

Learning to Work with Most Vulnerable Children

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

Day 2

Child Development, Legal and Ethical Issues

Life of a Child I

HUMAN DEVELOPMENT
AND ATTACHMENT

Objectives

At the end of this day, Para Social Workers will be able to:

- Explain the needs of children, including Most Vulnerable Children
- Describe the five dimensions and areas of child development
- Explain the significance of attachment in the development of a child and the processes of developing attachment relationships.
- Describe ethical guidelines for Para Social Workers

Objectives, continued

- Explain specific rights of children in the international and Tanzanian Context
- Identify key elements of Tanzania's National Costed Plan of Action for Orphans and Vulnerable Children
- Describe key policies and laws related to vulnerable children including the 2009 Law of the Child

What are the Basic Needs of a Child?

Brainstorm

Basic needs.....

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

Human Development

- *Human development occurs along 5 dimensions:*
 - Physical
 - Cognitive or mental
 - Emotional
 - Social
 - Moral

Human Development.....

Stages of Child Development

- Neonatal (New Born)
- Infancy
- Toddler
- Preschool
- School Age
- Pre Teen
- Adolescent
- Young Adult

Human Development

- Human development is a combination of environmental and genetic factors.
- Each child inherits specific genes from his or her parents that will make this child a unique individual, different from other human beings but yet the same.
- Human babies need a great deal of nurture and care for many years.

Human Development

- There is a broad range in the way humans develop, and each of us develops at a different pace
- Development proceeds in stages, and each stage is important for the next one. No stage can be skipped
- Affected by ethnic and cultural identity, education, appearance and life experience

Human Development

- Though a wide range in development is normal, being significantly behind or delayed can indicate a variety of problems.
- Trauma and even stress can delay developmental progress and even cause regression.
- Being slow to reach a particular stage does not mean a child will not eventually reach the next stage. But it takes care and patience on the part of parents or caregivers.

Core of Attachment Theory

- A child develops into a healthy, functioning adult in the context of a **continuous** relationship with at least one **sensitive** and **responsive** adult whom the child perceives to be his or her parent.

Significance of Attachment

- Developmental potential is profoundly affected by the environment in which the child is raised.
- Children need loving care and attention if they are to develop into productive adults with the ability to have safe, nurturing, lasting relationships.
- Most children are born into loving families with at least one or two adults who make the appropriate deep and lasting emotional commitment to the child

Key Elements of Attachment

- An enduring emotional relationship with a specific person
- The relationship brings safety, comfort, soothing and pleasure
- Loss or threat of loss of the person evokes intense distress
- This special form of relationship is often best characterized by the maternal-child relationship

Significance of Attachment

- Attachment, love, and commitment between family members provides the environment for healthy development.
 - A child who is attached to a parent (s) has the foundation for trust in his/her environment and those around them.
 - A child who is attached to a parent (s) has the foundation for **belonging, learning, empathy, moral and social development**

Developing Attachment

- Bonding experiences: holding, rocking, singing, feeding, gazing, kissing, and other nurturing behaviors.
- Factors crucial to bonding include time together (in childhood, **quantity** does matter!), face-to-face interactions, eye contact, physical proximity, touch, and other primary sensory experiences such as smell, sound, and taste.

Developing Attachment

- Scientists believe the most important factor in creating attachment is positive physical contact (e.g., hugging, holding, and rocking).
- Holding, gazing, smiling, kissing, singing, and laughing all cause specific **neurochemical activities in the brain. These neurochemical activities lead to normal organization of brain systems that are responsible for attachment.**

Attachment Issues Over Time

- While attachment is critical during infancy and early years the need for a significant relationship with a parent is required throughout childhood.
- Inadequate attachment and bonding continues to present problems throughout the person's life span.

Characteristics of Child Development

School Age
Pre-Adolescent
Adolescent Development

Exercise

- What are some of the differences in how a child would respond to a stressful situation at different ages in terms of
 - Physical changes
 - Social issues and concerns
 - Emotional issues

Work in large or small groups

Differences in how children respond to a stressful situation at different ages

- School age children (age 6-10)
- Pre-adolescent (ages 10-12)
- Adolescent (ages 13-17)
- Youth (ages 18-24)

Work in large or small groups

Characteristics of Child Development - School Age Children

- **School age children** – major factor: physical growth is usually slow and steady
 - Affected by increasing physical and motor skill as well as increases in language and intellectual and moral development.
 - Boys and girls develop along similar spectrum
 - Ability to understand and manage complex tasks over time increases

Characteristics of Child Development- Pre-adolescent Children

- **Pre-adolescent children** – major factor: beginning of hormonal changes
 - Growth rate increases and spurts
 - Uneven pattern of growth may affect behavior
 - Male and female characteristics and roles begin to diverge
 - Behavior is affected by changes in hormonal status
 - Achievement of differentiation and independence from parents is an increasing issue

Characteristics of Child Development – Adolescent

- **Adolescent Children** – major factor: increasing speed and strength of hormonal development followed by sexual maturation
 - Growth rate slows down through the arc of the teens: slowing to a stop at approximately 16 for girls and 18-20 for boys
 - Sexual development and differentiation is completed and roles diverge
 - Sexually based roles depend on different physical characteristics as well as culturally based roles for girls and boys; men and women
 - Ongoing achievement of differentiation from and independence from parents becomes central to the development of adolescents
 - Intellectual and moral development begins to attain adult levels

Characteristics of Child Development –Young Adult

- **Young Adult**
 - Physiologic status achieved by age 25
 - Brain development is completed, allowing adults to manage time, moral development and the interplay of complex tasks

Reference

Passtor,E., Blome, W., Cavin, B., Langan, J., Leighton, M., McFadden, E., Olea, M. Petras, D., Polowy, M., Ryan, P.,Sweency-Springwater, J., & Wynne, S. (1993).

FosterPRIDE/AdoptPRIDE: Preparation and assessment program for foster and adoptive families. Washington, DC: CWLA. The Costed MVC Action Plan, 2007 - 2010. The Government of Tanzania. 2008 (FHI)

CHILDREN'S RIGHTS

Ethical and Legal Issues

1. Ethical and Legal Issues

- What do we mean by ethics?
- What do we mean by laws?
- What do we mean by human rights?

Brainstorm

Ethical and Legal Issues

- Ethical: Principles or Guidelines
- Legal: Laws or rules

Ethical Values for Para Social Workers

- ***Respond to the inherent dignity and worth of the person.***
 - Para Social workers should recognize and respect the uniqueness of individuals/families as no two individuals are the same.
 - Para Social Workers should uphold and defend each child's physical, psychological, emotional and spiritual integrity and well-being.
- ***Recognize central importance of human relationships.***
 - Para social workers should understand that individuals don't live and work alone/in isolation.

Ethical Values for Para Social Workers

- ***Behave in a trustworthy manner.***
 - Para Social worker should be role model, fair, frank, honest in his/her work with children and families.
- ***Respecting the right to self determination***
 - Para Social Workers should wherever possible respect and promote Most Vulnerable Children's right to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others

Ethical Values for Para Social Workers

- ***Promoting the vulnerable children's right to participate in decisions that affect them.***

Practitioners should promote the full involvement and participation of vulnerable children using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives as much as possible.
- ***Treating each child as a whole person***

We should be concerned with the whole person, within the family, community and societal and natural environmental, and should seek to recognize all aspects of the child's life.

Ethical Values for Para Social Workers

- **Challenge social injustice**
 - Para Social Workers should stand firm in advocating for the rights of Most Vulnerable Children and their families including challenging any form of stigma and discrimination.
- **Address economic injustice**
 - Para Social Workers should be aware of differences in economic resources between men and women (gender economic imbalance) at all levels, especially within the household/family level in terms of constraints and opportunities. e.g. unequal distribution and usage of economic resources

Ethical Values for Para-Social Work

- Respect confidentiality and be clear about limits of confidentiality.
 - ***Para Social workers have responsibility to keep clients' information confidential/secret unless with his/her consent or it violets rights of the client or of other people.***
- Practice within our own area of abilities and competence.
 - Para Social workers are required to work within the limits of knowledge and skills and within the boundaries of the program activities and training. For example don't perform counseling.
- Service to others is above the worker's self interest.
 - Para Social Workers should put first the interests of the child and family he/she serves.

2. Social Justice

Para Social Workers have a responsibility to promote social justice in relation to society in general and to the Most Vulnerable Children they work with

Social Justice

This means:

- It is our responsibility to challenge negative discrimination to vulnerable children on the basis of characteristics such as ability, age, culture, gender or sex
- We should recognize and respect the ethnic and cultural diversity of societies in which we practice, taking account of individual, family, group and community differences

Social Justice

Para Social Workers should:

- Ensure that resources at their disposal are distributed fairly, according to need.
- All children's programs should promote the rights and interests of children and restore or maintain their dignity.
- The best interests of the child should always be put first.
- Children's rights to make decisions for themselves should be respected at all times.

Social Justice

- Care should be taken to ensure that children understand the implications of their participation.
- Children must be empowered with the knowledge that they have the power to decide whether to participate.
- Children's rights to confidentiality and freedom from discrimination should not be compromised.
- Children should participate in an environment where they feel safe with their own peers and where they do not feel threatened, frightened or used.

Social Justice

- Children should not be portrayed in a negative or disadvantaged way.
- Children should not be exploited for commercial, medical or research purposes.
- Children, parents and caregivers should be involved in negotiating policies to ensure that they are child-focused.

3. Children Rights

- "Considering that the child should be fully prepared to live an individual life in society and brought up in the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity".

Preamble, UN Convention on the Rights of the Child.

*The Charter on the Rights and Welfare
of the African Child*

Children's Legal Rights

- There are a number of international conventions which refer to the rights of children. The most important of these is the UN Convention on the Rights of the Child
 - The Charter on the Rights and Welfare of the African Child grants certain rights and privileges to African children.
 - Laws, relating to the rights of the child in different countries vary greatly as indicated in country constitutions
 - People have to know about the law and it has to be implemented and enforced.

UN Convention on the Rights of the Child

This convention has four main principles:

- A child's right to life, survival and development.
- A child's right to be treated equally. This means that no child should be [discriminated](#) against.
- A child's right to [participate](#) in activities and decisions which affect them.
- All actions should be based on the *best interests of the child*.

The UN Convention includes

- The right to a name
- Protection of a child without family.
- The right to a nationality
- Protection from work that threatens a child's health, education or development.
- Protection from abuse and neglect.
- Protection from sexual exploitation
- The right to health and medical care
- Freedom of thought, conscience and religion

The UN Convention Includes

- The right to play
- Assurance that adoption shall only be carried out in the best interests of the child
- Protection from economic exploitation
- The right to a decent standard of living
- Freedom of thought, conscience and religion (art. 14)

Constitutional Rights of the Tanzanian Child

- Life, survival and development (art. 3)
- Respect for the child (art. 12)
- Access primary and secondary education
- Freedom of speech to express himself/herself as a person.
- Freedom of association and peacefull assembly (art. 15)
 - Children have a right to join associations and other groupings such as youth leagues of political parties, boy scouts, girl guides, and other groups.

Constitutional Rights of the Tanzanian Child

- Protection of privacy (art. 16). *The Constitution of the United Republic of Tanzania provides the right to privacy to every person*
- Access to appropriate information (art. 17)
- The right not to be subjected to torture or other cruel or unusual punishment

Constitutional Rights of the Tanzanian Child

- Children need special protection measures because they are not capable of defending themselves against such treatment.
- The Sexual Offenses Special Provisions Act of 1998 has added a new section in the Penal Code section 169A on cruelty to children, to protect children against ill-treatment, neglect and injury.

Major Laws affecting MVC in Tanzania

- **Law of the Child Act 21 of 2009.**
 - An Act to provide for reform and consolidation of laws relating to children, to stipulate rights of the child and promote , protect and maintain the welfare of a child with a view to giving effect to international and regional conventions on the rights of the child; to provide for affiliation, foster care, adoption and custody of the child.

Duties and Responsibilities of Tanzanian Child

As per the Law of the Child Act 21 of 2009, a child shall have a duty and responsibility to:

- Work for the cohesion of the family
- Respect his parents, guardian, superiors and elders at all times and assist them in case of need.
- Serve his community and Nation by placing his physical and intellectual abilities at its service in accordance with his age and ability.
- Preserve and strengthen social and national cohesion; and
- Preserve and strengthen the positive cultural values of his community and the nation in general in relation to other members of the community or the nation.

Major Laws affecting MVC in Tanzania

- **Sexual Offence Special Provision Act, 1998 (SOSPA)**
 - The Law prohibits any forced sexual relationship, example any sexual relationship with a person under 18 years old is considered as a forced sexual relationship/raped.
- HIV/AIDS Prevention Act of 2009.
- Education and Vocational Training Act.

Major Laws

- **Anti Trafficking Act of 2008.**
 - The law prohibits trafficking of humans including children.
Example: Transferring a child from one place to another for the purposes which are not within his/her rights, for instance hazardous work; child prostitution, hawking, going to sea, mining and quarrying, portorage of heavy loads, work in manufacturing industries where chemicals are produced or used, working in places such as bars, hotel and places of entertainment.
- **Penal code**
 - The law defines the type of sentences for the various criminal offenses.

Policies

- Child Development Policy, 2008.
- National Guidelines for Care and Support of MVC
- Education Policy
- Health Policy
- Youth Development Policy 2007
- Disability Policy 2003
- HIV/AIDS Prevention Policy 2001

National Guidelines for Community based Care, Support and Protection of Most Vulnerable Children

Overview of National Costed Plan of Action for Care, Support and Protection of Most Vulnerable Children In Tanzania 2007-2010

Background

The Tanzanian national programs are related to:

- United Nations General Assembly Special Session (UNGASS) states that:
 - By 2005 every country should have strategies to support HIV/AIDS Program and Most Vulnerable Children with five pillars
 - A Costed National Most Vulnerable Children Action Plan.
 - A National Most Vulnerable Children Coordinating and Management Structure
 - Policy and Regulatory Framework
 - National Framework for Monitoring and Evaluation (Data Based Systems).
 - National Participatory Situation Analysis
 - International Labor Organization Declaration on the worst forms of Child labor.

Background

- ***Child Rights Convention (CRC)1989.***
 - Stipulates rights and welfare of the child.
- ***Millennium Development Goals (MDGs)***
 - 1,2,3,4,&6 - poverty reduction, Universal education, equality, child mortality reduction, Prevention of HIV/AIDS and other communicable diseases

Background

- ***African Charter on the Rights and Welfare of African Child – 1990.***
 - Endorsed the UN Convention and also states the duties and responsibilities for the African Child.
- Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania/National Strategy for Growth and Poverty Reduction; Started in 2004 ,supported by USAID under technical support of FHI, UNICEF and other development partners.

Why the NCPA

- To provide a road map for mobilizing different efforts in the response of mitigating the needs of MVC in the country.
- To map out current national coverage of the specified technical category, indicating what, and how much is being done; by whom; intensity and extent .

Why the NCPA

- Resource mobilization
- Determine the critical elements of the specified technical category which can be addressed by different players and suggest specific intervention on which country effort should focus with details of approach/strategy; showing what, where, by whom, when and how many beneficiaries and the costing of each.

Technical areas of NCPA

- Policy and Service delivery environment
- Household level care
- Education
- Health care
- Security and protection
- Psychosocial support
- Community economic capacity building and resource mobilization.
- Measuring the process (Monitoring and Evaluation)

POLICY & SERVICE DELIVERY ENVIRONMENT

- Generating political will
- Coordination, supervision and management of service provision (National, regional, district, and community levels)

POLICY & SERVICE DELIVERY ENVIRONMENT

- Roles of DSW, other line ministries and institutions.
- Policy ,guidelines and regulatory framework
- Advocacy and social mobilization.

HOUSEHOLD LEVEL CARE

- | | |
|---|---|
| <ul style="list-style-type: none"> • Food security and nutrition • Shelter (availability and quality) • Bedding and clothing | <ul style="list-style-type: none"> • Personal hygiene • Child rearing and upbringing • Foster care ,adoption, and availability of care providers |
|---|---|

EDUCATION

- Pre-school programmes (early childhood education and development, day care centers, pre-primary school, kindergarten and nursery school)
- Primary and secondary school education
- Vocational training

HEALTH CARE

- Integrated Management of Childhood Illness, Growth monitoring and Prevention of Mother to Child Transmission of HIV
- Health services (including care and treatment, home based care for children with HIV/AIDS)
- Access to clean and safe water
- Hygiene and Sanitation

PSYCHOSOCIAL SUPPORT

- What are the elements that go into a vulnerable child feeling like they are emotionally and socially supported (psychosocial support)?

Brainstorm

Psychosocial support

elements that help vulnerable children feel they are supported emotionally and socially

- | | |
|--|--|
| <ul style="list-style-type: none"> • Loved • Recognized and accepted • A valued member of the family and community • Respected | <ul style="list-style-type: none"> • Comforted • Involved, to participate in activities • Protected from all sort of harm • Given opportunity to play • Listened to and guided. |
|--|--|

SECURITY AND PROTECTION

- Safety nets
- Child participation
- Social protection
- Child rights and community based justice
- Life skills

MEASURING THE PROGRESS OF THE NATIONAL PLAN (*Monitoring and Evaluation*)

- Developing the monitoring framework
- Community capacity development
- Resource mobilization

Collaborators

- Regional Administration and Local Government
- Sector ministries responsible with children issues
- Civil society organizations
- Development partners e.g. UNICEF, USAID, Family Health International (FHI), DFID

Coordination

- National Steering Committee for Most Vulnerable Children
- National Technical Committee for Most Vulnerable Children
- Implementing partners group for Most Vulnerable Children

Skills Building Activities

- ***Learning to do Para Social Work requires active learning***
- Para Social Workers gain understanding through:
 - Active discussion
 - Brainstorming
 - Large group discussion
 - Case studies
 - Role Playing
 - Other activities to learn and practice skills

Skills Workbook

- Please take a look at the Skills Workbook
- You will be completing homework exercises in this workbook each day
- On the following day you will give your homework to a designated trainer or facilitator during morning tea break
- The trainer/facilitator will review your exercise, give you feedback and rate your response
- You need to complete 4 of the 5 exercises successfully to complete this class

Small Group Workshop Activities

- Please number off into four groups. Each group will work with a specific case (Rehema, Koku, Tumaini or Amani)
- You will discuss the same case each day in the same group.
- The principles of the day's lecture will be practiced in the activity each day
- The basic principles of the day will be discussed by the whole group for about fifteen minutes. Make a list of the basic points you have learned, referring back to the slides and notes in your handbook.
- After that point, you will conduct an activity which may include dividing into the smaller groups and practicing an activity related to the child and family case.

Small Group Activity, continued

- Discuss what you learned about the day's content using the activity
- Try to summarize what you have learned about the general knowledge in a short report back to the group at the next morning Recap.
- Recaps should be no longer than 5 minutes and should contain NO MORE THAN 5 major points.
- DO NOT repeat the details of the case.

Report Back for Small Group Activity

- The recap should be written by the group who agrees on the content
- The recap should focus on the skills learned from the previous day, with only as much detail about the case presented as required to understand that the group has integrated the skills-based task.

*Small Group Skills Building
Workshop*

**Day 2: Group Skills Workshop: Identifying
Vulnerable Children and Families**

- Review your assigned case and practice outreach and identification skills
- Role play identifying vulnerable children in the community
 - Roles may include: Para Social Worker, community leaders, family members, police, neighbors, community members, staff of community organizations, health care workers, and children
- In the process of identification, consider whether you would have to first do outreach to community leaders (Local Government authorities, traditional leaders, faith leaders, etc) to make contact with and or support your identification process
- Use the form on identification and communication included from Day 1 to organize the process required to outreach to the family.
- Elect a person to present your report tomorrow at 8:30 during RECAP. The report should describe the process of outreach and identification required to perform effective outreach for your case.