING REPORT

At the beginning, middle, and end of their internship or Vocational Training, the youths will write a report to summarize their first job experience by answering specific questions. This report is very useful for the social worker to have an overview of their main achievements and difficulties, to find solutions and to avoid any failure or abandonment of the VTIP.

Name of the participant:.....

Date of entry in the VTIP:.....

Name of the Vocational training school or Company:.....

Job/Vocational training program name:

- Question 1: Describe the different tasks you are exploring in your Vocational Training or internship (5 minimum)

- Question 2: What do you prefer to learn about and do in the VT? Why?

- Question 3: What kind of difficulties are you facing in your VT/internship? Why?

- Question 4: What are you learning from this experience?

- Question 5: How could you improve?

- Question 6: Do you still want to continue this VT? Why?

- Question 7: What is your plan after this Vocational Training? Where will you apply for a job?

- Question 8: Do you need any assistance?

V. Phase 4: Phase Out – Integration Phase

Phase-Out is the last phase of the VTIP. During this phase, the youths are working in a company and are guided by the social workers two months after their professional integration. The objective of this follow-up is to ensure the youths are well integrated into their jobs, are able to face their difficulties, and find solutions by themselves. The family is regularly informed about the difficulties and achievements of the youths. They are involved to support the success of the professional integration of their children.

In Phase 4, the follow-up is shorter and done less often because they are working. A regular private meeting between the participant and the social worker is done to analyze their progress in this last phase and find appropriate solutions (if needed) to finalize the VTIP.

Counseling sessions: Individual counseling		
Professional integration		
Objectives	To summarize the achievements and the difficulties of the beneficiary	
	To check and understand the youths progress in their jobs	
	To identify difficulties and to find solutions for the success of the beneficiary's professional integration	
Methodology	The SW will have a weekly meeting with the beneficiary to analyze the progress of their job integration (difficulties, achievements, ways to improve). The family will be informed about the beneficiary's progress.	
	The SW will ensure the beneficiary feels fulfilled in their new job and there will be no risk of abandonment	
	The participant will analyze their situation by sharing their feelings and experience with their SWs	
		Tools and Forms
Program and content	<p>1. Private talks</p> <p>During this time the youths are working and have their first professional experience. The SWs will meet them 1 time per week to check on their professional and personal situation through private talks.</p> <p>2. My job reports</p> <p>This report will help the beneficiaries and the SWs to see the difficulties and achievements of their job and find some solutions. The SW can identify any risk of abandonment and support them.</p>	- The youth job report
Frequency	1 time per week for the private talk	
Duration	1 session per week during 2 months for the private talk and 3 sessions for the job report	
Total duration	2 months	

JOB REPORT

The participant writes a report to summarize their first job experience by answering different questions. This report allows the social worker to have an overview of main achievements and difficulties of the youths and find solutions to any problems to avoid any failure or abandonment of their jobs.

Name of the participant:

Starting date of the job:

Name of company and address:

Job title:

Administrative situation after the VTIP:

Requirements	Yes/No	Comment
Birth Certificate		
Health		
Social Security System		
High School Diploma		
Elementary Diploma		
Savings Account (Bank or Coop)		
Valid ID		
Driving license		

PERSONAL LIVING CONDITION AFTER ENTERING THE VTIP

HOUSING SITUATION	HEALTH SITUATION
<p>⇐ Examples:</p> <p>⇐ The participant lives in a safe environment: violence-free, limited environmental risks....</p> <p>⇐ They live with basic accommodations: electricity, drinking-water, waterproof roof, toilets.</p> <p>⇐ They can sleep: noise, number of people living in the same place</p> <p>⇐ They can wash themselves and their clothes</p> <p>⇐ They can cook.</p>	<p>Examples:</p> <p>⇐ Addiction problems are followed-up by specialists.</p> <p>⇐ They manage to express and overcome their traumas</p> <p>⇐ They identify and manage his/her main health issues: teeth...</p> <p>⇐ They eat a nutritional meal three times a day</p> <p>⇐ They have good hygiene</p>
AFTER THE VTIP	AFTER THE VTIP

The participant must answer the questions below in the report:

• **YOUR JOB:**

- What are your responsibilities?
- What do you like most in your job?
- What is the most difficult for you?
- How do you face these difficulties?
- Do you feel integrated in your team?
- How do you get along with your boss?
- How do you act when there is a task to do and you don't understand it?
- Do you feel challenged enough?
- What do your co-workers and your boss say about your work?
- What are your main areas for improvements?

• **YOUR LIFE:**

- How much do you spend a month?
- Do you have some savings?
- Did you open a bank account?
- Do you have health insurance?
- How is your living/housing condition?
- How is your relationship with your family?
- How do they feel about your job?
- Can you support your family?

Reference:
Family Meeting



Family meeting

For an effective plan of assistance, the social worker has to make a synthesis of necessary information in the first working sessions – to identify the real needs amongst the family's expectations for assistance. This is not an easy task since the concept of “family” here does not mean only the “nuclear family” (a couple and their children) but also the “extended family” with different generations and may include family-related persons like maids/helpers or close friends. Every member of the family has a particular role in the events in their life that they have experienced together. Therefore, they all have different views. Family meetings are a powerful tool that helps the social worker understand the complex situation in each family and create the appropriate support path without missing important data.

1. Purpose of the Family Meeting

To find out general information about the family with additional, multi-dimensional aspects given by the family members. In the family meetings, the social worker will listen to several opinions from the members, so that the information collected will be more objective and complete. The way each member shares and responds, the order of who speaks, the frequency of speaking of each member, the style of dialogue among members. This will help the social worker obtain objective information that more hidden about the relationships, roles of the members, or hidden problems in the family.

To analyze the demands of the family, their aspirations and what needs need to be supported. The social worker should listen, observe and collect information to answer these three questions:

- Who has the symptoms (the young woman does not go to work, the child refuses to eat, the dad is drunk ...?)
- Who is suffering?
- Who is asking for help?

To have a basic background to create a roadmap to work with the family. When conducting family meetings, it is not important to find a solution to their problems at that time because it would rush solutions. Early proposed solutions can only solve simple surface problems. For problems that have not been rectified for many years, they often involve complex situations where early solutions are unlikely to be effective. A more positive way to support a family meeting is to provide an opportunity for people to create a dialogue to help them find the answers to the problems they are facing, and then based on this finding the social worker will plan for the next steps of assistance.

2. How to Organize and Conduct a Family Meeting

Preparation for a Family Meeting

In order to have an effective family meeting the social worker should have preliminary meetings with the beneficiary's family to obtain basic information about their life, the family members and their expectations for assistance.

After that, the social worker works with the support team (the observer, the psychologist) to analyze the family based on the genogram and timeline tools. The team will analyze the important family events, the relationships between members, the risks and resources. They will ask the social worker for any further important information to collect from the family. From this team meeting, the social worker prepares the contents to be discussed in the main meeting with the beneficiary's family.

Invitation for a Family Meeting

After the support team meeting, the social worker will inform the beneficiary about the need for a family meeting. S/he informs them of the important topics to be discussed and the necessary presence of the relevant members. S/he discusses with the beneficiary about the time and place and also tries to foresee difficulties that may hinder this meeting's effectiveness.

If the family head does not want to organize a family meeting, the social worker should continue to encourage the beneficiary to think about the usefulness of a family meeting. This is not an opportunity for members to blame or criticize anyone, but for the members to listen to each other's sufferings and efforts. In addition, in comparison with the time the family spends on working on their problems, the 45 minutes required for a family meeting with the social worker will be less time consuming and provides positive support for the beneficiary and family to solve their problems.

If the family is not ready yet, the social worker can tell the beneficiary: *"We respect your opinion at this time. Maybe right now there is a reason that the family is not ready. However, we ask your family to think more about this"*.

If the beneficiary still refuses, the social worker should respect the beneficiary's choice but keep repeating the invitation. At the end of the working session, ask: *"How are you going to tell your wife about this? What has helped you today? Why does this creates difficulties for you but your wife does not know?"*

Note that, at this time, the invitation is not yet accepted but it does not mean the family meeting will never occur. The social worker can give the family time to ponder and keep repeating the invitation now and then. If the social worker is in hurry to help the beneficiaries when they are not ready, s/he will hurt them.

Facilitation of a Family Meeting

Ideally, the person who facilitates a family meeting should be not a specialized professional expert, in order to have a broader perspective and avoid stereotypes. If the problems are related to particular person/persons, this person will also attend and share the information with the facilitator.

In the family meeting, since there may be some family members that the social worker has never met before, s/he should begin by briefly introducing herself/himself, enquiring about the new members, and restating the purpose of the meeting family.

Based on the contents already prepared after the team meeting, the social worker presents the topics to discuss with the family, asks more information, and records the family members' opinions. The facilitator does not ask partial questions or just asks only one member but should ask general ideas for the family members to think about together.

Example: Instead of asking A: "What do you think about your husband's sister?"

→ *Should ask: "How do family members feel about the new groom?"*

When the beneficiary shares something, s/he should immediately grasp the idea and ask deeper questions.

Example: The elder sister was having difficulties when the younger sister got married, her own/nuclear family (herself, her husband and children) had to move out and caring for the small children became difficult.

→ *Ask further: "Did the family know about your difficulties and this problem? Concerning the difficulties of A when she had to move out and live on her own, what did the family think?"*

During the family meeting, the social worker should observe the attitudes, behaviors and emotions of all the family members. When someone is telling the story verbally, the other members are also telling the story in non-verbal language.

Example: When A told her difficulties, the other members seemed to have never heard of these before.

The social worker should ask each member to give them a chance to share. Note who did not answer, wait for them to answer, and invite them to share. The questions should be asked in a way to link the family members together rather than break up their relationships.

Do not forget the absent members at the family meeting. Although they are not present, their opinions can still be discussed in the meeting. At the same time, the contents of the meeting can also be communicated to the absent members.

Example: Ask the family "your husband (Mr. B) is not here but his role is very important, how can he know about the outcomes of today's meeting? Who would be the one to tell to B? Will you help your mother to tell the outcomes to your father (Mr. B)? "

The duration for a family meeting can be approximately 45 to 60 minutes. The social worker adjusts the meeting to not be too short without any outcome, or too long leading to too much information without any analysis. If the family members have to discuss things in-depth, the social worker should give them prior notice to extend the duration.

After 15 minutes of listening to the story of the family, the social worker will often feel anxious and needs to present his/her concerns about the current difficulties of the family. Sometimes after 5-10 minutes of listening to the family story, the social worker can summarize the family situation, s/he does not necessarily wait until the end of the family meeting to give his/her feedback.

Example: "After listening to the story of your family, I understand that ... Besides, I also have concerns about ... What does the family think of my ideas?"

At the end of the meeting, the social worker summarizes the meeting results and makes plan for the next family session.

Example: "In this first meeting, we learned about the family's hard times and difficulties. Certainly there will be later sessions we will work on but they will be based on the analysis of today's session."

➔ Presentation of the family issues that have been discussed and noted. Suggestions to the family members to think of the solutions to their problems and issues.

+ "Today's meeting we talked about ..."

+ "There will be meetings that will focus in-depth on the problem ..."

+ "When the family is ready, inform me ..."

+ "By this time, at the end of today's family meeting, are there anything the family would like to say but has not said yet? How does the family find today's work? "

From the family discussion, if the social worker finds that aside from the initial expectations of the family, there are other needs to be prioritized, s/he can share his/her findings to add to the work with the family.

Example: "At first I came here at the request of the family about the problem ... but after this family meeting I noticed that there are issues to add ..."

Important Notes for the Organization of Family Meetings

Do not try to solve the problems of the family in just a few sessions. The beneficiaries and families live in complex social situations and the beneficiaries' problems that are first brought to the social worker's attention may be just superficial ones. When entering the assistance roadmap, the social worker will often be exposed to complex hidden issues that take a long time to solve.

When working with the family, the story told by the beneficiary does not have its full meaning if there is no comprehension of the events in context (who told whom, where, when ...).

Example: A told B: "I love you" → B nods in agreement.

But C told D: "I love you" → D slaps C.

→ Verbal sentence does not matter, the context and situation is important. When listening to the beneficiary's story, it is important to see the beneficiary's life context and to always remember the beneficiary living in a family system rather than as a separate individual.

The beneficiaries have many ways to tell their stories:

- + Like introducing a movie in a general way, there are many scenes, interweaving episodes.
- + Like telling drama, there is one episode focused with a lot of zooming and lengthy narration, and other episodes briefly told.
- + Like a stand alone picture used as a movie poster, providing very little information, so we have to look at and guess what the contents of this movies are.

However, the life story is more like a series of movies so it will take a long time to work on. When the story is told, the beneficiary is often thought to be the bearer of the problem, while the others are not. The social worker should remember that the family story can be told in many ways, therefore the social worker has to learn how to listen to a story told by many people.

Be careful not to confuse story and facts. Facts are real and can not be changed. The story is a way of thinking, the way of a person's presenting the event and it can be changed. Beneficiaries often want to change events, but the social worker's task is to help the beneficiaries change the way of looking at the event.

Example: A 25 year-old woman had been sexually abused at the age of 18. We can not go back in time to revise that event, but we can only change the way the young women thinks of this past event in order to have positive events in the future.

If the family story is obvious at the beginning, the social worker should be careful not to miss other aspects of the problem presented by the family.

Example: The mouse sees a piece of cheese and runs right straight to it: he gets caught into a trap. Be careful to observe for a broad view, otherwise the social worker will fall in the trap like the mouse.

In short, to support families efficiently, the SW has to distinguish real needs from wishes. It is not easy and it requires the SW to know how to use genogram, timeline and other colleagues' support from the very first meetings with families. Thereafter, the family meeting is an effective tool to help the SW begin the family working process. The family meeting plays an important role as a compass to help the SW not get lost in the labyrinth of family's life story.

References:
Enhancing the Capacity to Access
Quality Social Services



Enhancing the Capacity to Access Quality Social Services

1. Need for networking?

The purpose of the “Family development” project is to assist the families to become confident and self-reliant and know how to use available social services in the community. Solving their own problems in turn contributes to poverty reduction and improved the quality of life. The system of social services in Ho Chi Minh consists of various and diverse social services from public and private sectors, non-profit and religious organizations. However, most of the poor workers have little information about the available social services in the city. This is partly due to not-using the media (newspapers and television), and also to their low educational level and lack of access to information or services. Therefore, from the beginning of the project, the component of Networking through building a network connecting social service providers is among the most prioritized project activities.

2. Networking Activities to Improve the Accessibility of Quality Services

a. Improving the Quality of Existing Services

Periodic assessment of service agencies/ providers

In order to select and connect with the quality service agencies/ providers, E&D team has developed a number of criteria for assessment. Besides the criterion of quality of service, the service agencies/ providers in the network have to meet other criteria, such as willingness to work with vulnerable people, gender sensitivity while delivering services and sustainability of the service agencies/providers.

	A	B	C	D	E	F	G
1	TIÊU CHÍ ĐÁNH GIÁ CHẤT LƯỢNG DỊCH VỤ						
2	LĨNH VỰC	Giáo dục	Sức khỏe	Hành chính PL	Việc làm	Tâm lý XH	
3	TIÊU CHÍ CHUNG	1. Tính lâu dài 2. Tư cách pháp nhân 3. Sự sẵn sàng làm việc với đt dễ bị tổn thương 4. Biết cách làm việc với đt dễ bị tổn thương 5. Chính sách về Giới 6. Phối hợp - phản hồi					
4	TIÊU CHÍ RIÊNG	1. Chất lượng dạy - học (cơ hội thực hành) 2. Chương trình đặc thù cho nhóm đối tượng dễ bị tổn thương 3. Chứng chỉ / bằng cấp 4. Hỗ trợ việc làm sau khi ra trường 5. Cơ sở vật chất 6. Giá dịch vụ	1. Cơ sở vật chất 2. Chuyên môn của cán bộ y tế 3. Quy trình, thủ tục (nhẹ nhàng, kịp thời)	1. Quy trình, thủ tục (rõ ràng, minh bạch, ...)	1. Tiền lương 2. Chính sách phúc lợi xh, luân thủ luật LĐ 3. Tính ổn định (làm việc lâu dài) 4. Cơ hội thăng tiến 5. Cơ hội được đào tạo 6. Khoảng cách địa lý	1. Chuyên môn, kinh nghiệm 2. Sự hài lòng của thân chủ 3. Giá dịch vụ	
5							

Criteria for Assessment of Service Quality

To ensure that the service agencies/providers provide good quality service to vulnerable families, the network staff and social workers administer this assessment every 6 months. Each service agency/provider is reviewed and given a score by the network staff and social workers in accordance with the criteria, including the general criteria and specific ones for each sector. From the results of this periodic assessment, the agencies/providers with low-scored services will be noted for restraining the referrals or stopping referrals. Meanwhile, agencies/providers with high-scored services are noted for continuation of referring.

The beneficiaries do not participate directly in the assessment, but their comments and feedback are recorded and reflected through the social workers after each referral.

The results of assessment are shared with service agencies/providers as service quality feedback to them. The suggestions and recommendations from the social workers and families are also given to them for the improvement of their service quality.

ĐÁNH GIÁ CHẤT LƯỢNG DỊCH VỤ																														
No	TÊN TỔ CHỨC/ ĐỐI TÁC	TIÊU CHÍ CHUNG Điểm cao nhất 10đ/tiêu chí						TIÊU CHÍ RIÊNG											XẾP LOẠI											
		Tính lâu dài	Tư cách pháp nhân	Sẵn sàng làm việc với đối tượng dễ bị tổn thương	Biết cách làm việc với đối tượng dễ bị tổn thương	hình đang giới	Phối hợp - phản hồi	HCPL	GIÁO DỤC				SỨC KHỎE			VIỆC LÀM				Tổng tiêu chí chung	Tổng tiêu chí riêng	Xếp loại tiêu chí chung	Xếp loại tiêu chí riêng	Kết quả Xếp loại						
							Quy trình, thủ tục (rõ ràng, minh bạch, ...) (60 điểm)	Chất lượng dạy - học (có hội thực hành) 10	Chương trình đặc thù cho nhóm đối tượng dễ bị tổn thương 10	Chứng chỉ bằng cấp 10	Hỗ trợ việc làm sau khi ra trường 10	Cơ sở vật chất 10	Giá dịch vụ 10	Cơ sở vật chất 20 điểm	Chứng n môn của cán bộ 5 từ 20 điểm	Quy trình, thủ tục (nhẹ nhàng, kịp thời) 20 điểm	Tiền lương 10	Chính sách phúc lợi xã hội, tuần thủ luật LB 10	Tính ổn định (làm việc lâu dài) 10	Cơ hội thăng tiến 10	Cơ hội được đào tạo 10	Khoản g cách địa lý 10								
1	Trường A	10	10	10	8	9	10	8	8	10	7	8	9										57	50	Rất tốt	Rất tốt	Rất tốt			
2	Trường B	7	10	9	8	5	6									5	3	7	3	0	8		45	26	Tốt	Trung bình	Tốt			
3	Công ty C	10	10	5	5	7	0										7	8	9	7	7	8	37	46	Tốt	Rất tốt	Tốt			
4	Phòng khám D	10	10	8	7	9	7	10	6	10	8	9	5										81	48	Rất tốt	Rất tốt	Rất tốt			
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Results of Assessment on the Service Quality

A survey form for service agencies/providers is used when searching for a new networking partner, to obtain basic information about the agency/ provider as well as to assess their willingness to cooperate in the network to serve vulnerable people. The form can be filled out in the field when the network staff visits the agency/provider or by e-mail. Through this form, E&D also knows the partners' need for support to work with vulnerable population in order to organize later training sessions or share experiences of working with vulnerable people. (References: "Survey of enterprises"— Page 94)

Organization of experience sharing sessions on working with vulnerable people and gender sensitivity

Besides the service agencies/providers who have mission and interests for social/community development, there are also many partners – such as vocational training schools, enterprises - who have little or no experience in social work. In order for these service providers to understand and have effective coordination with vulnerable people, E&D regularly organizes workshops, training, and experience sharing sessions about working with vulnerable people.



E&D psychologist sharing “Experience on working with young vulnerable people” to partners



Friends International’s training expert on “Skills for working with vulnerable young people” to partners

Building a feedback mechanism in the network between service agencies/ providers and E&D

To improve service quality, the exchange of information between partners in the network is very important. Besides the immediate feedback to the service agencies/providers whenever problems arise, E&D network staff also holds meetings with the agencies/providers every 3 months (via email, telephone) and every 6 months (direct interactive meeting).

In order to obtain accurate and timely feedback, the network staff regularly communicates with the social workers by phone, email and weekly meetings at the Multiservice Social Center. The network staff also joins the social workers on family visits to observe and listen to feedback from family members about the service agencies/providers that they have been referred to.

For those service agencies/providers that have long-term partnerships with E&D and both parties have gained mutual understanding, the families and social workers can represent the organization to give feedback directly to the service agency/ provider (e.g. vocational training schools, local and international non-profit organizations, local authorities of where the project is implemented).



A meeting between social workers with the provider representative

b. Enhancing the capacity of vulnerable population to access quality social services

Provide information on services that meet the needs of people



Social worker sharing information about service providers to family during home visit

Social workers inform people about the existing services: when conducting home visits as well as meeting at the multiservice social center, during the IEC sessions or group meetings. Social workers provide families with information about services through leaflets, lists of service agencies/providers, etc.

IEC to raise awareness of using services

Another activity that aims at empowering clients through access to available services is the information – education – communication (IEC) sessions at the multiservice social center (the MSC). Social workers invite families who have been referred to service agencies/providers to share how they approached and continue to use the services.

Problems encountered while accessing and using the services are brought up by families and the group seeks solutions together.



A family to family experience sharing on accessing and using available social services

Enhance the skills of E&D beneficiaries for communicating and working with service providers



Young people visit and learn at an agency/provider on air-conditioning and refrigeration repair training

In order to have suitable choices, **families/beneficiaries are encouraged by social workers to visit** these service agencies/providers (vocational training schools; charity clinics; etc.) to observe the place and environment, have conversations with people there, know how travel there, estimate the distance etc.

Choosing the right service does not mean the family will be confident to use it. Only a few families have enough confidence to find the service agencies/providers, others are still quite shy and cautious. Some families feel ashamed that they are illiterate, others say that they have never been to such beautiful and luxurious places, and most of them are afraid to go to state agencies. SWs provide counseling and guidance to families on how to work with service agencies/providers, on things to keep in mind or to avoid doing, as well as on how to be prepared physically and mentally. For families who are not confident to go alone the first few times, the SW will go with them but with the agreement that is the family must be the ones to present their problems to the providers; the SW only provides more information about the family. In some cases, SWs and families will do role-playing with the SW as the service provider and family to come and present their problems. SWs also provide a variety of hypothetical situations for families to respond to when approaching and using services.

Example: a beneficiary in Ward 4, District 8 – he deserted while performing his military duties therefore he lost all identification papers when he returned home. In addition, knowing that he did something wrong, he avoided state agencies. Without identification papers, he could not find stable jobs or get a legal marriage certificate. His three children's birth certificates only have the mother's name. The SW encouraged him as well as provided him all relevant information (which documents to prepare, which agencies to visit and the characteristics/formalities of each agency). She also conducted 4 days continuous of role playing to help him prepare. During the role-playing, the SW changed roles so that he could get used to the way of work of different departments/agencies. He could go by himself to the ward military office, but he needed the assistance of the social worker to go with him to district police office. However, the SW only sat in the waiting room (before this, the SW contacted and informed the district police about the beneficiary's case). While working with police, the beneficiary would look back to the SW, and she would give him a smile to reassure him. After three weeks, he obtained his identity card, re-registered permanent residence in his parents' household registration book, got a marriage certificate and added his name to his children's birth certificates. Now at a home-visit, the SWs asked him whether he would be able to go to the police or People's Committee later for paperwork. He smiled and said, "Sure, I can do it".

There are beneficiaries who have a low educational level or are not able to read and write, but the requirement of the service agency/provider is for the beneficiary to fill out a form, or make a statement letter (programs that provide/reduce hospital/school fees, offer scholarships or free health care services). On this matter, the SWs encourage the beneficiaries to seek support from other family members. If the beneficiaries can write by themselves, the SWs will provide instructions on how to fill it out those papers. After accessing and using services, the families give feedback to SWs about those services (service quality, difficulties while using services...). After listening and taking notes, the SWs encourage families to comment directly to the service providers.

In short, to enhance the capacity of vulnerable populations to better access quality social services, E&D **provides information on service providers, guidance about how to work with the providers, enhance their confidence and help them actively seek support at service agencies/providers when needed.** Furthermore, E&D works closely with the service agencies/providers to **improve their awareness about working with vulnerable people and establishes a feedback mechanism.**

Annex



Annex

A. MULTISERVICES COMPONENT

ABC FORM

<u>Family:</u>				Date of assessment (A)		Score:	
<u>Code:</u>				Date of assessment (B)		Score:	
				Date of assessment (C)		Score:	
FAMILY SITUATION	A	B	C	3 points	2 points	1 point	0 point
EDUCATION							
Pre-schooling of children (3-5 years old)				All children go to school	≥ 1/2 children go to school	< 1/2 children go to school	No child is going to school
Primary schooling (6-10 years old)				All children go to school	≥ 1/2 children go to school	< 1/2 children go to school	No child is going to school
Junior secondary schooling (11-15 years old)				All children go to school	≥ 1/2 children go to school	< 1/2 children go to school	No child is going to school
Senior secondary schooling (16-18 years old)				All children go to school	≥ 1/2 children go to school	< 1/2 children go to school	No child is going to school
Trade learning (13-30 years old) if not going to school or work				All learn a trade	≥ 1/2 learn a trade	< 1/2 learn a trade	No one learns a trade
Above 18 years old literacy (reading and writing)				All know how to read and write	≥ 1/2 know how to read and write	< 1/2 know how to read and write	No one knows how to read and write
Risk of dropping out of school				No risk in sight	Few risks	High risks in sight	About to drop out
HEALTH							
Health status of all family members				All are healthy	≥ 1/2 are healthy	< 1/2 are healthy	Nobody is healthy
Immunization of children of 0-5 years old				All children are immunized	≥ 1/2 children are immunized	< 1/2 children are immunized	No child is immunized
Health insurance				All members have health insurance	≥ 1/2 members have health insurance	< 1/2 members have health insurance	No one has health insurance
Reproductive health (family planning, pregnancy, STD prevention, etc.)				Know and apply measures	Know but don't apply regularly	Know but do not apply	Do not know/Do not want to learn
Nutrition of children under 6 years old				No child is malnourished	At least 1 child is at risk of malnutrition	At least 1 child is malnourished	At least 1 child is severely malnourished

PSYCHOSOCIAL							
Relationship among family members				Respect each other and provide mutual help	Occasional conflicts	Often in conflict	Often in conflict and violence
Child rights				Child rights for survival, protection, development and participation are observed and applied	Child rights for survival, development and protection are applied	Child rights for survival and development or protection are applied	Child rights for survival are now and then applied
Addictions (Drug/alcohol/gambling/video games/ etc.)				Nobody is addicted	Some addicted members, but few consequences	Addictions and distressful consequences in the family	Addictions with serious harmful consequences
Relationship with the neighbors and the community				Good relationship and frequent participation	Good relationship but minimal participation	Loss of relationships and no participation	Live in isolation and feel excluded
Family use of basic social services				Autonomous and active in accessing services	Active but with the assistance of another person	Would like to get access but do not know how to do it	Passive
Autonomy and problem-solving skills				Very good	Good	Average	Poor
LEGAL/ADMINISTRATIVE PAPERS							
Birth certificates				All members have birth certificates	≥ 1/2 members have birth certificates	< 1/2 members have birth certificates	No one has a birth certificate
ID card (from 14 years old)				All members have ID cards	≥ 1/2 members have ID cards	< 1/2 members have ID cards	No one has ID card
Residential status				Long-term residential registration (KT3)	3-6 months temporary residential (Booklet registration)	Short-term residential status (A4 application form)	No registration, or cannot get registered
Marital status				All married with marriage certificate	≥ 1/2 married with marriage certificate	< 1/2 married with marriage certificate	All married without marriage certificate

LIVELIHOODS							
Employment/Job (16 – 55/60 years old)				All have employment	≥ 1/2 have employment	< 1/2 have employment	None are employed
Income (16 – 55/60 years old)				All have regular incomes	≥ 1/2 have regular incomes	< 1/2 have regular incomes	No one has regular incomes
Child labor (under 18 years old) – heavy workload, harmful, no time for continued learning				No child labor	Seasonal child labor	At least 1 child is employed/ child labor	All children are employed/ Child labor
Elderly people (above 60 years old) doing hard work				No elder member > 60 years old is working	Member(s) > 60 years old is working from time to time	At least 1 member > 60 years old is working	All members > 60 years old are working
Family budget management				Know and apply measures	Know but don't apply regularly	Know but do not apply	Do not know/Do not want to learn
Means of transport (above 16 years)				All the members have their own means of transport	≥ 1/2 members have their own means of transport	< 1/2 members have their own means of transport	No one has means of transport
Housing				Owner or family ownership	Live with relatives	Rented living place	Homeless
Toilets				Have their own toilet	Shared toilet	Public toilet	Do not have toilet
Domestic water				Have their own water meter	Get water from another house	Use water from a well	Use water from the river/pond
Electricity				Have their own electric meter	Get legal electricity connection with another household	Get illegal electricity connection	Do not have electricity

COMMUNICATION THEMES

1. HOW TO PLAN SPENDING REALISTICALLY

Activity 1: Needs and Wants –“Vital” expenses and “Not vital” expenses
<i>Duration: 45 minutes</i>
Objective
- Participants recognise that all expenses do not have the same importance; they analyse expenses between needs (“vital”) and wants (“not vital”)
Tools
- Story of Mrs. An and the story cards; Envelopes, money purse etc.
Facilitation
<ol style="list-style-type: none"> 1. Read Mrs. An’s story and show the cards 2. Ask “How does Mrs. An feel at the end of the day? Why is she lost”? <ul style="list-style-type: none"> ➔ An has no money left ➔ She has spent all her money: <ul style="list-style-type: none"> - Her savings left over from the day before - The money she earned today ➔ She had to borrow money from two friends ➔ She is stressed because she doesn’t have money left for food and school fees ➔ She is not sure where her money is gone 3. Ask “Mrs. An spent all her money and had to borrow more. Do you think that all her expenses are important”? <ul style="list-style-type: none"> ➔ Some expenses are very important, we need them to live (vital); other expenses are less important. They are nice to have but we can live without. ➔ Necessary expenses: bus tickets, drinking water, money for school and children, rice, fish, fruit. ➔ Unnecessary expenses: cigarettes, material 4. Ask the participants “What did you buy recently (last week or last month)? Which expenses are vital, and which ones not very vital?” <ul style="list-style-type: none"> ➔ Vital expenses: food, house rental, transportation, tidy clothes, etc. ➔ Not vital expenses: gifts, snacks, iPhone, etc <p>Note: <i>The answers depend on each individual and each situation, expenses may or may not be vital</i></p> <ol style="list-style-type: none"> 5. Ask “With the necessary expenses, how can you buy them the cheapest?” <ul style="list-style-type: none"> ➔ Ex: instead of buying a small bottle of water, buy a large water container to use the whole month ➔ Ex: Many people buy iPhone to make phone calls, and use internet. However, they can buy Nokia cheaper than iPhone and use free wifi with their laptops or desktop PCs. 6. Ask “What did the participants learn from this activity”: <ul style="list-style-type: none"> ➔ List the vital / essential expenses (needs) and the not vital expenses (wants) ➔ Priority for the needs first. If spending for the needs, think how to can buy them in the cheapest way. Compare the price to get the best deal. ➔ Each time before we buy something or pay for something, think twice whether it is a need or a want ➔ Have two purses/envelopes: one for needs, one for wants

- ➔ Buy wants only once a month, after needs are paid for
- ➔ Write down all the expenses/spending

Tips

- *Modify the money story according to the country, or community*
- *Use word “vital” “essential”, do not use word “useful”. The word “useful” can lead to many discussions that take a lot of time. It is difficult to define useful or not, it depends on the context.*
- *For illiterate participants, use pictures (images) to classify needs and wants*

Other ways to facilitate:

Option 1:

- Ask one group to play the story of Mrs. An; then ask all participants the same above questions.

Option 2:

- Ask each participant to write down 2 things they bought recently and ask them two reasons for spending the first item and two reasons for buying the second item (if different from the 1st item).
- Write down reasons and facilitate brainstorming to analyze beyond “needs/wants” (e.g. answers “I like it”/“I need it”) and find out deeper reasons for acts of purchase. Reformulate with reasons as below:
 - ➔ Functional: I need it and I use it straightaway (food, transport)
 - ➔ Recreational: I buy it for leisure, to spend time for fun
 - ➔ Status: I buy it because others have it and I feel I should be like them, I buy it to show who I am
 - ➔ Impulsive: I am passionate about something; I buy it whatever the price or even if this is not vital
- Ask them “Can you think of examples of purchases you have done following each of the four reasons”?
 - ➔ Ask a few participants. Correct them if their example doesn’t fully fit in the reason they say it fits.

Activity 2: How to plan spending realistically
<i>Duration 30 minutes</i>
Objectives
- Participants recognise different kind of expenses: daily, monthly, and yearly to anticipate them
Tools
- Expense cards; Envelopes, purses...
Facilitation
<ol style="list-style-type: none"> 1. Distribute the expenses to the participants. 2. Explain to participants that all the expenses are not the same: some are daily/weekly, some are monthly, some are yearly, some are irregular necessary expenses, some are emergency expenses. 3. Ask participant to classify theses expenses “Daily/weekly”, “Monthly”, “Yearly”, “Irregular necessary expenses”, “Emergency expenses” on the table/floor/ground 4. Ask them “Is it important to know how often we have to pay for these needs”? Why? <ul style="list-style-type: none"> ➔ Yes, it is very important! We never forget to pay for the daily or weekly needs, because we need them all the time... but we often forget about them other expenses and when we have to pay for them (New Year, school fees...), we may not have enough money left. Listing all our needs helps us remember the needs that we pay every month or less often. 5. Ask: How do you manage the expenses? <ul style="list-style-type: none"> ⇒ List all the needs, especially the less frequent ones (yearly or several times a year) ⇒ Save money for the yearly needs a bit every week ⇒ Keep the commitment amount in separate envelopes/bank account 6. Wrap up: Reformulating the main learning points <p>All expenses are not the same; some are needs and other are wants. We pay for/ buy to meet needs every day, or some every week, month or year. We should remember to keep enough money for the needs that are paid less often.</p>
Tips
- <i>Modify the money story according to the country or the community.</i>
<u>Other way to facilitate:</u>
- Ask one group to act the story of Mrs. An, others group to classify all her expenses

Activity 3: Summary

Duration: 15 minutes

Objectives

- Participants summarize their knowledge

Tools

- Asking questions

Facilitation

Ask the participants:

1. What is spending for needs?
→ Spending for needs is important and necessary for survival. Ex: bus tickets, drinking water, rice etc.
2. What is spending for Wants?
→ Spending for wants is not important, not vital for survival. Ex: cigarettes, coffee etc.
3. When spending for needs, how to do it effectively?
→ Choose and select the cheapest but good quality. Best deal.
4. How many types/categories for expenses?
→ 5 types of expenses: daily, monthly, yearly, irregular, and emergency.
5. List the daily expenses
→ Food, drinks, transport, hygiene (soap, toilet paper, etc.), pocket money, etc.
6. List the monthly expenses
→ Electricity, water, clothes, school fees, telephone etc.
7. List the yearly expenses
→ Health insurance, car/motorcycle insurance, ect.
8. List the irregular expenses
→ Car/motorcycle repair, electric fan repair, events: wedding, anniversaries, funerals, etc.
9. List the emergency expenses
→ Accidents, diseases, etc.
10. How to manage money and budget safely?
→ Make a list of all vital/necessary expenses, especially those happening less frequently (yearly, semi-annually, etc)
→ Every week, save some amount of money for the necessary yearly expenses.
→ Put the commiment money into separate envelopes/ or in a bank account.

After the participants answer, the facilitator summarizes their answers concisely and accurately.



2. COMMUNICATION BETWEEN PARENTS AND THEIR CHILDREN

<p>ACTIVITY 1: INTRODUCTION</p> <p><i>Duration: 10 minutes</i></p>
<p>Objectives</p>
<ul style="list-style-type: none"> - Using the ice-breaker game, participants recognize that messages through communication are easily distorted (mis-communicated). Then the faicilitator introduces the theme of Communication.
<p>Tools</p>
<ul style="list-style-type: none"> - Messages composed of words when pronounced can create confusion. Ex: "I scream and you scream, we all scream for ice cream/ How much wood would a woodchuck chuck if a woodchuck could chuck wood/ I saw susie sitting in a shoe shine shop, where she shines, and where she shines she sits"
<p>Facilitation</p>
<ul style="list-style-type: none"> - Divide the participants into groups of equal number for competition. Each group is ligned up in a vertical row, and each group member is spaced at distance to not hear whispers from the former communicator. - Invite the representative of each group to come ahead and read the message contents in silence, for a short time. - Then the representatives return back to their corresponding group and communicate the messages from one member to another member. They are allowed to whisper softly in the ear of the the first member, and then from the 1st member to the 2nd, the 2nd to the 3rd etc. until the last member of the rows. - Invite the last members to write down the "heard" messages, and then compare them with the original messages. The group who has the "heard" message contents similar to those of the original message and who was the speediest in the transmission is declared Winner. - Ask the participants' feelings after the game: <ul style="list-style-type: none"> <i>"How do you feel about this game?"</i> → Difficult / easy. Because ... <i>"When it comes to communication, what are factors that make the message contents distorted/mis-communicated?"</i> → Information contents, the speaker, the listener, external interfering factors, etc. → The facilitator introduces the theme of Communication: "This is just a small game that shows us how messages are often distorted by how we communicate/talk to each other. This is very important, we need to keep in mind the quality of the communication/talk as expected. So today we will discuss communication and more specifically the way parents communicate with their children in everyday life. We will learn about the Communication model, in the next part of this session. "

ACTIVITY 2: FEEDBACK IN COMMUNICATION

Duration: 15 minutes

Objectives

- Participants see the importance of getting feedback in the communication process

Tools

- Sheets of paper, pens, sample pictures
- Real anecdotes of negative impact from one-way communication

Facilitation

- Participants are asked to form pairs A&B
- A describes the sample picture for B to draw it accordingly. However, B is not allowed to ask details from A. Each pair performs the drawing tasks in 1 minute.
- Then, ask the pairs to show B drawings and compare them with the sample pictures. Ask about the difficulties of drawing the pictures.
- Next, ask A to describe another picture for B to draw. This time, B is allowed to ask A for details about the picture to draw properly. The 2nd drawing lasts 1 minute.
- Ask the pairs to show B second drawing and compare it to the sample picture. Ask about B's feelings when drawing this picture.
- The facilitator and the participants analyze the difficulties when drawing the 2 pictures. They talk about the importance of feedback interactions in the communication process.
- Share a real story of negative impact of one-way communication:
"The man has 2 children: 1 son and 1 daughter. One day, the daughter ran to the father and cried telling him the brother was bullying her. The father was working, he got angry and punished the son without asking what happened to both siblings. He did not give opportunity to the son to explain the incident and he locked the son up in the room. A moment later he did not hear his son's voice and went to room to check but to find out the son had committed suicide ... "

ACTIVITY 3: IMPACT OF TALK AND WORDING

Duration: 25 minutes

Objectives

- Participants identify the negative effects of talk and wording on children

Tools

- Story of Thanh, colored paper size A4

Facilitation

- Require the participants to tear A4 paper into a large heart shape
- Read the story of Thanh and ask the participants to tear a piece on the heart shape every time they heard words, sentences that hurt Thanh
- Ask: how the participants feel through this activity?
"Which sentences hurt Thanh?"
"Why do they say those words?"
"How does Thanh feel about hearing that?"
"What do you think about this activity?"
- Discuss with the participants about alternatives to not hurt Thanh

ACTIVITY 4: CONNECTING WITH REAL SITUATIONS

Duration: 40 minutes

Objectives

- Participants discuss the difficulties in communicating with children and practice solving these difficulties

Tools

- Tool kit of pictures on communication difficulties with the children

Facilitation

- Require the participants to choose, among the pictures from the tool kit, the picture that most closely resembles the difficulties/advantages encountered when communicating with their children.
- Each participant shares his/her picked-up picture of difficulties and advantages in communicating with their children.
- Ask other participants to listen and discuss ideas for effective communication with the children.
- The facilitator summarizes the solutions after each case before moving to the next picture/case. The participants will share one by one until all they share their story.
- The facilitator summarizes the communication session, asks the participants' thoughts on this session and collects opinions for the next theme.
- Give thanks and set date for next session.



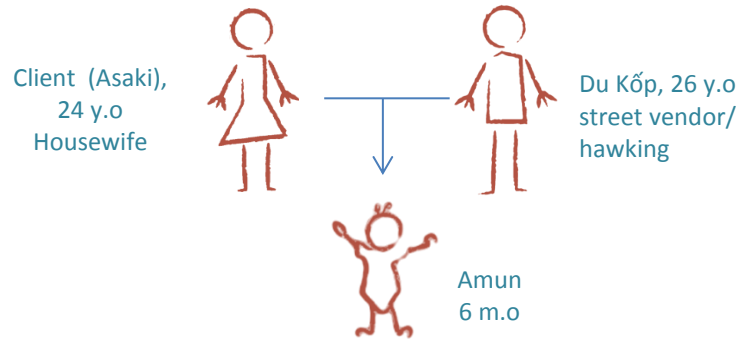
CASE STUDIES

Families who are involved in the FD process are more likely to encounter multiple problems at the same time (issues in the areas of health, education, legal administration, psycho-social, livelihoods). The cases below are typical examples, but **we highlight a field of intervention for each family**. To ensure the confidentiality of family information, the names of family members have been changed.

1. Assistance in health issues

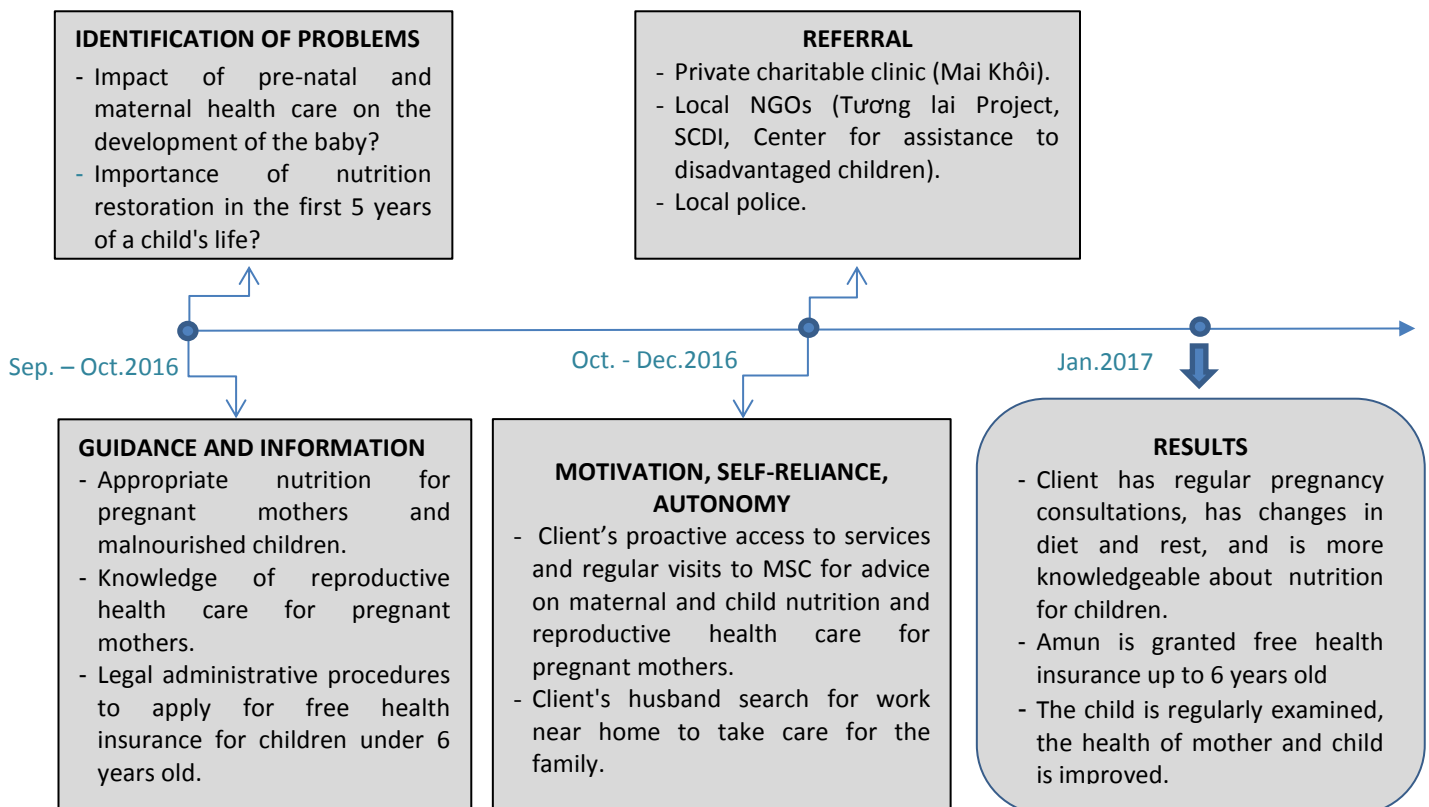
Family context

Asaki family is composed of ethnic minority people (Cham people). They are migrants and do not have household registration. The family is not entitled to services for the poor (including free health insurance for children under 6 years of age). Currently the family is living in a 16m² room with 8 members living together. Asaki is



married, has a 6 month-old son and is currently 3 months. She is Islamic so she can not eat pork, and certain meats ... Asaki has pre-eclampsia, iron deficiency anemia, high blood pressure, risk of miscarriage and a previous caesarean birth delivery. Asaki was instructed by doctors to take iron supplements, diet supplements, proper diet and rest, and regular antenatal checkups, but given her current conditions, she was unable to follow the doctors' advice. Amun – the baby is severely malnourished and both mother and son have no health insurance. Asaki's parents and husband often go to work in remote provinces, and they can not take care of her. Currently, Asaki is taking care of her son and young siblings and she makes some handicrafts at home to earn some income.

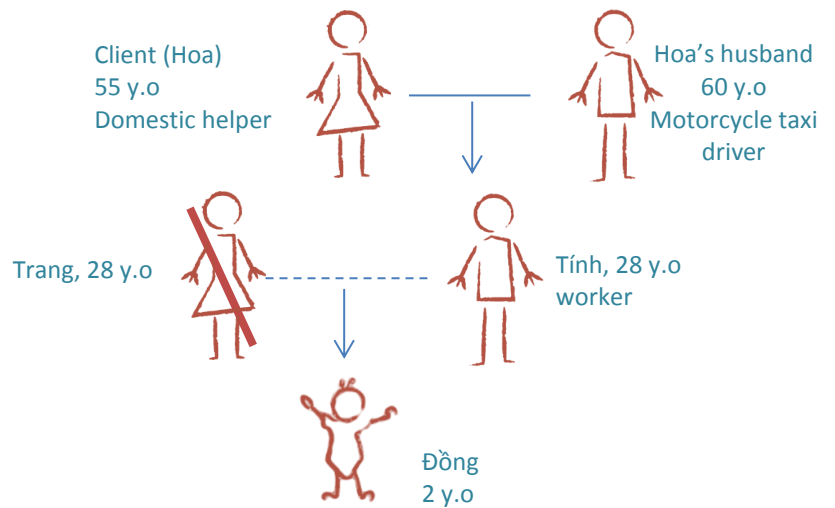
Problem-solving process



2. Assistance in legal and administrative procedures

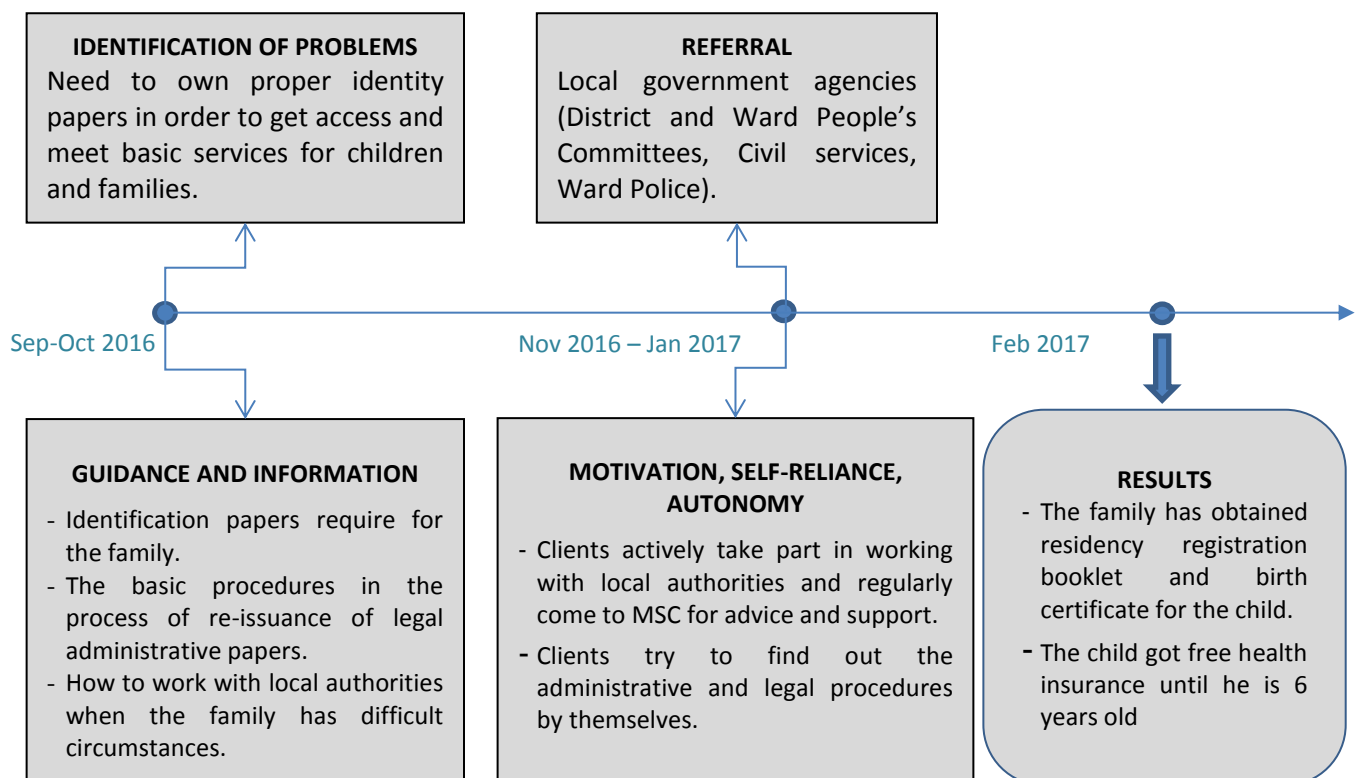
Family context

Hoa's family has seven people living in a 14m² rented room. The family does not have permanent residence registration and often changes their housing. Hoa has 4 children including Tính and 3 sick children (2 with mental illness and 1 with muscular weakness). Tính lived with Trang without marriage certificate. During that time Trang was sent to prison for deliberately causing injury. She was then pregnant for 2 months and gave birth a boy Đồng in prison. After her release from prison, Trang brought Đồng to Hoa's family and she disappeared. Đồng



did not have birth certificate and thus no free health insurance for children under 6 years old. He often has respiratory diseases, pneumonia, malnutrition, diarrhea... but he could not get appropriate medical treatment. Hoa borrowed money everywhere to raise Đồng and tried her best to find ways to make Đồng's birth certificate but there are too many procedures and she does not know how to do, due to lack of accurate information and herself been illiterate. She got discouraged and gave up to the administrative procedures. Đồng became so ill and severely undernourished that Hoa decided to come to MSC for help for hospitalization and making the paperwork, and also due to her incapacity to borrow more money.

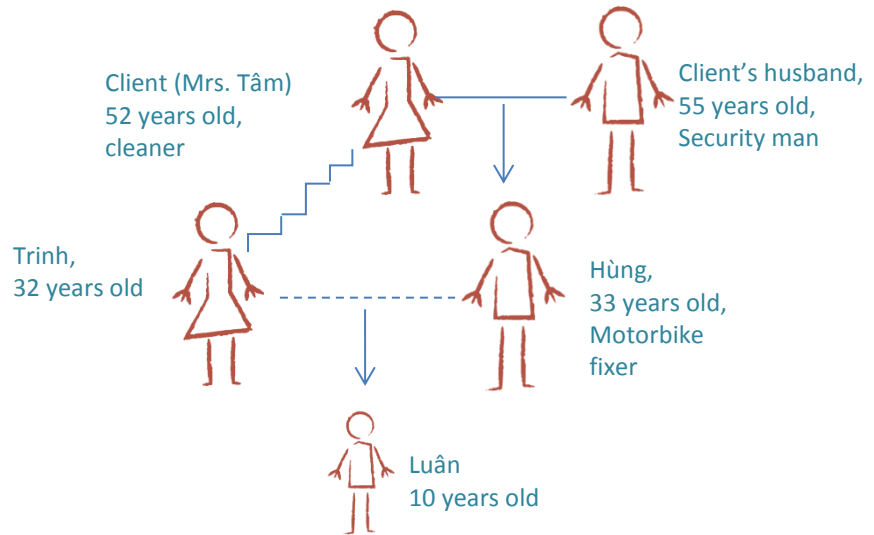
Problem-solving process



3. Assistance in education issues

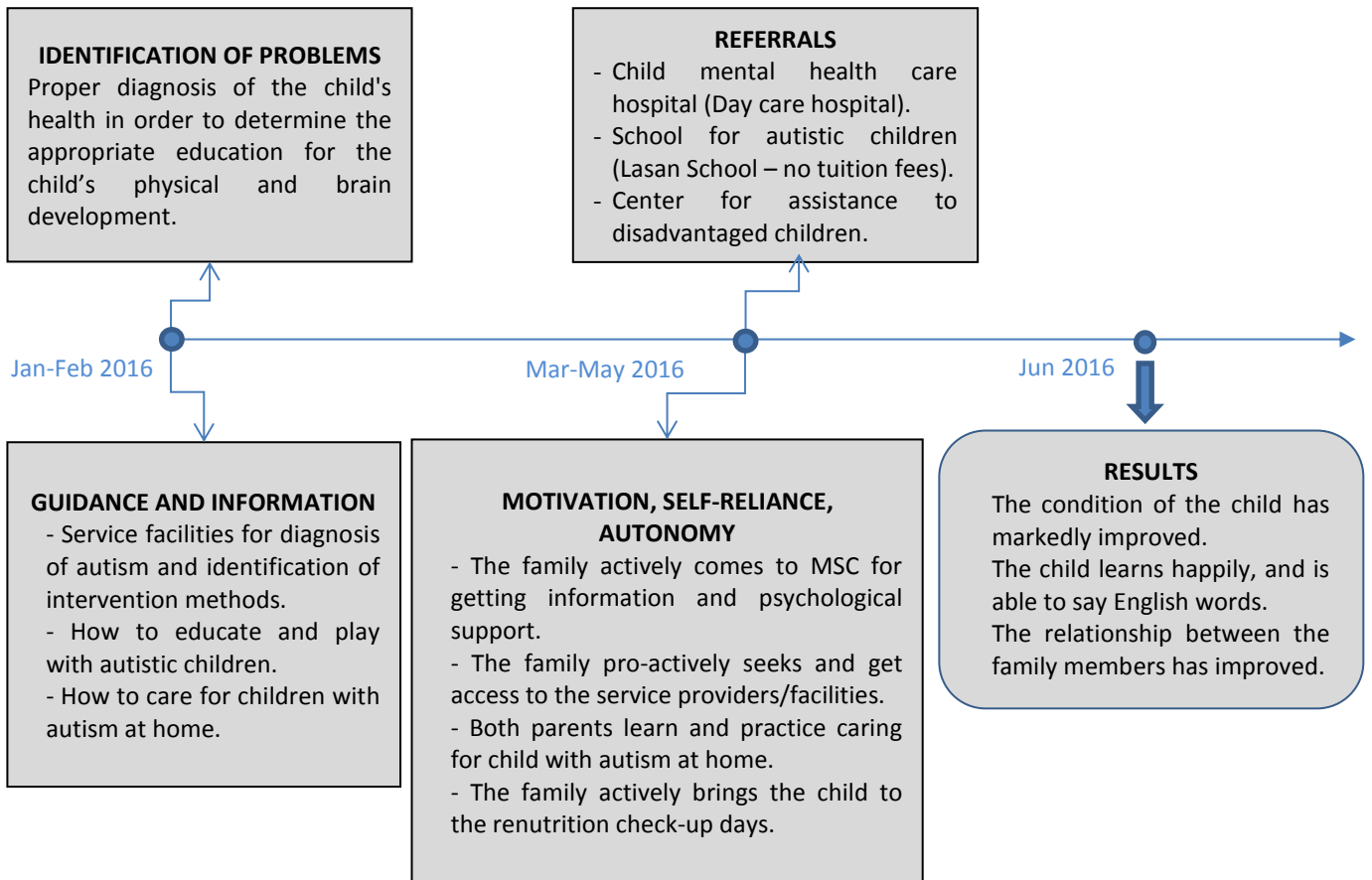
Family context

Luan, 10 years old has autism syndrome. He attended grade 1 two years in a row in a public school, then another year in an evening public school. He did not make progress, therefore the school told the parents to keep him at home. His family is recognized as a poor household with 6 members living in a 20m2 room. The relationship between family members got strained because of Luan's health and academic ability. Despite trying their best to get Luan treated



and educated, the family members can not afford to send him to the special schools or centers. The family decided to have Luan stop going to school and stay at home under the family care.

Problem-solving process



B. VOCATIONAL TRAINING AND INTEGRATION PROGRAM

TEST RIASEC³

CAREER TEST – MY ABILITIES

Check X in the boxes with your answers. Do not think too long when choosing your answers.

The answers you choose should match what you think, choosing many answers is not better. Once you finish, remember to write the total number of your answers in the right-side column.

<ul style="list-style-type: none"> <input type="checkbox"/> I can lift heavy things <input type="checkbox"/> I can use tools, objects, machines with precision <input type="checkbox"/> I can drive big vehicles (truck, bus) <input type="checkbox"/> I can read and understand maps <input type="checkbox"/> I can understand mechanical operations <input type="checkbox"/> I have fast reflexes <input type="checkbox"/> I can repair things <input type="checkbox"/> I can take care of animals/plants <input type="checkbox"/> I can install and handle various tools, machines <input type="checkbox"/> I can work outside 	<p>Count the answer(s) you choose and write the total number</p> <p>REALISTIC</p> <p>-----</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can do calculations in mathematics (Ex: addition, subtraction, multiplication, division) <input type="checkbox"/> I can understand physical phenomena (Ex: rain, inertia...) <input type="checkbox"/> I can concentrate on an abstract task (Ex: analyze, explain the relationship between 2 ideas...) <input type="checkbox"/> I can analyze a problem (Ex: find out strength, weakness, risk, opportunity...) <input type="checkbox"/> I can synthesize information (Ex: main ideas in the counselling session) <input type="checkbox"/> I can compose a clear and concise text <input type="checkbox"/> I can understand instructions quickly <input type="checkbox"/> I can learn new topics with ease <input type="checkbox"/> I can solve abstract problems (think of method in mind to solve problem which is not present) <input type="checkbox"/> I can persevere to achieve a goal 	<p>Count the answer(s) you choose and write the total number</p> <p>INVESTIGATIVE</p> <p>-----</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can imagine the form of object in two or three dimensions <input type="checkbox"/> I can learn foreign languages <input type="checkbox"/> I can make drawings, paint <input type="checkbox"/> I can play a comedy <input type="checkbox"/> I have ideas, creations, inventions <input type="checkbox"/> I can accept criticism <input type="checkbox"/> I can work independently <input type="checkbox"/> I can express my creative ideas (music, writing, dancing) <input type="checkbox"/> I can tolerate insecurity (fear of tomorrow) <input type="checkbox"/> I can observe slight differences in shape of color 	<p>Count the answer(s) you choose and write the total number</p> <p>ARTISTIC</p> <p>-----</p>

³ To be suitable for the clients of E&D, this test is re-designed from the document “Individual counselling skills of exploring, choosing and developing career for high school students” (VNU Press, Hanoi.2015).

<ul style="list-style-type: none"> <input type="checkbox"/> I can work in team <input type="checkbox"/> I have a sense of organization (respect values of the organizations where to work/study...) <input type="checkbox"/> I can predict/guess (intuition) <input type="checkbox"/> I can direct interactions in a group <input type="checkbox"/> I can maintain ongoing relationships with people <input type="checkbox"/> I can keep objectives while being touched by the emotions of others <input type="checkbox"/> I can react appropriately to situations that arise <input type="checkbox"/> I can help others, understand and listen to them <input type="checkbox"/> I can explain things clearly <input type="checkbox"/> I can communicate with others 	<p>Count the answer(s) you choose and write the total number</p> <p>SOCIAL</p> <p>-----</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can give speeches in public <input type="checkbox"/> I can sell things <input type="checkbox"/> I have a business sense <input type="checkbox"/> I can lead others <input type="checkbox"/> I can make decisions alone <input type="checkbox"/> I can assert myself in society <input type="checkbox"/> I can defend a cause (une cause) <input type="checkbox"/> I am usually the first person to propose or do something <input type="checkbox"/> I can persuade people <input type="checkbox"/> I can remain enthusiastic and energetic in difficult situations 	<p>Count the answer(s) you choose and write the total number</p> <p>ENTERPRISING</p> <p>-----</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I can obey established rules <input type="checkbox"/> I can work accurately (follow the instructions) <input type="checkbox"/> I can arrange things according to rank, order, the place that suits them <input type="checkbox"/> I can write without spelling mistakes <input type="checkbox"/> I can work with numbers <input type="checkbox"/> I can observe the details <input type="checkbox"/> I can adapt to routine work <input type="checkbox"/> I can keep records up to date everyday <input type="checkbox"/> I understand and execute instructions <input type="checkbox"/> I understand administrative structures (hierarchy systems, roles and relationships...) 	<p>Count the answer(s) you choose and write the total number</p> <p>CONVENTIONAL</p> <p>-----</p>

CAREER TEST – MY HOBBIES

Check X in the boxes with your answers. Do not think too long when choosing your answers. The answers you choose should match what you think, choosing many answers is not better. Once you finish, remember to write the total number of your answers in the right-side column.

<input type="checkbox"/> I am good at sports <input type="checkbox"/> I love nature <input type="checkbox"/> I am curious about life (nature, animals, plants...) <input type="checkbox"/> I am an independent person <input type="checkbox"/> I like repairing things around <input type="checkbox"/> I like manual works (gardening, reparings houses) <input type="checkbox"/> I like doing exercise <input type="checkbox"/> I like saving money <input type="checkbox"/> I like working until the tasks are completed <input type="checkbox"/> I like working alone	Count your answer(s) and write the total number REALISTIC -----
<input type="checkbox"/> I am careful and usually give attention to details <input type="checkbox"/> I am curious about everything <input type="checkbox"/> I can solve difficult caculations <input type="checkbox"/> I like solving caculations <input type="checkbox"/> I like using the computer <input type="checkbox"/> I love reading <input type="checkbox"/> I like collecting (rocks, stamps, coins...) <input type="checkbox"/> I like puzzles <input type="checkbox"/> I like science subjects <input type="checkbox"/> I like challenges	Count your answer(s) and write the total number INVESTIGATIVE -----
<input type="checkbox"/> I am very creative <input type="checkbox"/> I like drawing, painting <input type="checkbox"/> I can play an instrument <input type="checkbox"/> I like designing my clothes and wear strange and interesting fashion <input type="checkbox"/> I like reading fiction, plays, and poems <input type="checkbox"/> I like arts and crafts <input type="checkbox"/> I watch many films <input type="checkbox"/> I like taking photos (birds, people, landscapes) <input type="checkbox"/> I like learning a foreign language <input type="checkbox"/> I like singing, acting, and dancing	Count your answer(s) and write the total number ARTISTIC -----

<input type="checkbox"/> I am very friendly <input type="checkbox"/> I like counseling or teaching people <input type="checkbox"/> I like speaking in public <input type="checkbox"/> I work well in a group <input type="checkbox"/> I like facilitating discussions <input type="checkbox"/> I like helping people <input type="checkbox"/> I play team sports <input type="checkbox"/> I like parties <input type="checkbox"/> I like making new friends <input type="checkbox"/> I like working in social club at schools, churches, pagodas, neighborhood	<p>Count your answer(s) and write the total number</p> <p>SOCIAL</p> <p>-----</p>
<input type="checkbox"/> I like learning finance (money) <input type="checkbox"/> I like selling things (candies, pens,....) <input type="checkbox"/> I think I am well-known at school; <input type="checkbox"/> I like leading groups and discussions <input type="checkbox"/> I like to be voted into important roles in group/clubs in and out school <input type="checkbox"/> I like power and to be a leader <input type="checkbox"/> I want to own a small enterprise <input type="checkbox"/> I like saving money <input type="checkbox"/> I like working until the task is completed <input type="checkbox"/> I like challenges and new adventures	<p>Count your answer(s) and write the total number</p> <p>ENTERPRISING</p> <p>-----</p>
<input type="checkbox"/> I like things neat and tidy <input type="checkbox"/> I keep my room organized <input type="checkbox"/> I like collecting articles about famous events <input type="checkbox"/> I like making to do lists <input type="checkbox"/> I like using the computer <input type="checkbox"/> I am realistic and think carefully before buying something <input type="checkbox"/> I prefer typing to writing my exercises at school <input type="checkbox"/> I like to be the secretary in a group or club <input type="checkbox"/> I usually check many times when doing calculations <input type="checkbox"/> I like writing letters	<p>Count your answer(s) and write the total number</p> <p>CONVENTIONAL</p> <p>-----</p>

CAREER TEST – REFERENCES

Choose 3 highest-score groups of each career tests “My Abilities” and “My Hobbies”, if you have some groups with the same score, it will be fine. After that, you should compare 3 groups of “My Abilities” and 3 groups of “My Hobbies” to select the overlapping groups among them.

Use that result to refer to your personalities and some suitable jobs on the table below. Underline the occupations that you like in the right column.

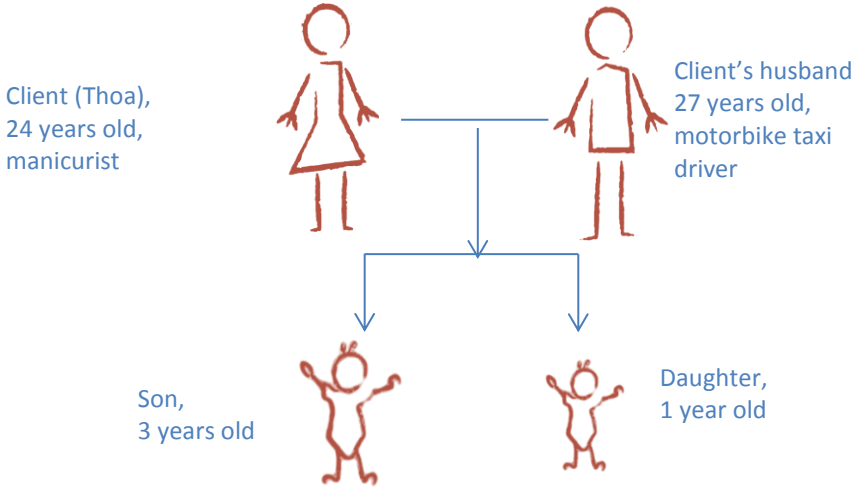
REALISTIC those who are realists	OCCUPATIONS	
Those who have capacity of athletes or mechanics: like working with specific objects, machine, tools, plants, animals, or doing outside activities	Machine operating, mechanical application, maintenance and car repair, electrical equipment installation, electrical repairs, construction, farming, aquaculture, carpentry, cooking, gardening, sewing, lab technicians, drivers, information technology ... Jobs, which are in technical groups of level 2/7, 3/7 or vocational training workers..., are trained at Vocational Training Institutions, Vocational Schools, General Technical and Career Guidance Centers in local areas.	<ul style="list-style-type: none"> • Automotive engineer • Machine builder • Agriculture, Forestry and Fishery engineer • Urban landscape design engineers, textile technology engineers, information technology engineers, doctors ... <p>These jobs are trained at universities and colleges nationwide.</p>
INVESTIGATIVE Those who like researching, discovering, investigating	OCCUPATIONS	
Those who like observing, researching, discovering, studying, investigating, analyzing, evaluating and solving problems.	Programmers, medical technicians, laboratory technicians, animal husbandry, veterinarians, dental restorative technicians, marketers, research specialists in the natural and social sciences... These jobs are trained at Vocational Training Institutions, Vocational Schools, General Technical and Career Guidance Centers in local areas. These jobs are also trained directly at workplaces after a period of practice and work.	<ul style="list-style-type: none"> ▪ Biologist ▪ Dentist/Pharmacist ▪ Software engineer ▪ Archaeologist ▪ Chemist/Physicist/Geographer/ Researcher(geology, history, ethnography...) <p>These jobs are trained at universities and colleges nationwide.</p>
ARTISTIC those who have aesthetic sense, creativity	OCCUPATIONS	
Those who have the ability to be artistic, creative, intuitive and interested in working in unplanned situations such as using imagination and creativity.	Graphic designers, reporters, photographers, singers, actors (movies, plays...) artisan craftsmen (wood carvings, embroidery pictures, ceramics, ...), journalists, commentators, hostesses, models, instrumentalists, poets, directors, make-up artists, fashion designers, flower arrangers...	<ul style="list-style-type: none"> ▪ Director of advertising ▪ Graphic design engineer ▪ Architects, drama teachers, writers, painters, musicians, sample design engineers, literary lecturers... <p>These jobs are trained at universities and colleges nationwide.</p>

SOCIAL Those who like social work	OCCUPATIONS	
<p>Those who like providing and clarifying information, helping, training, treating or taking care people; have ability of using language.</p>	<p>Social workers, community nurses, pharmacists, travel agents, tour guides, coaches, career counselors, customer services, social officers, Women’s Union officers, receptionists, insurance staffs...</p> <p>These jobs are trained at Vocational Training Institutions, Vocational Schools, General Technical and Career Guidance Centers, Women’s Union and Cultural Center in local areas.</p>	<p>Teachers, counselors, doctors, pharmacists, lawyers, psychiatrists, neurologists, psychologists, school counselors, real estate consultants...</p> <p>These jobs are trained at universities and colleges nationwide.</p>
ENTERPRISING Those who like being business owners, leaders and persuading others	OCCUPATIONS	
<p>People who like working with others; capable of impacting, convincing, demonstrating, leading or managing organizational objectives and economic benefits.</p>	<p>Police officers, business administrator, information systems engineer, network administrator, business owners, PR specialists, hotel managers, luxury hotel chefs, accountants ..</p> <p>These jobs are trained at Vocational Training Institutions, Vocational Schools, People’s Police colleges, Military colleges, General Technical and Career Guidance Centers, Women’s Union and Cultural Center in local areas.</p>	<p>Hotel managers, credit managers, bank directors, police officers, military officers, chief prosecutors, educational administrators, chief accountants.</p> <p>These jobs are trained at universities and colleges nationwide.</p>
CONVENTIONAL People who like principles, working with numbers, reporting or working with ordered machines	OCCUPATIONS	
<p>Those who like working with data, numbers; have capacity of working in office, statistics; carry out detailed, thorough, careful work or follow the instructions of others.</p>	<p>Accountants, inspectors, librarians, secretaries, store clerks, office workers, tax officers, cashiers, accountants, receptionists, post offices, bankers ...</p> <p>These jobs are trained at Vocational Training Institutions, Vocational Schools, General Technical and Career Guidance Centers, Women’s Union and Cultural Center in local areas.</p>	<p>Bachelor of banking, finance, general administration, teachers, auditors, researchers, lawyers, criminal police...</p> <p>These jobs are trained at universities, colleges and institutes nationwide.</p>

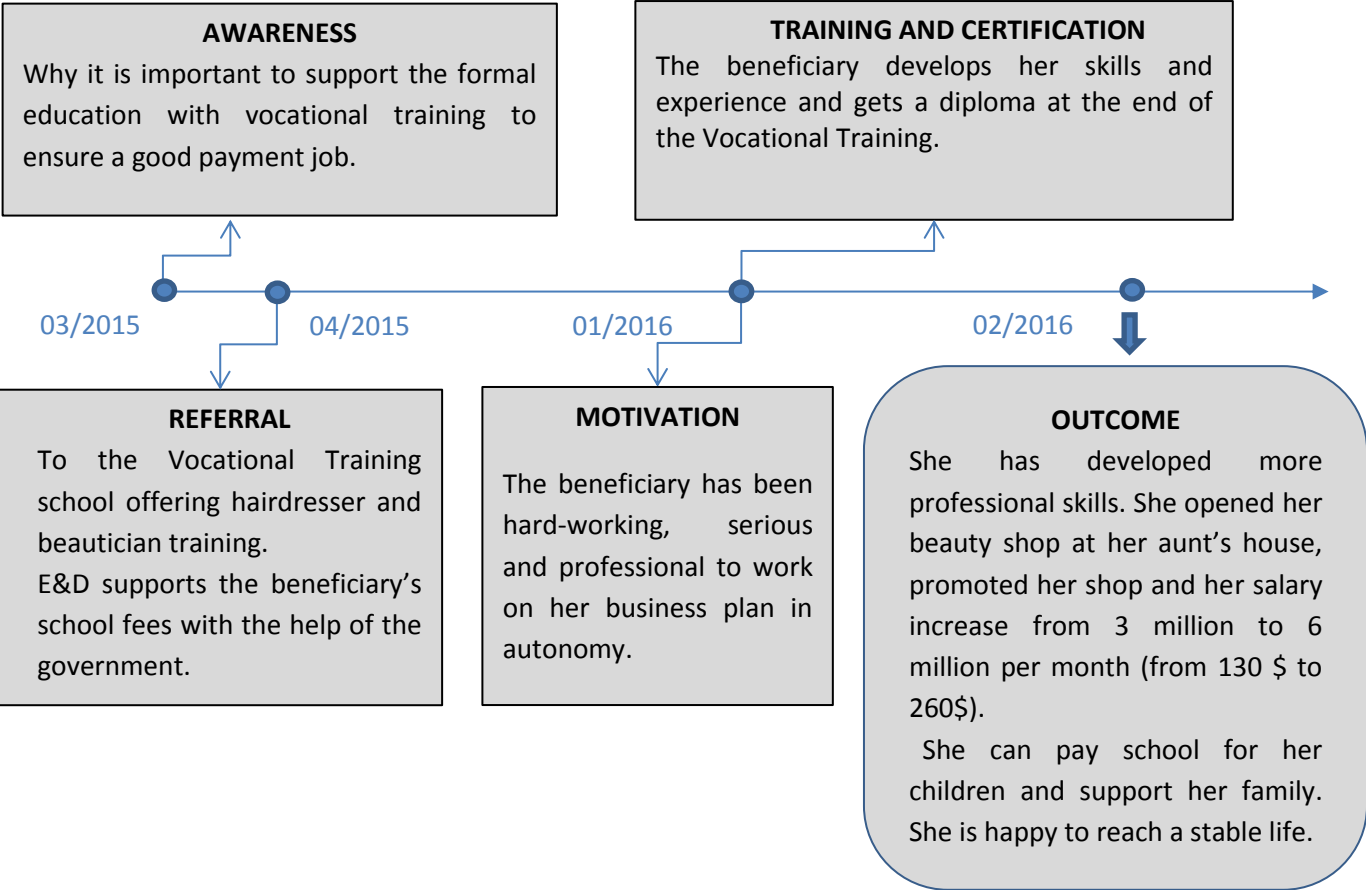
SUCCESSFUL STORIES

- Beneficiary's background**

The beneficiary is married and has two children. She is living with her family in a small room. She was a beautician at her beneficiary's house and she was earning 100,000 dongs a day. She understood she had to develop her skills in order to earn more money and to have a more stable professional situation. It is essential for her to study at the Vocational Training school in order to improve her life and to be able to support her children to go to school.



- Case progress**



AWARENESS

Why it is important to support the formal education with vocational training to ensure a good payment job.

TRAINING AND CERTIFICATION

The beneficiary develops her skills and experience and gets a diploma at the end of the Vocational Training.

REFERRAL

To the Vocational Training school offering hairdresser and beautician training. E&D supports the beneficiary's school fees with the help of the government.

MOTIVATION

The beneficiary has been hard-working, serious and professional to work on her business plan in autonomy.

OUTCOME

She has developed more professional skills. She opened her beauty shop at her aunt's house, promoted her shop and her salary increase from 3 million to 6 million per month (from 130 \$ to 260\$). She can pay school for her children and support her family. She is happy to reach a stable life.

C. ENHANCING THE CAPACITY TO ACCESS QUALITY SOCIAL SERVICES

SURVEY FOR COMPANIES

SURVEY: PROFESSIONAL INTEGRATION OF VULNERABLE PEOPLE

I. Scope and objectives of the survey

Enfants&Developpement (E&D) is a French NGO. To respond to the needs of many disadvantaged young and adults, E&D leads a vocational training and job placement program to help them in their professional and social integration. E&D supports these people in designing and implementing their professional project.

This survey is conducted with companies working with vulnerable people introduced by E&D, in order to better understand the level of awareness of companies regarding the professional integration of vulnerable people and to help E&D improve its activities with disadvantaged young people.

Your participation in this survey is crucial as you will contribute to helping disadvantaged people have a better professional integration, regain self-confidence, and ultimately social integration.

Please note that all answers will be considered and treated as strictly confidential and will not be transmitted to any third party.

II. General information

- 1. Company name.....
- 2. Activity.....
- 3. Number of employees.....
- 4. Position (of the answerer).....
- 5. Gender (of the answerer) Female Male
- 6. Age (of the answerer) 18-29 30-39 40-49 >50

III. Awareness about vulnerable people

- 7. According to you, who are the most vulnerable people?
 - 7.1. Women Yes No
 - 7.2. People with ethnic minority origins Yes No
 - 7.3. Disabled people Yes No
 - 7.4. People missing legal papers (ID cards, wedding certificate, birth certificate) Yes No
 - 7.5. Youths with no education Yes No
 - 7.6. Youths with no previous professional experience Yes No

IV. Awareness about companies and vulnerable people

- 8. Do you think that companies have a social impact in the community where they operate? Yes No
- 9. Does your company have special policies for vulnerable people? Yes No
 - 9.1. Rules for non-discrimination when hiring new people
 - 9.2. Rules for non-discrimination at work our company must hire at least x% of vulnerable people Yes No
 - 9.4. Authorization for salary advance (e.g. every week instead of every month) Yes No
 - 9.5. Other policy (please indicate).....
.....
.....
- 10. Do you think companies should support vulnerable in their professional integration?

11. If yes, because
- 11.1. *Solidarity with the people* Yes No
 - 11.2. *Contribute to reduce poverty in Vietnam* Yes No
 - 11.3. *Improve the image of the company among customers* Yes No
 - 11.4. *Vulnerable people are very good employees because they want to change their situation* Yes No
 - 11.5. *Other reason (please indicate)*
-

12. If no, why?

.....

.....

.....

.....

.....

V. Experience with vulnerable people

13. How many vulnerable young people has your company already hired? People
14. Please indicate how many for each type of contract: Short term or Part time Long term or Full time
15. How did the vulnerable person know about your company?
- 15.1. *Network (family, friends, colleagues, etc.)* Yes No
 - 15.2. *Vocational and training center offers* Yes No
 - 15.3. *Enfants & Developpement* Yes No
 - 15.4. *Other (please indicate)*
-

16. Do you plan to recruit vulnerable young people in you company over the next year?

17. If “No”, why?
- 17.1. *You already recruited enough vulnerable people* Yes No
 - 17.2. *You had a bad experience with a vulnerable young person you employed* Yes No
 - 17.3. *You already have enough employees* Yes No
 - 17.4. *Other (please indicate)*

18. Have you already been referred a candidate by E&D? Yes No

19. When you received the application of someone recommended by E&D did you find that:
- 19.1. *The candidate was adequate to you company needs?* Good Passable Bad
 - 19.2. *The candidate was well prepared for the interview?* Good Passable Bad
 - 19.3. *The candidate was behaving professionally?* Good Passable Bad
 - 19.4. *The candidate had a good knowledge of your company?* Good Passable Bad
 - 19.5. *The candidate had a good knowledge of your company?* Good Passable Bad
 - 19.6. *The candidate was motivated?* Good Passable Bad

20. Please rank from 1 to 7 what are the most important criteria when hiring and a new vulnerable young employee?

- Motivation
- Professional behavior
- Activity knowledge
- Previous work experience
- Training and Diploma
- Reference letter from E&D
- Other (please indicate):.....
.....
.....
.....

21. Do you think E&D should improve the way it prepares and refers beneficiarries to companies? Yes No

22. If yes, why? How should E&D improve its services? (Please indicate how)
.....
.....
.....
.....

23. Would you like to know more about vulnerable people and E&D activities? Yes No

Thank you for participating to this survey. We will keep you inform and provide you with a feedback.

Enfants & Développement





Office adress: 2nd floor, 135B Dien Bien Phu, Ward 15, Binh Thanh district, Hochiminh city, Vietnam

Website: <http://planete-eed.org/>

Facebook : <https://www.facebook.com/PlaneteEnfantsDeveloppement/>

Email : vietnam@enfantsetdeveloppement.org

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