

Para Social Work II:

*Practice Skills to Intervene with
Most Vulnerable Children and Families
in Special Circumstances*

Day 1

Sharing our Experiences

Registration and Pre-test

Goal of the Training

To share experiences and develop and enhance our skills related to supporting Most Vulnerable Children and families.

Objectives

By the end of this program, participants will be able to:

- Demonstrate enhanced skills related to supporting children and families, child protection, stigma reduction, and advocacy and empowerment
- Explain current information, laws, and policies about HIV/AIDS as related to working with children and families
- Share successes and concerns related to their work as Para Social Workers and obtain in-depth input on cases from their practice
- Receive and share information about local and national resources to assist children and families, as well as to address their HIV/AIDS-related needs.

Required Activities to Become a Para Social Worker

- ** Introduction to Para Social Work Training (9 days)
- ** Supervised field experience (6 months)
- ** Para Social Work II Training (5 Days)
- ** Additional support, follow up, and quality management

At the end of this course, you will have completed the Para Social Worker Training Program and will be awarded a certificate indicating that you are a Para Social Worker.

Overview of Training

Day 1 Sharing Our Experience	Day 2 HIV/AIDS Update	Day 3 Assessing Child and Family, Special Needs and Family Resilience	Day 4 Child Protection, Child abuse Risk assessment	Day 5 Empowering Community Documenting our work (evaluation)	Day 6 Super-visor Update
Participant Updates Working with local Government and Law of the Child 2009 Addressing Stigma and Gender Issues	HIV Disclosure HIV positive children Reducing risks for older children HIV related Problem solving Resource updates	Working with families to support children Assessment Update Special needs Family resilience	Child Protection Child abuse and risk assessment Intervention The Law of the Child, 2009	Empowering Community Documenting our work evaluation Promoting child rights and child participation Working with Community groups	Local Planning Process Advocacy and Empowerment Leadership Obtaining Support for Para Social Workers

Introductions

- Introduction of facilitators
- Icebreaker: Introduction of participants
 - Break into twos. Talk about your experience as Para Social Workers or supervisors to date
 - Name and where you are from
 - What are the activities you do as a Para Social Worker or supervisor?
 - What do you need to know to improve your services?
- Introduce each other briefly to the group (1 minute per pair)

Housekeeping

- Elections of chair, secretary, etc.
- Ground rules

Sharing of Experiences since Last Training

Break into 4 groups and use a flip chart page and marker pen to capture your discussion of:

- What is happening with vulnerable children in your community?
- What is the role of Para Social Workers?
- What has gone well for you as a Para Social Worker?
- Can you think of an example where you had a challenge and needed more help?
- What additional information or knowledge do you need to be more effective as a Para Social Worker?

Debrief

Groups report on themes from the discussion, such as:

- Roles of Para Social Workers
- Successes
- Challenges
- What you may need in the future

Format for Presenting Our Cases

- Name and age of child?
- Other family members?
- What are the identified problems?
- How was an assessment done (identification form, other tools, etc.)?
- What was the service plan?
- What was the result?
- Questions that need further discussion?

Working with Local Government

Working With Local Government

What is the role of local government authorities in helping Most Vulnerable Children and their families?

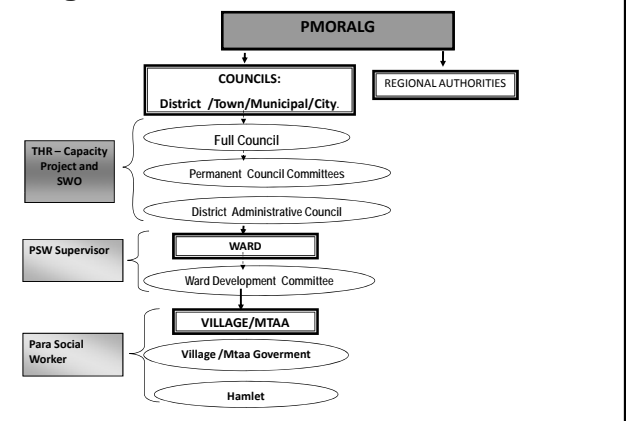
Working With Local Government

- What is the structure from the village to district level?
- How do Para Social Workers fit in?
- To whom do you report and/or where do you go for assistance?

Local Government Structure and Corresponding Functions: Working with Para Social Workers

Brainstorm

Diagram of Local Government Structure



How Does Para Social Work Fit In?

At the Village Level:

- Work with Village Government to identify Most Vulnerable Children and other existing structures working with vulnerable children such as Most Vulnerable Children's Committees (MVCCs) and Community-based Organizations
- Share information and data with Village Government about Most Vulnerable Children
- Advocate for provision of services to Most Vulnerable Children and their families
- Lobby and advocate so that issues concerning Most Vulnerable Children are included in Village Development Plans

How Does Para Social Work Fit In?

(continued)

At the Village Level:

- Lobby and advocate for participating in Village Development Committees
- Participate in public Village meetings (during the budget process, for example)
- Create a network with other practitioners who are working with Most Vulnerable Children, such as teachers, medical personnel, extension officers, religious leaders, non-governmental organizations (NGOs), and community-based organizations (CBOs).

How Does a Para Social Work Supervisor Fit In?

At the Ward Level:

- Introduce the Para Social Worker to the respective Village Government and Ward Development Committees
- Report Most Vulnerable Children issues and agenda to the Ward Development Committees
- Lobby and advocate for Most Vulnerable Children issues to be included in the Ward Development Plans
- Facilitate advocacy meeting on Most Vulnerable Children issues between Para Social Worker and influential people in the Ward (e.g. Ward Councillor)
- Convene sensitization meetings for Ward leadership and other influential people, such as religious leaders and retired officers

District Para Social Worker Supervisor: Roles and Functions

- Compile report on data and information regarding Most Vulnerable Children from Para Social Worker Supervisors and present to district management committees
- Lobby and advocate for Most Vulnerable Children issues to be included in the District Development Plans
- Resource mobilization and fundraising for implementing activities related to Most Vulnerable Children

Working With Local Government

How do local governments work with other resources in the community?

- Health services providers
- Schools
- Religious organizations
- Political leaders
- Legal system (police, lawyers, courts, etc.)

Working With Local Government

- Large group discussion to share examples of how Para Social Workers work with local government

What is the Role of Local Government in Enforcing the Law of the Child?

We will begin to discuss this today, specifically relating to how we work with Local Government; on Day 2 we will discuss the law and child protection in more detail.

What is the Role of Local Government in Enforcing the Law of the Child?

- It is the duty of Local Government Authorities to safe-guard children and promote reconciliation (Section 94)
- It is their duty to report infringement of child's rights (Section 95)
- Investigation by Department (Section 96)
- Care Order of Court to be of benefit to a child (Section 18)
- Supervision Order of Court (Section 19)

Duty to Safeguard and Promote the Welfare of the Child within their Area

- Social welfare officers in the local government are responsible for functions related to the welfare of children who receive assistance of other local government officers.
 - provide parental counseling to both parents, guardians, relatives, and children for the purpose of promoting reconciliation between them
- Register Most Vulnerable Children within his/her area and give assistance to them whenever possible to enable those children to grow up with dignity among other children and to develop to their full potential.

Duty to Safeguard and Promote the Welfare of the Child (continued)

- Provide assistance for any child who has been lost or abandoned or is seeking refuge.
- Collaborate with the police to trace the parents, guardians, or relatives of any lost or abandoned child; return the child to the place where s/he ordinarily resides; and refer the matter to the social welfare officer or community development officer.

Duty to Report Infringement of Child's Rights

- Any member of the community with evidence or information must report to local government that a child's rights are being infringed or that a parent, a guardian, or relative having custody of a child neglects to provide the child with food, shelter, right to play or leisure, clothing, medical care, and education.
- The social welfare officer receiving the report may summon the person against whom the report was made to discuss the matter and make decisions in the best interest of the child.

Duty to Report Infringement of Child's Rights (continued)

- When the person against whom the report was made refuses to comply with the decision made, the social welfare officer shall refer the matter to the court which may:
 - a. give any relief or order as circumstances may require; and/or
 - b. in the case of a parent, in addition to the relief or orders given, order the parent to execute a bond to exercise proper care and guardianship to provide the child with any or all of the requirements.

Investigation by Department

- Where the social welfare officer has reasonable grounds to suspect child abuse or a need for care and protection of a child, he shall in the company of a police officer and may enter and search the premises where the child is kept in order to investigate.
- Where, after investigation it is determined that the child has been abused or is in need of immediate care and protection, the social welfare officer, accompanied by the police officer, shall remove the child to a place of safety for a period of not more than seven days.

Investigation by Department

- Where a child has been displaced or removed, the social welfare officer shall bring the child before the court within a 14-day period for an order to be made.
- The court may commit the child to an approved residential home or to the care of a social welfare officer or any fit person until it determines the matter.

Duties of Social Welfare Officer

Care and Supervision Order (Section 20)

- Advise and counsel the child and his family;
- Hold regular reviews to plan for the future of the child in consultation with the child and his parents or guardian;
- Apply to the court to discharge or vary the order if necessary; and
- Take necessary steps to ensure that the child is not subjected to harm.

Child Protection Enforcement

- The social welfare officer has primary responsibility for bringing cases of children in need of protection to the attention of the courts.

Child Protection Enforcement

The courts may enter two types of orders on behalf of children in need of protection:

- Care Orders: The care order or an interim care order shall remove the child from any situation where he is suffering or likely to suffer significant harm and transfer the parental rights to the social welfare officer.
- Supervision Orders: The supervision or interim supervision order shall be aimed at placing or preventing any significant harm being caused to a child whilst he remains at his family home in the custody of his parent, guardian, or relative

Addressing Stigma as Para Social Workers

Review of Stigma Learning from Introduction to Para Social Work

- What is stigma?

Stigma Defined

(Review from Para Social Work Introduction)

- Stigma is “severe social disapproval of personal characteristics, circumstances, or beliefs that are against cultural norms.”
- A powerful tool of social control
- Used to marginalize, exclude, exercise power over individuals with certain characteristics
- Particularly affects vulnerable children (“orphans”) and people living with HIV

What has been your experience with stigma as Para Social Workers?
Examples?

Seven Steps for Stigma Reduction in our Communities for Para Social Workers

1. **IDENTIFYING** stigmatizing situations
2. **DISCUSSING** the affects of the stigma on the child and family
3. **PLANNING** Develop action plan
4. **SUPPORT**
 - a) How to help child and family to cope
 - b) Use of resources
5. **CONFRONTING** Confronting the stigma
6. **REPORTING** Use legal resources
7. **ACTION** Implement the plan

1. IDENTIFYING Stigmatizing Situations

1. **What are some examples of stigmatizing situations or discrimination?**
2. **How do these relate to HIV?**

Examples of Stigmatizing Situations or Discrimination Related to Vulnerable Children and/or HIV?

- Name calling
- Refusal to include child in group or school
- Fighting, violence
- Forcing to give information
- Refusing services
- Others??

Examples of Stigmatizing Situations or Discrimination Related to Vulnerable Children and/or HIV?

What do we (or others) do to avoid stigma or protect ourselves and our children from stigma?

Examples of Stigmatizing Situations or Discrimination Related to Vulnerable Children and/or HIV?

What do we (or others) do to avoid stigma or protect ourselves and our children from stigma?

- Don't talk about it (HIV, orphan situation, etc.)
- Find safe people to talk to
- Get more information
- Call it something else
- Deny the situation
- Avoid people and/or stigmatizing situations
- Others?????

2. DISCUSSING

Stigma's Affects on Children and Families

- How can stigma affect the child?
- How can stigma affect the family or those who care for the child?

2. DISCUSSING

Stigma's Affects on Children and Families

- How can stigma affect the child?
 - Becomes depressed
 - Angry
 - Isolated
 - Problem behavior
- How can stigma affect the family or those who care for the child?
 - Same ways as above

3. PLANNING
Develop an Action Plan

1. Identify specific action steps
2. Identify WHO will do WHAT by WHEN
3. What service organizations will be involved in terms of referral or follow-up?

4. Support
How to Help Child and Family to Cope

What are some ways we can help the child to cope?

4. Support
How to Help Child and Family to Cope

What are some ways we can help the child to cope?

- Listening to the child's concern
- Asking about how s/he is doing
- Providing information
- "Normalizing"— how this can happen to others
- Helping make a plan for assistance
- Other ways?

4. Support
How to Help Child and Family to Cope

What other supports can be provided?

- Asking family members to assist. How?
- Identifying additional support people
- Helping plan for a "normal" future (education, job training, etc.)
- Others?

**5. CONFRONTING
Confronting Stigma**

How can we help the child or family confront the stigma?

- Educating the community
- Talking to the person who is creating stigma
- Making a complaint
- Others?

**5. CONFRONTING
Confronting Stigma**

- Para Social Worker helps client identify who needs to be confronted
- Identify strategies to make a complaint or ask person to stop the stigmatizing behavior
- Prepare the child or family member to take action
- Help them to talk about how the stigma is affecting them by using "I statements")
- Help with follow-through

**6. REPORTING
Use Legal Resources**

- What stigma situations may be illegal?
 - Violence
 - Refusing jobs or services
 - HIV related discrimination?
 - Others??
- How do we get legal help?

**7. ACTION
Implement the Plan**

*What Happened?
Evaluating and Revising the Plan*

Group Practice Using the 7-Step Model

*Stigma reduction group exercise
using cases from your experience*

- Divide into 4 groups
- Pick a case you've worked with and first identify evidence of stigma and its source
- Discuss its impact on the child and family
- Role play how the family may cope with the situation
- Role play how they may confront the source of stigma and its effects
- Role play how legal/authorized sources can be mobilized
- Based on your learning from the steps of coping, confronting, and reporting, develop an action plan
- Discuss what you learned from application of skills and steps of stigma reduction model

Gender and Para Social Work Services

How Do Our Ideas About Gender
Affect our Support for Vulnerable
Children and their Families?

Brainstorm

Women, Men, and Para Social Work

- Many women do not equally or fully participate in family decision-making
- Many women do not have equal access to family resources, including money, land, or other material resources such as food either as wives or widows
- Many women do not have equal status with husbands in their sexual lives or even in reproductive health
- Many women place their children’s needs before their own needs
- Many women are subject to abuse, neglect, or illness, and they do not have equal access to education or other economic opportunities

What is Gender Imbalance and How Does it Affect Us and Our Work?

Discuss

Discussion of Gender Imbalance

- How does gender imbalance affect the overall health and economic status of the family?
- Is there such a thing as gender balance within the family?
- How does gender imbalance affect family communication and sexual negotiation?
- How does gender imbalance affect HIV risk of the family?
- How does gender imbalance affect the development of girls, from infancy to adulthood?
- How does gender imbalance affect the development of boys, from infancy to adulthood?

What Can A Para Social Worker Do to Address Gender Issues?

- Active listening: try to understand the role of various family members with regard to gender
- Ask questions to determine if women and children are satisfied with their roles and activities within the family and community and what about the men
- Provide information and education about some alternatives in terms of roles, activities, and traditional practices
- Provide linkages to existing resources or activities the family can use to create a better distribution of tasks and approaches to care and support
- Use the 7-Step Stigma Model to address gender related stigma and discrimination

Summary and Debriefing for the Day

Final Plenary and Pashas