

*Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.*

*Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and the Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the American International Health Alliance's HIV/AIDS Twinning Center.*

## Day One

### Introduction: Learning to Work with Orphans and Vulnerable Children

#### Introduction, Workshop Objectives, Ground Rules and Election

1. Description of the partnership provided by coordinator and facilitators
2. Pre-test — Assessment of participant knowledge about HIV/AIDS and working with orphans and vulnerable children, most vulnerable children (See Appendices)
3. Generate a set of ground rules by asking the participants to brainstorm; write these on flip chart paper and tape them to the wall throughout the workshop
4. Facilitator asks participants to select workshop officers:
  - Chairperson — moderates workshop sessions, conducts plenaries, and serves as the communication link between facilitators and participants
  - Secretary — makes brief notes on session content and any working decisions and reports these at next day's recap session (or asks others to do so)
  - Timekeeper — Uses timetable to keep time, announcing when it is time to move on to next session or other activities
5. Introduction to Para Social Work Training Objectives (Slides 2-6)
  - Describe the psychosocial problems facing 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
  - Identify ways in which most vulnerable children and their families are affected by the HIV epidemic in Tanzania, including:
    - (1) Risk reduction for parents and most vulnerable children;
    - (2) The health and social phases of HIV/AIDS as they affect children and families; and
    - (3) Understanding of HIV treatment including opportunistic infections and antiretroviral therapy

- Identify and be able to address a range of psychosocial challenges related to HIV for most vulnerable children, including:
  - (1) Obtaining social support;
  - (2) Providing counseling; and
  - (3) Addressing stigma
- 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
- 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

#### 6. To Call Yourself a Para Social Worker (Slide 7)

- Complete Introduction to Para Social Work (9 days)
- Complete field work practice supervised by a qualified supervisor (6 months)
- Complete Para Social Worker II training (5 days)

#### Instructions for Learning Activity:

Review and Discuss criteria to complete Para Social Work Program with participants using PowerPoint Slides and Participant Manual as source material.

#### **Ice Breaker** (Slide 9)

#### Purpose of Activity (Objectives):

- To facilitate introduction of trainees to each other
- To increase trainee comfort interacting with each other

#### Equipment Needed:

- Activity sheets
- Pens/pencils

#### Instructions for Learning Activities:

- Facilitator explains purpose of activity
- Facilitator distributes activity sheets (icebreaker questions) to trainees and reviews instructions
- Facilitator monitors activity and helps as needed
- After 10 minutes of activity, facilitator reconvenes group and leads *brief* discussion about the activity, e.g. what the trainees learned about each other



## Day 1 Objectives (Slide 10)

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 identification of most vulnerable children
- Understand the role of Para Social Workers in community programs for most vulnerable children
- Identify the stages of the social work process
- Explain how Para Social Workers identify most vulnerable children

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

Purpose of Activity (Objectives):

- Sensitize training participants on the situation of OVC
- Help training participants gain cleared meaning of OVC
- Help training participants know process of OVC identification
- Help training participants build the skill of OVC programming
- Enhance training participant capacity on handling of OVC issues

Learning Activities:

- Lecture and discussion
- Brainstorming

Topic Outline (Slides 11-31):

1. Situation of Orphans and Vulnerable Children in Tanzania
2. Who they are? Why they are vulnerable? Where they are?
3. Problems faced by Most Vulnerable Children
4. Government Responses
5. Child Protection Services for Most Vulnerable Children (Brainstorm)
 

*Learning Activity:* Ask participants to explain

  - What is child protection
  - Identify relevant child protection services
  - Discuss their experience with child protection
6. Roles and Responsibilities of the Department of Social Welfare in the Ministry of Health and Social Welfare (DSW) in relation to Most Vulnerable Children
7. Summary and Conclusion

### A. Overview of the Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

*Purpose of Activity (Objectives)*

- Inform the participants about the steps in para social work case management
- Introduce the activities and skills the participant will learn in the workshop and practice in the community

### Learning Activities:

- Lecture and discussion (Note: This is a brief introduction to case management and the social work processes used throughout the workshop. These steps will be re-iterated and highlighted throughout each session in future days).

### Topic Outline (Slides 32-24)

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
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

#### Instructions for Learning Activities:

- Facilitators present training objectives
- Facilitators invite participants to reflect training topics/brainstorming
- Facilitators provide input as needed

### Topic Outline (Slides 35-54)

1. Background
2. Why focus on Most Vulnerable Children?
3. Process Steps in Identifying Most Vulnerable Children
  - Step 1 Training of the National Facilitators Team
  - Step 2 Advocacy meeting with district leaders and stakeholders
  - Step 3 Training of the District Most Vulnerable Children facilitators team
  - Step 4 Ward Level Advocacy Meeting
  - Step 5 Training of ward and village/Mtaa facilitators
  - Step 6 Dialogue meeting with the Village Government/Mtaa leaders
  - Step 7 Training of Most Vulnerable Children Committee (MVCC)

### **Most Vulnerable Children Identification and Registration Format (Slides 55-57)**

Instructions for Learning Activities:

- Review the Child Identification and Registration Form
- Address Participant Questions about Use of the Form

### **How Can Para Social Workers Identify Most Vulnerable Children in Communities?**

Instructions for Learning Activities:

- Trainers invite participants to reflect training topics/brainstorming
- Trainers provide content input as needed
- Neighbor mini-discussion. Participants talk with 1-2 neighbors for five minutes to discuss how to use these steps in their community, providing examples from their own experience
- Summarize this experience in the large group

Topic Outline (Slides 58-63)

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 Programming**

Instructions for Learning Activities:

- Trainers invite participants to reflect training topics/brainstorming on what are the major principles that we use in working with vulnerable children
- Trainers provide content input as needed
- Trainers record participant ideas on flipchart
- Trainers review slides, emphasizing areas that participants identified and adding others from the slide content.

Topic Outline (Slides 64-67)

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

4. Encourage approaches that allow children to remain in communities rather than being institutionalized
5. Strengthen the protection and care of Most Vulnerable Children within their extended families and communities
6. Encourage approaches that allow children to remain in communities rather than being institutionalized
7. Foster linkages between HIV and AIDS prevention activities, home based care, and efforts to support Most Vulnerable Children
8. Target the most vulnerable children, not only orphans
9. Ensure gender awareness in all the interventions
10. Encourage children and adolescents to participate in identifying solutions and making decisions that affect them
11. Support schools and ensure access to education
12. Reduce stigma and discrimination
13. Accelerate learning and information sharing
14. Strengthen partners and partnerships at all levels and build coalitions among key Stakeholders
15. Ensure that external support strengthens and does not undermine community initiative and motivation

### **Video Case Example: Dancing for Mwakaila**

The partners have created a 15-minute video case example, “*Dancing for Mwakaila*” (Moges Tafesse, Producer/Director). This video depicts the situation of a vulnerable child and his family within the community context. It illustrates the six steps of Para Social Work case management. Although the case was identified and filmed in Tanzania, the problems and situations may be applicable globally because they include family dynamics common to vulnerable children everywhere, such as interacting with a grandmother caregiver, siblings, community members, and teachers, as well as the child’s peers.

The video is used as a reference case. During Day 1, participants react to the case from their own perspective and begin to suggest what they see as the needs and next steps. It is important to note, however, that it is not intended for participants to develop a service plan this early in the training — that comes later in the workshop after case planning techniques are discussed. The intention here is to engage the participants in their own emotional reaction to the case and how it might apply to their future work.

Participants who have experience working with vulnerable children often indicate that Mwakaila’s situation is not as bad as others they work with, while those who have little

experience may be saddened by his difficulties. This should generate an active discussion as well as help participants to consider how to conduct outreach and identify these children in their future practice.

Purpose of Activity (Objectives):

- Provide concrete example of life situation of OVC
- Provide participants opportunity to reflect on the strengths and needs of OVCs and their eco-systems
- Focus on implications of real life challenges for helping OVCs

Equipment Needed (if video will be shown):

- Computer with CD/DVD drive
- Projector
- Screen (or clear wall space)
- Speakers (to amplify the sound)
- Video

Instruction for Learning Activities:

- Introduce session and learning objectives
- Play video
- Lead Question/Answer session with presenters
  - How do you react to the video?
  - Is this child like those you might be working with?
  - How might you get to know the child and family and their situation in order to help them?
  - What can we learn about the para-social work process through this video?
  - How the video may be referred as an example throughout the training
- Summarize discussion focusing on implications for working with most vulnerable children

### **Summary of Day 1 & Preview of Day 2**