

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.

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Day Two:

Child Development, Legal and Ethical Issues

Recap: Review of previous day and overview of coming day

Objectives for the Day

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

- Explain the needs of children, including Most Vulnerable Children
Describe the characteristics of child development
Explain the significance of attachment in the development of a child and the process of developing attachment relationships
- Describe ethical guidelines for Para Social Workers
- 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

The Life of a Child: Human Development and Attachment

Additional Equipment Needed:

- Masking Tape (or self-adhesive flip chart)

Learning Activities:

- Brainstorming
- Lecture/Discussion
- Small or large group exercise about child development

Instruction for Learning Activities:

- Ask participants to brainstorm about basic needs of a child and present list of basic needs
- Present and discuss the dimensions, stages, and other characteristics of human development
- Present and discuss the elements and significance of attachment theory

- Introduce child development as occurring in stages
- Ask participants to identify the different responses to stress depending on a child's age
- Present and discuss the characteristics of child development based on stages

Topic Outline

1) What are the Basic Needs of a Child? (Slide 6)

- Parenting
- Food and nutrition support
- Shelter and bedding
- Protection from abuse
- Legal support
- Health care services
- Psychosocial care and support
- Educational support
- Livelihood support

2) Human Development (Slides 8-11)

a) 5 dimensions

- Physical
- Cognitive or mental
- Emotional
- Social
- Moral

b) Stages of Child Development

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

c) 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 nurturing and care for many years.
- 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.
- 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.

3) Attachment Theory (Slides 12-18)

- a. 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.
- b. 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
 - Attachment, love, and commitment between family members provide 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**
- c. 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
- d. 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.

- 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.**

e. 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.

f. Characteristics of Child Development (Slides 19-26)

- School Age Children (6 -10 years old)
 - 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
- Pre-adolescent Children (10-12 years)
 - 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
- Adolescent (13-17)
 - 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

- Young Adult (18-24)
 - Physiologic status achieved by age 25
 - Brain development is completed, allowing adults to manage time, moral development and the interplay of complex tasks

Children's Rights: Ethical and Legal issues

Learning Activities:

- Presentation
- Brainstorming
- Q & A/Discussion

Instruction for Learning Activities:

- Ask participants to define “ethics”, “laws”, and “human rights”
- Present and discuss the ethical values of Para Social Workers
- Introduce and discuss the responsibility of Para Social Workers to social justice
- Define Children's Rights as outlined in UN Convention and in Tanzanian Constitution
- Present overview of major laws and policies related to MVC in Tanzania
- Present and discuss overview of National Costed Plan of Action for Care, Support and Protection of MVC in Tanzania

Topic Outline:

1. Ethical and Legal Issues (Slides 27-34)

a. Definitions

Ethical: Principles or Guidelines

Legal: Laws or rules

b. 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.
- 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
- 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
- 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)
- 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.

c. Social Justice (Slides 35-39)

- 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
- 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
- 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.
- 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.
- 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 (Slides 40-53)

a. Preamble, UN Convention on the Rights of the Child.

"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".

b. UN Convention on the Rights of the Child

- Four main principles:
 - i. A child's right to life, survival and development.
 - ii. A child's right to be treated equally. This means that no child should be discriminated against.
 - iii. A child's right to participate in activities and decisions which affect them.
 - iv. 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 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)
 -

c. 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 peaceful 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.
 - 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
 - Children need special protection measures because they are not capable of defending themselves against such treatment.
- d. The Sexual Offences 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.
- e. 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.
 - 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, portage 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.

f. 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

g. Overview of National Costed Plan of Action for Care, Support and Protection of Most Vulnerable Children In Tanzania 2007-2010 (Slides 54-71)

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.
- 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 disease)
- 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 National Costed Plan of Action
 - 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.
 - 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.

d. Technical areas of NCPA

- POLICY & SERVICE DELIVERY ENVIRONMENT
 - Generating political will
 - Coordination, supervision and management of service provision (National, regional, district, and community levels)
 - Roles of DSW, other line ministries and institutions.
 - Policy ,guidelines and regulatory framework
 - Advocacy and social mobilization.

- HOUSEHOLD LEVEL CARE
 - Food security and nutrition
 - Shelter (availability and quality)
 - Bedding and clothing
 - 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

- PSYCHOSOCIALSUPPORT
 - Elements that help vulnerable children feel they are supported emotionally and socially
 - Loved
 - Recognized and accepted
 - A valued member of the family and community
 - Respected
 - 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 (Slides 72-78)

Purpose of Activity (Objectives):

- Describe how Para Social Workers learn and how those techniques will be used in this training
- Explain use of Skills Workbook
- Provide active opportunities to apply the concepts and skills covered in training -
- Review and implement Small Group activity for Day 2
- Review and implement Small Group Skills Building Workshop for Day 2

Additional Equipment Needed:

- Skills Workbooks
- Case information for Skills Building Workshop

Learning Activities:

- Brief Presentation
- Small group discussion and report back to large group
- Skill simulation or role play

Instructions for Learning Activities:

- Introduce topic and use of skills building activities
- Review instructions for each activity
- Provide case information and assign one case to each small group
- Facilitate division of large group into small groups for activities
- Assign a facilitator to each small group who will –
 - Participate in exercise as participant and/or observer
 - Provide feedback
 - Assist in preparing for presentation at recap
- Facilitate recap/report back from small group discussions

Topic Outline:

1. 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
2. Overview and use of Skills Workbook (See Chapter 7)
 - Trainees will complete homework exercises in this workbook each day
 - Trainees will give homework to a designated trainer or facilitator during morning tea break on the following day
 - The trainer/facilitator will review the exercise, give the trainee feedback and rate the trainee's response
 - Trainees need to complete 4 of the 5 exercises successfully to complete this class
3. Introduction of Small Group Workshop Activities
4. Instructions for Small Group Activity/Discussion
 - Trainees will number off into four groups. Each group will work with a specific case (Rehema, Koku, Tumaini or Amani)
 - Trainees 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. Each group will make a list of the basic points learned, referring back to the slides and notes in the handbook.
- After that point, the group will conduct an activity which may include dividing into the smaller groups and practicing an activity related to the child and family case.
- Trainees discuss what they have learned about the day's content using the activity
- Trainees summarize what they 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.

5. Implementation of Small Group Activity/Discussion and Report Back

6. Instructions for Small Group Skills Building Workshop: Identifying Vulnerable Children and Families

- Review the 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 the Para Social Worker 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.

7. Implementation of Small Group Skills Building Workshop

Summary of 2 Day & Preview of Day 3