

Learning to Work with Most Vulnerable Children:

*A Project of the Social Work
HIV/AIDS Partnership for Most
Vulnerable Children in Tanzania*

Day 1 Identifying Most Vulnerable Children

Introduction to Para Social Work Training Objectives

- Describe the psychosocial problems regarding Most Vulnerable Children including child development
- Explain the framework of psychosocial assessment and how to apply in providing care and support
- Describe approaches to serve Most Vulnerable Children affected and infected by HIV/AIDS and how to apply these approaches in providing care and support

Training Objectives (continued)

- **Identify ways in which Most Vulnerable Children and their families are affected by the HIV epidemic in Tanzania, including:**
 - Risk reduction for parents and Most Vulnerable Children
 - The health and social phases of HIV/AIDS as they affect children and families
 - Understanding of HIV treatment including opportunistic infections and antiretroviral therapy

Training Objectives (continued)

- **Identify and be able to address a range of psychosocial challenges related to HIV for Most Vulnerable Children including**
 - Obtaining social support
 - Providing counseling
 - Addressing stigma

Training Objectives (continued)

- Identify available resources and systems of care at the local, district and national level for most vulnerable children, (including CMACs and Most Vulnerable Children Committees) and develop skills in obtaining community services, and case management
- Summarize the Tanzanian specific policies and laws related to HIV/AIDS, Most Vulnerable Children and international policy statements related to these areas

Training Objectives (continued)

- Explain ethical issues that pertain to the provision of care and support to HIV/AIDS infected and affected Most Vulnerable Children
- Apply skills in documentation, monitoring and reporting systems on HIV/AIDS and Most Vulnerable Children issues

To Call Yourself a Para Social Worker*

- Complete Introduction to Para Social Work (9 days)
- Complete 6 months of supervised practice by a qualified supervisor
- Complete a 5 day Para Social Worker Part II training.

* Working Criteria of the Social Work HIV/AIDS Partnership for Orphans Vulnerable Children in Tanzania, Institute of Social Work, Dar es Salaam

Selecting Districts and Participants for the Para Social Work Program

- Districts are identified in consultation with Department of Social Welfare and Prime Ministers office of Regional and Local Government (PMORLG) and other stakeholders
- Awareness training on this program is conducted with local government leaders
- Local government leaders identify Para Social Work trainees at village level
- Local government leaders identify supervisor trainees to work with Para Social Workers

Icebreaker: Network Search

Look at the list below and find someone who fits each of these categories. Write the person's first name down next to the question.

- Find someone who -----
- Works with orphans and vulnerable children
- Has the same favorite food as you
- Serves on an Most Vulnerable Children committee
- Has the same birthday month as you
- Works in an NGO serving orphans.
- Has the same number of children as you do
- Has been working at their present job for at least 5 years
- Has the same number of siblings as you do
- Has recently changed their place of residence
- Has read a book that you have recently read
- Has traveled farther than you to come to this training
- Has worked with children and families longer than you have

Objectives: Day 1

By the end of the session participants will:

- Define key concepts for Para Social Workers relating to Most Vulnerable Children
- Explain key issues about the situation of Most Vulnerable Children
- Explain the process of Most Vulnerable Children identification
- Identify the role of Para Social Workers in community programs for Most Vulnerable Children
- Identify the stages of social work process
- Explain how Para Social Workers identify Most Vulnerable Children

Overview of the Main Concepts, Types and Responses to Most Vulnerable Children

Situation of Orphans and Vulnerable Children in Tanzania

- An estimated 10% of the Tanzanian children are considered to be Orphans and Vulnerable Children in Tanzania with half of those considered to be Most Vulnerable Children
- Approximately two million children, or 18% of children under 18-years-old, are either orphans or vulnerable children.
- Of those two million children, 42% are orphaned as a result of AIDS, and others are vulnerable as a result of dire poverty, abuse and exploitation.
- 53% of these children live with their grandparents, 30% live with other relatives and 12% live in child-headed households.
- 40% of Tanzanian children live at or below the national poverty level.

Source: Tanzania HIV/AIDS and Malaria Indicator Survey 2007-2008

Who is a child?

- A child is every human being below the age of 18 years.

Who is an orphan?

- An orphan is a child who has lost one or both parents

Who is a social orphan?

- A social orphan is a child who has been abandoned or who has lost contact with his her biological parent(s).

Vulnerability

- **Vulnerability is**

- a state of reduced capacity to withstand social, economic, cultural, environmental and political threats both acute and chronic;
- the susceptibility of individuals, households, and communities to becoming poorer and poorer as a result of events or processes that occur around them.

Who is a vulnerable child?

A vulnerable child is any child, who is currently experiencing or likely to experience lack of adequate care and protection.

Three aspects that cause children to become vulnerable:

- Reduced capacity to cope with calamities
- Resilience weak points e.g. education, health, welfare, safety, play and participation.
- Inadequate care and services

Who is Most Vulnerable Child?

Most Vulnerable Child is the one who is living in high risk circumstances whose prospects for continued growth and development is impaired

Can you think of some examples?

Brainstorm

Who is Most Vulnerable Child?

Examples:

- Abused and neglected child
- Child living in institution such as children's home, remand home, approved school and crisis/drop in center
- Child mother – due to early marriage and teen pregnancy
- Child domestic worker/child laborer
- Child with disability(s)
- Child living on the streets
- Child in prostitution
- Child in conflict with the law

Examples of Most Vulnerable Children (Cont.)

- Displaced child – due to wars in neighboring countries and natural calamities
- Child caring for terminally ill parent(s) over a long span of time
- Child who is head of household
- Any other child who is marginalized, stigmatized and discriminated against

Problems faced by Most Vulnerable Children

- *Most Vulnerable Children face multiple problems which include:*
 - Lack of psychosocial support
 - Inadequate and poor diet
 - Inaccessibility to basic social services (education, health care, clean and safe water and sanitation)
 - Lack of involvement in decision making about their lives
 - Misappropriation of inheritable properties by relatives or Caregivers.

Problems faced by vulnerable children

- HIV/AIDS has decreased the capacity to maintain traditional mechanism of care, support and protection to orphans and vulnerable children.

The Government Response

- Development of national guidelines for community based care, support and protection of Most Vulnerable Children
- A situation analysis of orphaned children to determine the magnitude of associated problems.
- The promulgation and approval of a National Policy on HIV and AIDS (November 2001).

The Government Response

- The establishment of Tanzania Commission for AIDS (TACAIDS) Through an Act of Parliament (2001) to lead the multi-sectoral national response against HIV/AIDS under the Prime Minister's Office.
- Facilitate the process of community based identification and targeting of the most vulnerable children and households for support by different stakeholders
- The programme for identification of Most Vulnerable Children has been implemented in 91 councils. The focus is to scale up the programme into the remaining districts

The Government Response

- Development of training manuals for parenting skills and community justice facilitation.
- Development of quality Improvement guidelines.
- Development of National Guidelines which will be used to support care takers who are supporting Most Vulnerable Children .
- Essential Package for HIV/AIDS Planning (TACAIDS)

The Government Response

- Development of data management system
- The data management system is used to capture the MVC service providers and the number of Most Vulnerable Children receiving support and quality of service provided to Most Vulnerable Children .
- Review of national costed plan of action for Most Vulnerable Children to facilitate scaling up the national response to Most Vulnerable Children.

Child Protection Services for Most Vulnerable Children

All of these governmental responses contribute toward protection of vulnerable children. What are some specific services that serve as child protection for Most Vulnerable Children?

Brainstorm

Child Protection Services for Most Vulnerable Children

- Food and Nutrition Support
- Shelter and beddings
- Protection from abuse
- Legal Support
- Health Care services
- Psychosocial care and support
- Educational support
- Livelihood support

Roles and Responsibilities of the Department of Social Welfare in the Ministry of Health and Social Welfare (DSW) in relation to Most Vulnerable Children

- Coordination of plans and activities for Most Vulnerable Children on the regional and local level
- Development of guidelines, monitoring framework, indicators and tools for data collection and reporting system.
- Development of tools and guidelines for the identification and targeting of the Most Vulnerable Children and households.

Roles and Responsibilities of the Department of Social Welfare in the Ministry of Health and Social Welfare (DSW) in relation to Most Vulnerable Children

- To provide technical advice and guidance to the national steering and technical committees on Most Vulnerable Children issues
- To ensure that Most Vulnerable Children plans and activities are implemented in accordance to the national guidelines

Roles and Responsibilities of the Department of Social Welfare in the Ministry of Health and Social Welfare (DSW) in relation to Most Vulnerable Children

- To develop and facilitate training skills on the identification process of Most Vulnerable Children and their households for all stakeholders implementing the community based approach for their care, support and protection
- To receive, update, compile, maintain and share data and information regarding Most Vulnerable Children

CONCLUSION

Conclusion

- ***The community based programme for protection of orphans and vulnerable children has proven to be***
 - The most useful approach in addressing the problems that face orphans and vulnerable children.
 - Enhances community awareness, participation, commitment and ownership.

Conclusion

- Helps to ensure that Most Vulnerable Children are reached and enjoy the support provided to them.
- Provides an opportunity for the community members to identify associated problems, their causes and available resources and opportunities to solve them.

Overview of the Social Work Process for Working with Most Vulnerable Children Infected/ Affected by HIV

Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

1. Identifying Vulnerable Children and their Families
2. Engaging Vulnerable Children and Families
3. Assessing their Strengths and Needs
4. Developing a Plan of Services for Vulnerable Children and their Families

Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

5. Implementing the Plan of Services
 - Identifying and Referral to Other Resources
 - Providing direct services: problem solving, support and coordination
 - Empowering and supporting caregivers
 - Addressing HIV related prevention and care concerns
6. Evaluating Progress, Revising Service Plan and Following Up Through Ongoing Case Management, Family Support And Advocacy

Identifying Most Vulnerable Children

Background

- More than 160,000 children are living with HIV and more than a million children have lost one or both parents to AIDS in Tanzania
- 13 million children who have lost one or both parent to AIDS in sub-Saharan Africa

Source: AVERT, 2011

Background

- HIV and AIDS makes the task of protecting children both more difficult and more urgent.
- Because of the threat of AIDS, children subjected to sexual abuse and exploitation not only face severe psychosocial damage and physical injury, their very lives are endangered.

Why focus on Most Vulnerable Children ?

- Most Vulnerable Children are among those most severely affected by HIV and AIDS and most neglected in AIDS programming.
- Investing in Most Vulnerable Children is investing in the future strength and security of communities and countries.
- Care for Most Vulnerable Children is a powerful common ground for initiating AIDS responses in communities.

PROCESS STEPS IN IDENTIFYING MOST VULNERABLE CHILDREN

DEPARTMENT OF SOCIAL WELFARE

INTRODUCTION

The Most Vulnerable Children Identification Programme has been initiated as a response to:

- Ensure community participation in the identification of Most Vulnerable Children
- Provide an opportunity to community members to identify associate problems and their causes
- Identify available resources and opportunities to solve them, and
- Foster community participation in the provision of care, support and protection to the identified Most Vulnerable Children and mitigate the impact of HIV/AIDS on children and vulnerable Household

Step 1 Training of the National Facilitators Team

To provide knowledge and skills to the Most Vulnerable Children National facilitators in the following areas:

- Facilitation skills and community planning includes the following:
 - Participatory Rural Appraisal (PRA) facilitation skills
 - Human Rights Approach to Programming
 - Vulnerability Mapping
 - Facilitation and Communication skills
 - Familiarization with the tools and instruments to be used during the community dialogue process

Step 2 Advocacy meeting with district leaders and stakeholders

- To share information on the process of identification;
- To consult with leaders on the situation of Most Vulnerable Children;
- Gain consensus on vulnerability and vulnerable children;
- Solicit commitment and support from district authority and stakeholders
- Identification of key partners
- Identification of the district Most Vulnerable Children facilitation team

Step 3 Training of the District Most Vulnerable Children facilitators team

- To ensure the district facilitators are able to do the necessary facilitation at the ward and village levels.

Step 4 Ward Level Advocacy Meeting

- To share information on the process of identification
- To discuss with Ward leaders on the situation of Most Vulnerable Children in the Ward
- To identify community facilitators and ensuring a good representation of all participating agencies.

Step 5 Training of ward and village/Mtaa facilitators

- To equip the facilitators on how to facilitate community dialogue,
- How to facilitate discussions and ensure inclusiveness and participation of all groups,
- How to facilitate participation of children and young people.

Step 6 Dialogue meeting with the Village Government/Mtaa leaders

- To share the objectives of the Most Vulnerable Children program and orient the village leaders to the program
- To identify the Most Vulnerable Children participating agencies in the community
- To involve them in the preliminary development of the Most Vulnerable Children identification indicators, which are relevant to the village's socio-economic –and cultural context

Dialogue Meeting (Public Meeting with the Village/Mtaa Community)

- To facilitate the communities to organize themselves to identify the Most Vulnerable Children and respond to their need for care and support and their caregivers. More specifically to facilitate members of the community to do the following:
 - Identify indicators of child vulnerability in the perspective of local perception of child vulnerability in the community.
 - Using the indicators to identify Most Vulnerable Children in the Village/street

Dialogue Meeting (Public Meeting with the Village/Mtaa Community)

- To discuss preparations of the Village plan of action for caring, supporting and protecting Most Vulnerable Children in the community (selection of village representatives who will prepare the plan)
- To make improvement in Most Vulnerable Children targeting criteria from incorporating local notions of the Most Vulnerable Children in the community. Community groups have better information for identification of needs
- To identify Most Vulnerable Children by names and their caregivers according to the criteria

Village/Mtaa Mapping

- Identification of Village/Mtaa resource potentials in providing care, support and protection of Most Vulnerable Children
- Identification of gaps, opportunities and constraints in the Village/Mtaa

Household Visits

- Verification of the identified Most Vulnerable Children in the community
- Undertaking Households' Capacity Analysis of the identified Households with Most Vulnerable Children
 - Getting information on the problems faced by the Most Vulnerable Children and their caregivers
 - The Household's Coping mechanisms
 - Getting information on household's assets, income and or shocks (factors for vulnerability)
- To have an opportunity to talk to the identified Most Vulnerable Children and their caregivers

Village action planning

- To prepare community based plan of action for care, support and protection of identified Most Vulnerable Children and their caregivers.

Second Public Meeting with the Village/Mtaa Community

- Confirmation of the identified Most Vulnerable Children with the community members
- Confirmation of Community plan of action prepared to improve care, support and protection of Most Vulnerable Children
- Mobilize community commitment to the care, support and protection of the identified Most Vulnerable Children
- Communities to design a monitoring mechanism for support of Most Vulnerable Children and updating of information related to Most Vulnerable Children

The Most Vulnerable Children Forum

- It is also usually at this stage where the Most Vulnerable Children committee is formed or a similar mechanism is established (focal point for care and support of the Most Vulnerable Children)
- To nominate Most Vulnerable Children representatives to the committees for Most Vulnerable Children at community and District level
- To capacitate the identified Most Vulnerable Children in self expression and airing their views and identifying their needs
- To give the Most Vulnerable Children an opportunity to review the entire identification process, challenges, issues and areas of improvement

Step 7 Training of Most Vulnerable Children Committee (MVCC)

Building the capacity of MVCC members on

- Monitoring and coordination of service provision to Most Vulnerable Children
- Organization skills and financial management
- Updating Most Vulnerable Children data and keeping Most Vulnerable Children registers

Most Vulnerable Children Identification and Registration Format

Step 2: Develop a Direct Relationship with Community Stakeholders

- Government and community leaders
- Teachers
- School committees
- Leaders of the Faith Community
- Health providers
- Parents/guardians in situations of vulnerability
- Community based Organizations (CBO), Non-Governmental Organizations (NGO), Faith Based Organizations (FBO) and Civil Society Organizations (CSO) leadership
- Community Police
- HIV/ AIDS committees
- Child protection teams
- Other community leaders
- Village Multi sector HIV/AIDS Committee (VMAC)

Step 3: Develop network within the community to support advocacy for Most Vulnerable Children and identification activities

- Develop community understanding of the rights of the child
- Develop community understanding of HIV based in evidence and science, not myth and fear
- Gain support from people who are already infected and affected
- Provide services, including family members of those affected
- Include support from families who have lost family members

Step 4: Develop a direct relationship with families and children in situations of vulnerability

- Home visits
- Establish trust with parents and children
- Maintain communication over time and through crises
- Advocate with community providers and leaders
- Advocate with educational authorities
- Advocate with health care providers

Summary: Community-based Identification and Engagement

Step 1: Gain the Support and Understanding of Community Leadership

Step 2: Develop a Direct Relationship with Community Stakeholders

Step 3: Develop network within the community to support advocacy for Most Vulnerable Children and identification activities

Step 4: Develop a direct relationship with families and children in situations of vulnerability using your network for identification and engagement

Guiding Principles for Most Vulnerable Children (MVC) Programming

- Strengthen the caring and economic coping capacities of families and secondary caregivers through community based approaches
- Enhance the capacity of families and communities to respond to the psychosocial needs of most vulnerable children and their caregivers
- Strengthen the protection and care of most vulnerable children within their extended families and communities

Guiding principles for Most Vulnerable Children programming

- Encourage approaches that allow children to remain in communities rather than being institutionalized
- Strengthen the protection and care of Most Vulnerable Children within their extended families and communities
- Encourage approaches that allow children to remain in communities rather than being institutionalized

Guiding principles for MVC programming

- Foster linkages between HIV and AIDS prevention activities, home based care, and efforts to support Most Vulnerable Children
- Target the most vulnerable children, not only orphans
- Ensure gender awareness in all the interventions
- Encourage children and adolescents to participate in identifying solutions and making decisions that affect them
- Support schools and ensure access to education

Guiding principles for Most Vulnerable Children programming

- Reduce stigma and discrimination
- Accelerate learning and information sharing
- Strengthen partners and partnerships at all levels and build coalitions among key Stakeholders
- Ensure that external support strengthens and does not undermine community initiative and motivation

Video Case Example

Dancing for Mwakaila

Video Case Example

- Introduction of topic
- Presentation of Video: Dancing for Mwakaila
- Discussion in Small Groups
- Key point discussion in large group

Video Case Example

Instruction for Small Group Activity

- Conduct small group discussion:
 - A.How do you react to the video?
 - B.Is this child like those you might be working with?
 - C.How might you get to know the child and family and their situation in order to help them?
- Summarize discussion focusing on key points for working with Most Vulnerable Children