PARENTING EDUCATION MANUAL FOR FAMILIES

National Guide to Community Practitioners on Preventing Violence, Abuse and Harmful Social Practices against Children in Tanzania
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NATIONAL PARENTING EDUCATION MANUAL FOR FAMILIES

National Guide to Community Practitioners on Preventing Violence, Abuse and Harmful Social Practices against Children in Tanzania
# National Parenting Education Manual for Families (NPEMF)

A Guide to Community Practitioners on Preventing Violence, Abuse and Harmful Social Practices against Children in Tanzania

## Abbreviations

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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACRWC</td>
<td>African Charter on Rights and Welfare of Children</td>
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<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>CDWs</td>
<td>Community Development Workers</td>
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<td>FHI</td>
<td>Family Health International</td>
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<td>FGM/C</td>
<td>Female Genital Mutilation/Cutting</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>GP</td>
<td>Group Work</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>LCA</td>
<td>Law of the Child Act 2009</td>
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<td>MoHSW</td>
<td>Ministry of Health and Social Welfare</td>
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<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome</td>
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<td>MCDGC</td>
<td>Ministry for Community Development Gender and Children</td>
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<td>MUHAS</td>
<td>Muhimbili University of Health and Allied Sciences</td>
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<td>NCPA</td>
<td>National Costed Plan of Action for Most Vulnerable Children</td>
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<td>NPEMF</td>
<td>National Parenting Education Manual for Families</td>
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<tr>
<td>MSTF</td>
<td>Multi-Sectoral Task Force</td>
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<td>MKUKUTA II</td>
<td>Mpango wa Pili wa Kukuza na Kuondoa Umasikini Tanzania</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>Q&amp;As</td>
<td>Questions and Answers</td>
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<td>SRH</td>
<td>Sexual Reproductive Health</td>
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<td>SOSPA</td>
<td>Sexual Offences Special Provision Act</td>
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<td>STIs</td>
<td>Sexual Transmitted Infections</td>
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<td>TVACs</td>
<td>Tanzania Violence Against Children Study</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations Children Fund</td>
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<td>VAC</td>
<td>Violence Against Children</td>
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Preface

The government of Tanzania has signed and ratified International and Regional human rights instruments on safeguarding the rights of child. These include the United Nations Conventions on the Rights of Child (1989) the African Charter on the Right and Welfare of Children. By signing the Human Rights Instruments the Government effectively domesticated the Conventions into national legislation aimed at protecting children and enshrines fundamental rights of children, defined as any person below the age of 18 years.

Violence Against Children (VAC) is a serious public health, human rights and social problem in Tanzania. In the study conducted in 2009, and launched August 2011 it was revealed that children have experienced violence in different forms including sexual, physical and emotional. The Tanzania Violence Against Children findings imply that violence affects children of all ages and everywhere in homes, on their way to school or in schools.

The data highlights that one in three girls and one in seven boys in Tanzania experiences sexual violence before the age of eighteen; most sexual assaults occur at home or in school - and children often know their sexual attacker; the majority of children do not report their experience; few seek services, and even fewer actually receive any care, treatment or support, rates of physical violence are alarmingly high, nearly three out of four boys and girls experience being punched, whipped or kicked during their childhood, while one quarter of all children are emotionally abused. The findings are collaborated by other studies in particular a recent survey which was conducted in seven cities and towns in Tanzania mainland by the Consortium for Street Children. The survey revealed that 50% of children ran to the streets because of violence that occurred in homes perpetuated by family members.

Family which is the foundation of life, responsible for the care, up-bringing and protection of children is now seen as unsafe place for children. In Tanzanian culture, family is highly regarded as a place where inherent values and skills are taught to children to enable them go through life responsibly. Social, moral norms, spiritual, customs and traditions are nourished as children are nurtured into adulthood. However, due to changing social, cultural and economic situations in Tanzania, family unit is now seen as a source of violence. Parents and care givers are not equipped with skills that will enable them to nurture children in proper manner.

Parents are responsible and accountable for protecting their children as stipulated in the United Nations Convention on the Rights of Child (1989), the African Charter on Rights and Welfare of the Child (1990), Law of the Child Act (2009) and the Policy on Child Development (2008). It is in this regard that the Ministry of Community Development Gender and Children in collaboration with partners commits to address the situation and calls for parenting education programme that aimed at enhancing the capacity of families care to prevent violence against children and influence the abandonment of harmful social practices.

Parenting Education has been singled as the first step towards preventing and reducing violence against children, by focusing on enhancing the capacity of parents and caregivers to adapt non-violent parenting practices and behaviors that have proven to reduce incidence of VAC at family level.

The National Parenting Education Manual for Families was therefore developed out of this realization to guide the Community Development Workers (CDWs) and other Frontline Workers who are working with parents and caregivers, to enhance their knowledge and skills in improving parenting practices to prevent VAC.

Diligent use of the manual will assist in creating awareness amongst parents and care givers on caring for children in a non-violent way and ultimately promote positive and healthy relationship in a family, making homes a safe place for children to grow up.

Sophia M. Simba (MP)
Minister for Community Development, Gender and Children
April, 2014
Acknowledgements

The National Parenting Education Manual for Families in Prevent Violence Against Children in Tanzania was developed in a consultative process that involved different stakeholders under the leadership of the Ministry for Community Development Gender and Children.

We sincerely acknowledge the great efforts made by the representatives from the Ministry of Health and Social Welfare (Health Promotion Section), Prime Minister’s Office, Regional Administration and Local Government (PMO-RALG), FHI-360, UNICEF and C-Sema in the preliminary stage of brainstorming sessions that led to the development of this manual. We also value the contributions of all organizations who have shared their experience in similar endeavors including International Child Support (ICS), Save the Children International, Angaza and Africare.

Special thanks goes to the United Nations Children Fund (UNICEF) for their generous continuous financial support, guidance and invaluable technical assistance.

We are also grateful and acknowledge the work done by Tanzania Consultants Virginia Bamurange and Ritta Mutayoba who provided technical guidance in the development and finalization of the Parenting Education Manual. Thank you all very much for your invaluable contributions.

Anna T. Maembe
Permanent Secretary
Ministry for Community Development, Gender and Children
April, 2014
Glossary

- **Child** is a person under the age of 18 years.

- **Child abuse includes**: physical abuse, such as being slapped, burned, pushed, hit with a fist (punched), kicked, or whipped, or threatened with a weapon such as a gun or knife; emotional abuse such as making the child feel worthless or unloved, inadequate or not valued, or causing the child to feel threatened or in danger; and sexual abuse such as involving the child in any activity for the sexual gratification of another person – even if the child “consented”. This includes sex, attempted sex, and sexual touching. It may also include non-contact activities such as making the child look at or watch pornography or sexual activities. It may also include the use of sexual language when speaking to a child or encouraging a child to behave in a sexually inappropriate manner.

- **Child exploitation** means the use of a child for one’s own advantage. It includes sexual exploitation such as photographing the child for pornography, kidnapping and selling children into prostitution, and economic exploitation, through forced labour and engaging children in work which does not comply with national legislation. It also covers trafficking of children for purposes of sexual or economic exploitation.

- **Child neglect** refers to the failure of a child’s parent or caregiver to provide necessary care and means of sustenance to a child such as food, shelter, clothing, education, medical care, etc. or failure to protect such child from violence by a parent, guardian or child care institution; as provided under Sections 8 – 11 of the Law of the Child Act, no.21.

- **Female Genital Mutilation/Cutting**: all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

- **Family** is a group of people who are related to each other through marriage, blood, birth or adoption. This includes nucleus family of father, mother and children, extended family such as grandparents, a marital couple, single parents with children, child headed families and grand-parent headed families.

- **Gender** means the socially and culturally constructed relation between men and women. This relation varies according to culture and location and it is subject to change.

- **Gender-based violence** refers to any physical, psychological, sexual or economic violence perpetrated by a person against another on account of gender.

- **Orphan**: any person who lost one or both parents before the age of 18

- **Police Gender and Children’s Desk** means a special unit within a Police Station or any other division as may be designated by the Tanzania Police Force with specially-trained officers to attend gender-based violence and child abuse cases.

- **Sexual violence** means any sexual act, attempt to obtain a sexual act, or acts to traffic for sexual purposes, directed against a person using coercion, and unwanted sexual comments, harassment or advances made by any person regardless of their relationship to the survivor/victim, in any setting, including but not limited to home and work.

- **Violence against children includes**, all forms of harm to children but is not limited to, physical violence, emotional violence, and sexual violence. As listed in Article 19 of the UN Convention on the Rights of the Child (UNCRC), “violence” is understood to mean “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, exploitation or maltreatment, including sexual abuse”.

- **Social norms** is a pattern of behavior in a particular group, community or culture, which is accepted as normal behavior and which individual within that society are expected to conform.

- **Harmful Social Norms**: a pattern of behavior based on tradition, culture, religion or superstition in a particular group or community which is accepted as normal behavior, but has a negative impact or violate children’s right. For example, the denial of education to girls, child marriage, and segregation of children with disabilities and discriminatory treatment of minorities can all be said to be harmful practices actively condoned by many cultures.

- **Parenting Education**: an interactive learning process for parents or caregivers with young children, to enhance their knowledge and skills on child developmental stages and motivate them to engage effectively with their children.
Introduction

1.1 Background

The United Republic of Tanzania was the second country in Africa to undertake a study on Violence Against Children in 2009. The Tanzania study measured all forms of violence against children namely sexual, physical and emotional. The primary objective of the study was to assess the magnitude and nature of the violence in Tanzania. The Tanzania study was a follow-up recommendation from the World Report on Violence against Children released in 2006, which countries were urged to conduct similar study to determine the levels of violence against children in their countries. From the World report, the UN and governments around the world set out a global agenda to protect children from violence, and identified a number of key principles which are reflected in the World Report recommendations.

Key Principles

• No violence against children is justifiable. Children should never receive less protection than adults.

• All violence against children is preventable. States must invest in evidence-based policies and programmes to address factors that give rise to violence against children.

• States have the primary responsibility to uphold children’s rights to protection and access to services, and to support families’ capacity to provide children with care in a safe environment.

• States have the obligation to ensure accountability in every case of violence.

• The vulnerability of children to violence is linked to their age and evolving capacity. Some children, because of gender, race, ethnic origin, disability or social status, are particularly vulnerable.

• Children have the right to express their views, and to have these views taken into account in the implementation of policies and programmes.

Tanzania was the second country after Swaziland in Africa to undertake a national study on violence against children. The results of the survey indicated that sexual, physical and emotional violence was prevalent in children growing up in the United Republic of Tanzania. The perpetrators of the violence were often the near and trusted adults who were known to the children. The study provided for the first time national estimates which described the magnitude and nature of violence experienced by children in Tanzania. The study highlighted the particular vulnerability of both boys and girls to sexual violence together with the negative health consequences of the violence in their childhood and beyond. The study was coordinated by UNICEF (Tanzania) with technical guidance and assistance provided by the Centers for Disease Control and Prevention (CDC) of United States, together with the Muhimbili University of Health and Allied Sciences (MUHAS). In the study, children are defined as younger than 18 years old.

The obligation towards the elimination of all forms of violence against children is recognized by the Convention on the Rights of the Child (CRC) which Tanzania ratified in 1991, and the Tanzanian Parliament passed the Law of the Child Act (LCA) on 6 November 2009 effectively domesticating the Convention on the Rights of the Child into national law. The Convention of the Rights of the Child states that all children have the right to be protected against all forms of violence, exploitation and abuse including sexual abuse and sexual exploitation.

The Tanzania Development Vision 2025 calls on the promotion of child rights in the country. The National Strategy for Growth and Reduction of Poverty II (MKUKUTA) (2010-2015), has outlined target which provides an environment ensuring children have rights to legal protection, rights to be protected against the worst forms of forced labour, sexual abuse and holding duty bearers parents, teachers, and law enforcers accountable for abuse of children’s rights.


The Law of Child Act 2009 incorporates the essential elements to build a protective environment and it sets out the framework for a child protection system to prevent and respond to abuse, violence, exploitation and neglect of children and to implement a child-friendly justice system. Article 9 section 3 (Section 9 of sub.3) of the Law of the Child states clearly that:

Every parent shall have duties and responsibilities whether imposed by law or otherwise towards his child which include the duty to:

(a) Protect the child from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression;

(b) Provide guidance, care, assistance and maintenance for the child and assurance of the child’s survival and development; and,

(c) Ensure that in the temporary absence of a parent, the child shall be cared for by a competent person, except where the parent has surrendered his rights and responsibilities in accordance with a written law or any traditional or customary arrangement.

1.2 Objectives of the manual

The main objective of the manual is to strengthen the capacity of frontline workers with knowledge and skills on community preventive measures against all forms of violence against children through effective and responsive parenting education to families.

Specific Objectives
i. Provide guidance to Community Development Workers and other community facilitators at community level on positive parenting skills to prevent VAC
ii. Create awareness and promote adaptation of non-violent parenting skills in child rearing among parents and caregivers
iii. Enhance the capacity of parents and caregivers to speak out about violence which is taking place; providing a forum to discuss violence against children as an opportunity for community to acknowledge that it is not acceptable, and discuss mechanism to prevent it.
1.3 Rationale of the Manual

The TVACS shows clearly that the drivers of VAC in Tanzania are culturally and locally constructed. Thus, responding to VAC demands a locally-constructed and agreed course of action, designed to achieve change at the community and through a strengthened child protection system. Improving parenting practices is the core component of the behavior and social change strategy, which is geared towards creating a protective environment for children.

Violence against children (VAC) is a profound violation of human rights and has devastating short and long-term mental and physical consequences for children’s development. Violence in childhood can dramatically change the direction of children’s lives. It can lead to HIV/AIDS infections, early pregnancy, can drive children to live and work on the street, to substance abuse, to dropping out of school and, potentially, to becoming perpetrators of violence themselves. VAC may have a long-term impact on coming generations as it can impair a child’s ability to become a healthy and caring parent and active contributor to society. These critical human rights, health and social problem have not received adequate attention in Tanzania.

This is a major threat to the national development and the Tanzanian initiative to achieve the vision laid out in MKUKUTA and in reaching the Millennium Development Goals. The spread of HIV/AIDS cannot be curbed until the sexual violence that helps to fuel the pandemic is stopped. The health problems that are mental and physical cannot be reduced if the violence against children is not addressed.

The Ministry of Community Development Gender and Children on its part remain strongly committed as envisaged by the preparation of this manual towards the prevention of VAC. Parenting Education to Families was pin-pointed as one of parenting program that will empower parents and care-givers to develop confidence in child rearing including practicing non-violent disciplining and be able to speak out if a child has been abused physically, psychologically or sexually.

1.4 Intended Users of the Manual

Parenting Education Manual to Families is a component of the Violence Against Children Communication Toolkit aimed at strengthening the capacity of Community Development Workers (CDWs) and other community based facilitators in preventing violence against children in their communities. The role of CDWs in prevention and reducing community acceptance of all forms of gender based violence (GBV) and VAC is critical. CDWs are responsible for sensitizing and creating awareness to communities on impact of VAC, as it has been implied in the Tanzania VAC survey violence is socially constructed by the inherited social norms and values among communities that condone and accept the use of violence in social interaction and children’s upbringing. To prevent VAC we need to adapt non-violent child rearing practices, improve communication between parents and children and provide guidance to children as they grow.

The manual will enhance knowledge and skills of frontline workers in particular CDWs and other community facilitators on positive parenting in preventing VAC and other harmful practices to children. In turn, the knowledge gained will be used to educate parents and caregivers, create space within the community for parents and caregivers to speak out about violence which is taking place; providing a forum for parents to discuss violence against children as an opportunity to acknowledge that it is not acceptable, and discuss community mechanism to prevent it.

The CDWs will also facilitate community mechanism to come together and formulate community action plans to create safe environment for their children and collectively agree on instituting new social norms to prevent violence against children.
2.0 The concept of Violence Against Children

2.1 The meaning of Violence Against Children

According to Article 19 of the UN Convention on the Rights of the Child (UNCRC), Violence is understood to mean “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. In the Tanzania Violence Against Children Study the focus was on three major forms of violence against children which are sexual, physical and emotional violence.

2.2 Causes and Risk Factors that contribute to VAC

The causes and risk factors that contribute to violence against children are embedded in social and cultural context. In the Tanzania context the underlying causes of VAC are attributed to the social and cultural norms as illustrated in the tree next page.

In summary the causes and risk factors are manifested through:

- Harmful social norms and values that support the use of violence in child rearing
- Lack of knowledge and skills on non-violent parenting practices
- The public is ill informed about child rights
- Weakened support systems of traditionally communal system such as extended family systems
- Household poverty leading to parents migrating to other areas leaving children without parental care
- Lack of control on access and use of information technology which expose children to harmful materials such as use of violence in settling conflicts, pornographic materials, use of substance abuse
- Rural-Urban migration – children are brought by relatives to town with promises of good life
- Violence in schools
2.3 Forms of Violence

According to the World Report on Violence and Health (WHO 2002), child abuse and maltreatment 'consists of all forms of physical and emotional ill treatment, sexual abuse, neglect or negligent treatment or commercial child trafficking or other exploitation resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power. This definition encompasses physical, emotional and sexual forms of violence.

Other forms of harmful practices include female genital mutilation (FGM), early and forced marriages, breasts ironing, son preferences, female infanticide, virginity testing, bonded labor, mutational taboos and discrimination of children with disability. These harmful practices may be traditional but generally have some cultural, social or religious underpinning. Common for most harmful practices is that they have devastating consequences on the child’s life development and health, education and protection. These harmful practices which are performed on the cover of culture, tradition, and superstition are often perpetrated against very young children or infants who are lacking the capacity to consent or to refuse consent themselves. Assumptions of parental powers or rights over their children allow the perpetration of the wide range of these practices many by parents directly and some by other individuals with parents’ assumed or actual consent.

2.4 The Consequences of Violence

Violence against children can have a very profound impact on core aspects of emotional, behavioral and physical health as well as social development throughout life. These consequences may vary depending on a child’s age when abused, the duration and severity of the abuse or neglect, the child’s innate resiliency, and co-occurrence with other maltreatment or adverse exposures such as the mental health of the parents, substance abuse by the parents or violence between parents.

Short term impacts include physical injury and emotional trauma (e.g. post-traumatic stress syndrome, depression). Sexual violence in particular is associated with an increased risk of a range of sexual and reproductive health problems, including unwanted pregnancy, pelvic inflammatory disease, infertility, gynecological disorders, and the transmission of HIV/AIDS and other sexually transmitted infections. Among adolescents and women, the frequency of pregnancy as a result of rape varies from 5% to 18% and younger women who experience rape often have an increased rate of unintended pregnancies.

Experiencing violence by parents, caregivers and others is associated with a number of emotional behavioral problems in adolescence and adulthood, including aggression, delinquency, conduct disorder, substance abuse, poor academic performance, post-traumatic stress disorder, anxiety, depression, reduced self-esteem, and suicidal behavior. Exposure to violence has also been associated with a variety of behavioral health risks such as smoking and obesity and specific health problems such as diabetics and ischemic heart disease. In addition, exposure to violence can have negative repercussions for cognitive development including language deficits and reduced cognitive functioning.

Violence against children is a major threat to the national development and the Tanzanian initiative to achieve the vision laid out in MKUKUTA and to reach the Millennium Development Goals. The spread of HIV/AIDS cannot be curbed until the sexual violence that helps to fuel the pandemic is stopped. The health problems that are mental and physical cannot be reduced if the violence against children is not addressed.
3.0 Lessons on the Parenting Education Manual to Families

3.1 Introduction

The Parenting Education Manual is organized in lessons that follow a logical sequence, each lesson building on the knowledge and skills of the previous lesson; it should be delivered in its totality through a period of time. All the lessons will require between 18 to 20 hours in total to complete all the sessions. Once trained Facilitators are expected to engage parents using the Manual as Resource and the Facilitation Cards as the teaching tool. Parent’s lessons should be organized in session according to their availability and context in an agreed period of time, ideally it should take place weekly at least 2 and half hours. Facilitators should limit the number of parents and caregivers to 30 per group, to allow time for interactions and discussions.

There should also be a commitment from parents and caregivers that once they are enrolled they will attend all the sessions of the group until the end.

General hints to the facilitator

- In every session you conduct, involve community leaders and opinion leaders because they can continue to reinforce the messages with the people they lead as well as in their congregations.
- Ensure that the venue for session is conducive and functional i.e. with enough space and light, minimal outside disturbances, with necessary equipment readily available such as flip chart stand, chairs for the participants and a board.
- Establish session norms and get expectations from the participants at the beginning of the sessions. Examples of rules and norms are: respect everybody’s opinion, respect time, switch off mobile phones, etc.
- The duration of the session will depend on your judgement and the discussion with parents, you can use the time given for each topic as guidance in planning the day.
- The session comprises several exercises; always make sure that all important information and contributions by the participants is captured on a Flip chart. All Flip Charts should be kept in the room available for the participants. The best way of ensuring this is by taping the flip charts onto the wall, so as to be available throughout the training.
- Be aware of the literacy levels of the parents, group them in a way they can support each other during the sessions
- When discussing Violence Against Children, observe if there is a parent or caregiver who seems worried, shocked or seriously disturbed about the subject. It is important as a facilitator you follow-up with the parent after the session and inquire if he/she needs to speak to someone who is dealing with Violence Against Children. Link them to the appropriate services, DO NOT attempt to probe further or offer solutions to the issue.
- The final plan by participants should be reviewed by the group and agree on the implementation plan and assign responsibilities, and then shared to the Village Government for record and follow-up.

General tips for the group work

- During group exercises remember to regulate group dynamics for some people may want to dominate the discussion, be observant and when this need arises, try and involve everybody. Women are especially quiet when male members are dominating the discussion.
- Split groups by respecting gender in each group. Make sure groups knows about their time limit for each exercise and assign a time keeper so that the times are abided to.
- Each group should appoint a recorder to write on the flip chart and a person to present in plenary sessions. If possible, encourage that all participants get a chance to be a recorder or a presenter.
3.2 Lesson 1

The Purpose of the Training (1hr)

Introduction
The main aim of this training is to:
• Enhance the role of community facilitators as change agents who can trigger the process of behavior change and development in individuals and communities
• Empower facilitators with knowledge and skills on positive parenting practices which emphasize on protection towards violence and abuse, so that they can impart the knowledge to parents and caregivers effectively

Specific Objectives
By the end of this topic the facilitators should be able to:
• Justify the importance of parents education on preventing violence against children
• Set the stage for the training

Training materials
Flip charts, marker pens, masking tapes, Parenting Education facilitation cards

Methodology
• Guided discussion
• Buzzing
• Question & Answers
• Brainstorming

Training Procedure
• Getting to know each other, Selection of leaders and Time-keeper

Time: 30 minutes

Step 1
• Greet the participants and allow each to work with the immediate neighbor and gather information from each other “about the person next to me.” Inquire from each other, the name, number of children, age, occupation, the interesting thing in their community and what they know about violence against children.

Step 2
• Each participant will then introduce to the whole class “about person next to me”.

Step 3
• Guide participants to select chairperson, the rapporteur for each day and the time keeper;
  Setting norms, ground rules and expectation:

Step 4
• The chairperson will guide participants to set norms and brainstorm on expectations- all are written and posted on the wall where each can view them.
• Set the stage for the training
Time: 30 minutes

Methodology
• Guided discussion

Step 1
• Using lecture explain the purpose of the training as stipulated in the introduction.
• Allow Questions and ask Questions to ensure that every participant is clear about the purpose of the training.
• Place all the Flip Charts on walls- the norms, the expectations, the Objectives of the workshop – allow participants to move around and discuss all- gallery learning.

Assessment
Ask participants to buzz in threes and write two points on the Flip Charts under the heading “What we are taking away from the introduction lesson”
Post the flipcharts on the walls to make gallery of learning.
3.3 Lesson 2

The Problem of Violence against Children and its Magnitude in Tanzania (2 hours)

Introduction
This lesson will expose the participants to VAC and its different forms, it will also expose them to the findings of the Tanzania Violence against Children Survey Report of 2009. The aim is to acclimatize the participants to the problem and its magnitude in the country. It is envisaged that the lesson will justify the efforts that must be put in place to build a protective environment for children and to deal with the perpetrators through the legal system.

Specific Objectives
By the end of this lesson the learner will be able to:
• Understand the concept of violence and risk factors that can contribute to VAC
• Mention the different forms of violence that are experienced by children under the age of 18 years
• Mention and discuss the magnitude of different forms of VAC that occurs in the community (Physical, Sexual, Emotional, and Neglect)
• Discuss the contexts(where and when) of different forms of violence against children can happen in the community
• Discuss constructive punishments to correct a child
• State the different ways of disciplining children positively
• Mention the health and behavioral consequences of VAC
• Understand the consequences of VAC from individual, family, community and national level using the Socio-Ecological Model on Violence Against Children

Training materials
• Compiled findings of the Report of the National Survey of VAC in Tanzania 2009
• Socio-Ecological Model of Violence Against Children
• Flip charts, marker pens and masking tapes
• Case study
• Role play

Methodologies
• Guided discussion
• Community mapping to show risk places where VAC can occur in communities
• Brainstorming
• Guided discussion
• Drama
• Role play

Training Procedure
• Review the specific objectives of the lesson
Time: 10 mins

Methodology: Use guided discussion and Q&A

Step 1
- Use a guided discussion to explain the objectives of the lesson
- Allow Q&As to ensure general understanding and clarify if there are other expectations
- Different forms of Violence that are experienced by children under 18 years of age

Time: 30 minutes

Methodology: Group Work

Step 1
- Arrange the participants in groups of 5-6
- Ask the groups to work on the following questions:
  - What are the different forms of violence experienced by children under 18 years old?
  - Where do they experience the violence act?
  - Who are the perpetrators?
  - Reasons that have contributed to violent incidents?

Step 2
- Allow each group to present – their work should be pasted on the walls.

Step 3
- Sum up by giving the findings from the report of findings from the National Survey 2009 on Violence against Children in Tanzania. The findings summarized should be displayed for all to see.
- Allow time for discussion, asking questions, ensure that they are understood.
- Mention and discuss the magnitude of different forms of VAC that occurs in your community (Physical, Emotional, Psychological and Neglect)

Time: 30 mins

Methodology: Guided Discussion and Brainstorming

Step 1
Brainstorm to give an explanation on the magnitude of different forms of VAC that occurs in your community (Physical, Emotion, Psychological and Neglect)
- Wind up by elaborating that VAC occurs in every community depending on its social interaction and preventive interventions.
- Explore, what else is being mentioned from the brainstorming exercise, listen if they talk about gender, multiple violence, ages most affected and the form of violence that ranks high.
- Discuss the contexts (where and when) of different forms of violence against children can happen in your community.
Time: 30 mins

Methodology: Brainstorming, group work

Training materials: Community mapping (A guide to facilitator)

Step 1
- Guide brainstorming exercise about the different places where the children experience violence.
- All the answers must be written on board/flipcharts for all to see.
- Wind-up by showing what is in the findings of the report above. Refer to the annex Summary of Tanzania Violence Against Children Survey Report 2009

Step 2
- Request the participants to assemble in their working groups formed above and do the following:
  - Group 1 & 2: to draw their community map and show all the sites that are not safe for the children. And discuss the likely times of the day when specifically sexual violence take place.
  - Group 3 & 4: To discuss about preventive mechanism in ensuring children are protected from violence in the community.

Step 3
- Allow time for presentation and discussion. All the presentations should be pasted on the wall.

Step 4
- Wind-up by showing what is in the national survey report for VAC – the perpetrators reported by children, the locations of sexual violence and the time of the day it occurs.

Step 5
- Using Lecture summaries what has been covered in this lesson- showing all the summaries that were presented.

<table>
<thead>
<tr>
<th>Activity</th>
<th>6.00-8.00</th>
<th>8.00-12.00</th>
<th>12.00-14.00</th>
<th>14.00-16.00</th>
<th>16.00-18.00</th>
<th>18.00-20.00</th>
<th>20.00-6.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evening time – sleeping in the house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V</td>
<td>P+</td>
</tr>
<tr>
<td>Going to school and coming back</td>
<td>P+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P-</td>
</tr>
<tr>
<td>Fetching water and going to the market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An example of daily calendar of children
P+ Parents know
P- Parents do not know the whereabouts
**Assessment**

*Paste flipcharts on the wall with headings*

“Lessons that I am Taking Away Today”
Invite participants to walk around and write what they have learned that day on the Flipcharts. If it is already written a participant can just put a tick against it. ( V )

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**Facilitator’s Notes**

Violence against children can be physical, moral or emotional harm including beatings, insults, discrimination, neglect, sexual abuse and exploitative labor. Violence against children within the family is one of the least visible of child abuse and maltreatment as it takes place in privacy of domestic life. Violence against children is a serious human rights, social and public health issue which has a life-long devastating impacts to children. Perpetrators of violence against children are parents and family members, caregivers, friends, strangers, authority figures such as teachers, police and other children.

**PHYSICAL ABUSE**

Physical abuse is any deliberate physical force or action (usually by a parent or caregiver) that results, or could result, in injury to a child, it can include punching, slapping, beating, shaking, burning, biting or throwing a child. It is different from what is considered reasonable discipline.

The idea of punishment has a place in child rearing is misleading. Punishment is being used to satisfy adult needs to get back at the child. Frequently the punishment is not associated with a wrong practice and children cannot determine what they have done wrongly.

**Punishment**

Punishment is physical harm which can result into injury to a child. Too often punishment is used to satisfy the need of adults to get back at the child. Punishment can give rise to anger and resentment, which do not encourage improved behavior.

- Can stop children in their tracks but it does not contribute positively to the child’s long-term social development.
- Children learn by being shown how to behave well, receiving clear messages about what is expected of them, being loved and valued, being praised when they get it right.
- There is a significant risk of injury to the child when a parent uses physical punishment.
- Punishment can cause physical harm. Permanent physical disability and occasionally death.
- There is a risk of emotional problems developing in the future
- Many children who have been punished as a child grow up to become abusive to their children and their family as an adult.
- Children learn by examples; when they see adults expressing their anger and control of others by hitting, they learn to hit out themselves
- Parents often hit children when they lose control of themselves or get angry rather than because they have chosen hitting as a way to influence behavior positively.
- The harsher the punishment gets the more likely it is that the child will grow up with problems associated with low self-esteem, delinquency, mental illness, violent behavior.
Parents and caregivers may want to think about the following questions* suggested by Douglas Besharov, the first director of the U.S. National Center on Child Abuse and Neglect, regarding the methods of discipline they use.

- Is the purpose of the punishment to educate the child or to vent the parent's anger?
- Is the child capable of understanding the relationship between his behavior and the punishment?
- Is the punishment appropriate and within the bounds of acceptable discipline?
- Is it less severe, but equally effective, punishment available?
- Is the punishment degrading, brutal, or extended beyond the limits of what the child can handle? If physical force is used, is it done carefully to avoid injury?

These questions help to define the boundaries between acceptable discipline and child abuse.

**Discipline**

Discipline is nurtured. It covers all methods used to train and teach children self-control and socially acceptable behavior. Discipline does not inflict physical or psychological harm to a child. Discipline is a necessary part of the parent-child relationship.

- Discipline covers all methods used to train and teach children self-control and socially acceptable behavior
- Discipline is a necessary part of the parent/child relationship
- Involves the process of education, guidance and learning to help children develop self-control
- Is characterized by mutual respect and trust
- Includes a belief that the child will be willing to change because of respect or with greater understanding
- Has as its goal the development of internal controls that helps the child relate to others in a positive and responsible way.

**Alternative to physical discipline**

Good disciplinary practices include:

- **Positive reinforcement**
  Notice more of the good things children do, rather than the things you don’t like. Make a point of commenting on the good things and make children aware that you notice and appreciate those things. This way they are less likely to misbehave to get attention.

- **Encouragement in learning**
  Give children lots of opportunities to practice new skills and encourage them rather than criticize them when they make mistakes. This is how we all learn and develop.

- **Modelling**
  Always remember you are role modelling the behavior you want your children to learn. If something is making you very angry, remove yourself from the situation until you have calmed down. Not only are you keeping everyone safe, but you are also teaching your children a good strategy that they can copy when their anger gets out of control.

- **Structure and routine**
  Discuss and agree on rules and boundaries with older children using respect and safety as guidelines. Children are more likely to adhere to rules if they have been a part of the discussion and understand the reason for the rules.
• **Setting and maintaining limits**
  Ensure that children know what the consequences of unacceptable behaviour are, before they do it. That way they have a choice. Make the consequences reasonable and related where possible. Never use humiliation as this creates resentment and lowers self-esteem, or denying them food as it affects their development and brain functions.

• **Realistic expectations and following through**
  Learn about normal behavior developmental stages for your child’s age. Often we have unrealistic expectations for our children and teenagers and don’t realize that they aren’t always capable of what we think they should be doing.
  Sometimes we describe behavior as ‘naughty’ or ‘defiant’ when it is a normal developmental stage.

**SEXUAL ABUSE**

Sexual abuse of children can be defined in many forms which include sexual intercourse, exposing a child’s private areas, touching child’s genitalia, encourage or force a child to touch sexual organs of an adult or force a child to engage in a sexual activity, indecent phone calls, founding for sexual purposes, watching a child undress for sexual pleasure, allowing a child to look at or perform in a pornographic picture or video, or engage in prostitution. Sexual abuse occurs when a child is used for sexual gratification of an adult or an older child.

**EMOTIONAL ABUSE**

Emotional abuse is a pattern of behavior that attacks a child’s emotional development and sense of self-worth. Emotional abuse is making children feel that they are worthless or unloved, inadequate or loved only if they meet the needs of another person. The feeling causes children to feel frightened and in danger. Emotional abuse has a lifelong impact on the child’s cognitive and psycho-social development.

Emotional abuse includes

• Excessive, aggressive or unreasonable demands that place expectations on a child beyond his or her capacity.
• Constantly criticizing, teasing, belittling, insulting, rejecting, ignoring or isolating the child.
  
  Neglect is the persistent failure to meet a child’s physical or psychological basic needs. Neglect is failure to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment.

Young children should never be left unattended at any time. This is also a form of neglect.

**Note:**
Facilitator should take notes on lessons “that I am taking Away Today”. These will be used when preparing the community action plan.
3.4 Lesson 3

Creating and Maintaining a Safe Home and a Safe Community for Children (3 hours)

Introduction
This lesson aims at reminding the parents and community leaders of their fundamental obligation of making the home and the community safe for children. The lesson will inform parents and the community leaders about what to remember and take appropriate action and what to discourage in creating a safe environment for children. It will also provide an opportunity for discussion on ways to make home and community a better place for children.

Specific Objectives
By the end of this lesson the learner will be able to:
• Describe a safe environment within a family and a home
• Discuss everyday activities in the home
• Outline criteria which make a home to be safe for children
• Outline criteria which make a community safe for children
• What challenges for family face in creating a safe environment for their children

Training Materials
• Pictures from the Facilitation cards showing Safe family environment and unsafe one (vulnerable environment to children)
• Flip charts, marker pens and masking tapes

Methodology
• Case study
• Drama/Role plays
• Guided discussion
• Brainstorming
Community Mapping
An example of a community map showing where children spend most of their time
Training Procedure

• Describe a safe environment within a family and a home

Time: 45 mins
Methodology: Brainstorming, Drama

Step 1
• Use a picture showing a nuclear family with extended family members in the Facilitation Guide; participants to brainstorm about typical Tanzanian families- write all the answers on the board/flipcharts; Winding up by filling in the gaps, to include all the different types; See if they include a nuclear family, an extended family model, a single parent headed family, a grandmother headed family and child headed households.

Step 2
• Using guided discussion, explain that family members live in a home and make an elaboration on the responsibilities each member have towards each other but mainly what responsibilities do parents and other adults have on the children.
• Criteria which make a home to be safe for children

Time: 1 hour
Methodology: Group Work, Brainstorming

Step 1
• Request participants to work in their work groups
• Group 1 & Group 3 – discuss the criteria that makes a home to be safe for children
• Group 2 & Group 4- discuss the criteria that make a home unsafe for children

Step 2
• Allow time for the groups to present.
• Ensure all the main ideas are written on the board.

Step 3
• Guide a brainstorm exercise to discuss
• Which type of homes they have in their communities. Activities that family members do together and the advantages.

Note if they can differentiate between child labor and routine work done by children at home.
• Write all the ideas on the flip charts.
• Participants to brainstorm on what they can do together to improve relationship between parents and children. Write all the suggestions on the board/Flipcharts.
• Children everyday activities in the home
Time: 1 hour

**Methodology: Group Work, Presentation, Guided Discussion**

**Step 1**
- Request Participants to work in their work groups
- Group 1 and 3: Draw a community map showing all places/sites that children under 18 frequently go
e.g. schools, rivers/main water points, church/mosque, markets, shops, play grounds, recreational facilities (video parlor, local bar) etc...
- Group 2 and 4: - Draw a daily calendar to show the activities of children and times of the day. Indicate if parents are aware of their children whereabouts.

**Step 2**
- Allow each group to present
  - Each presentation should be followed by a discussion focusing on the following:
  - Are the participants satisfied about the safety of places frequent visited by young people? If not what could be done at community level? Write all the ideas on the board.
  - Are the participants satisfied about the times of the day that children are out of homes? What could be done about this? Write all the ideas on the board
  - What challenges do families face to keep children safe? What could be done? Write all the ideas on the board.

**Step 3**
- Request the participants to work on action plans about the ideas given. The action plans showing activity, time frame and responsible persons should be posted on the walls for gallery presentations.
- Summaries all the points on the board/flipchart and wind-up by filling in the gaps.

**Assessment**

Ask participants to buzz in threes and write four points on the Flip Charts under the heading

“What we are taking away from this lesson”
Post the flipcharts on the walls to make gallery of learning.
3.5 Lesson 4

Effective Communication with Children (2 hours)

Introduction
Communication plays a crucial role in preventing violence against children. The ability to interact with children in verbal and non-verbal way effectively is crucial in building trust, respect, self-awareness and sense of belonging to children. This lesson is attempting to introduce the participants to effective communication with children as part of child rearing practices.

Specific Objectives
By the end of this lesson the learner will be able to:
• Illustrate the different stages of child growth and information needed at each stage
• Identify the specific challenges of Tanzanian children
• Nurture and support children’s to realize their dreams
• Explain other skills needed to teach children for effective communication
• Demonstrate active listening skills when talking to children
• Articulate when and how to pass important messages to children
• Understand the five steps of assertive communication

Training materials
• Table showing growth stages, needs and information required at each stage
• Case studies
• Flip charts, marker pens and masking tapes or board and chalk

Methodology
• Brainstorming
• Self-reflection
• Group work
• 4 Role plays
• Guided discussions

Training Procedure
• Illustrate the different stages of children growth stages and information needed at each stage
Time: 30 mins

Methodology: Self-Reflection, Mini-Lecture

Step 1
- Ask participants to reflect on what they have been doing as parents in raising children of different stages, under five, primary school child and secondary school.
- List all the good things you remember going through as a parent under each category.
- Write all the challenges you went through as a parent under each category.

Step 2
- Allow time for the participants to share.
- Write all emerging points on the board/flip charts.

Step 3
- Wind-up by a guided discussion. Use a table that shows children in different age cohort under-five, primary school, secondary school to show the big picture that each age category has specific needs that must be addressed by parents. A parent must know how to communicate effectively to address the needs at each stage.
Communicating with Children according to their Evolving Capacities

Children go through distinct periods of development as they move from infants to young adults. During each of these stages multiple changes in the development of the brain are taking place. The environment they live in and the way parents and caregivers interact with them have significant influence on how each child benefits from each developmental event.

Ages and Stages is a term used to broadly outline key periods in the human development timeline. During each stage growth and development occur in the primary developmental domains including physical, intellectual, language and social – emotional. Our goal is to help parents understand what is taking place in their child’s brain and body during each period with the hope that they will be able to provide the necessary support, encouragement, structure and interventions to enable a child to progress through each stage as easily and successfully as possible based on each child’s unique set of traits and interests.

Children under 5 years

When a child takes the first step on his or her own, a new phase in development begins. At this stage, children are now free to roam around their world. It is a time for active exploration of their environment. Language development takes major leaps which leads to learning the names of objects of interest, the ability to ask for things and as they discover their independent nature, yes, they develop the ability to say “NO!”.

During this developmental stage, a major challenge is developing what psychologists call emotional regulation. “Meltdowns” are common during this period but parents can use the bond developed during infancy to help the child learn to modulate their emotional expression and begin to grasp the difficult concept of delay of gratification. While they instinctively seem to be able to say “NO” toddlers also need help in learning how to accept “No” from others.

This is also a stage of rapid physical and intellectual development preparing these children for starting school which includes interacting cooperatively with peers while at the same time being able to compete physically and intellectually. A child’s parent is in the position to be a coach providing just the right combination of encouragement, support, constant supervision and guidance. Parents also need to serve as primary teacher for the mastery of basic learning skills and encourage active discussion and experimentation of new concepts and skills.

Primary School Children

Raising school age children can be awesome. Watching them try new activities, cheering them on at athletic events and applauding their accomplishments at recitals are usually some of the high points for most parents. However, achieving success is often preceded with frustration and sometimes learning to accept one’s weaknesses as well as celebrating and building on strengths. School age children become gradually ready for more independence.

However, learning to make good choices and exercise self-discipline does not come easily for many. Parents need to impart a moral code that the child gradually internalizes. As children struggle with these important tasks parents must be able to provide praise and encouragement for achievement but parents must also be able to allow them to sometimes experience the natural consequences for their behavior or provide logical consequences to help them learn from mistakes.
Adolescents (Young People)

There is no doubt that for most families, the teen years present a challenge for both parents and children. It is confronted by body changes, bullying by peers and a new surge for independence. This leads to passive-aggressive behavior (“I’ll do it in a minute”), self-consciousness (“What are you staring at?”) and self-doubt (“I’m not good at anything.”) and/or over-confidence (“Well, I thought I could do that.”) and of course moodiness (“Leave me alone.”). It is a time to really begin defining one’s self and realistically contemplating the future. Skill development is accelerated to prepare for college or job training programs. Talents are perfected. Social skills are honed and relationships take on more of a serious nature. Peer pressure is at its max and in today’s teen society there are more tempting sidetracks than ever. During adolescence, children need their parents more than ever. Research shows that a positive family environment including fun family activities, open parent-child communication and the encouragement to participate in positive extracurricular and community activities, teens are able to navigate these years with relative ease.

Training Procedures

- Nurture and support children to realize their dreams

Time: 45 min

Methodology: Guided Discussion and Role Play

Step 1

- Introduce this topic of supporting children to realize their dreams through goal-setting emphasizing the points below. Note that examples should focus on educational achievements.
- Request the participants to brainstorm if they know what their children are aspiring to be when they grow up?
- Help them set goals around their dreams. The following worksheet will help in this exercise.
  - Goals in life are very important for they keep an individual focused and there is no time to waste.
  - People who set their goals in life early enough put all their energy and time and succeed.
  - Allow the participants through group work to practice using the worksheet as if they are young people.
- Give them the following hints first:
  - A short-term goal might be: “I want to pass my exam at the end of the year”. A long-term goal might be: “I want to be a doctor in about ten years’ time.”
  - The steps for making short-term goals and long-term goals are the same
  - Obstacles might be: Not studying enough, “peer pressure” (being influenced by your friends not to study), doing house chores for too long a time and failing to study, becoming distracted by leisure activities such as meeting friends or playing sports, becoming pregnant, involvement in substance abuse.
- Who will encourage me? Identify people who always encourage you, support you and are happy when you reach your goal. Such persons might be your mother, one of your teachers etc. These people will have certain qualities, such as being positive, listening to your problems and giving you good advice. So you will request them to check and see if you are studying well. This helps to follow up on the progress of your child
Step 2
• Use the worksheet below to practice ways to support children in realizing their dreams
• Participants can sit in groups and fill in the worksheet

Goals Worksheet

<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Long-Term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the goal (the dream you have)</td>
<td>State the goal (the dream you have)</td>
</tr>
<tr>
<td>Benefits in reaching my goal</td>
<td>Benefits in reaching my goal</td>
</tr>
<tr>
<td>What might stand in my way? (obstacles)</td>
<td>What might stand in my way? (obstacles)</td>
</tr>
<tr>
<td>What do I need to learn or do?</td>
<td>What do I need to learn or do?</td>
</tr>
<tr>
<td>Who will encourage me?</td>
<td>Who will encourage me?</td>
</tr>
<tr>
<td>Plans of action (steps to be taken)</td>
<td>Plans of action (steps to be taken)</td>
</tr>
<tr>
<td>Completion date</td>
<td>Completion date</td>
</tr>
</tbody>
</table>


Step 3
• Allow time for group presentation and discussion.
• Remind them that they can always connect goal setting with self-esteem, self-worth, perseverance and determination in helping their children
• Request the participants to do self-reflection and remember how they communicate with their children

Step 4
• Encourage participants to take the lesson home and practice with their children

Training procedure
• Effective Communication
Time: 1 hour

Training Materials: Case Study, Role Play

Step 1
• Request the participants to work in their work groups to discuss the following case study.

CASE STUDY
• Subira is twelve years old she has already reached puberty. One day she comes back from school and her mother insists that she helps in the kitchen. The conversation in the kitchen goes like this:
  • Subira- Ma why does the Maths teacher always tells me to take the exercise books to his home.
  • Mama Subira- Because you are his student and you must obey him.
  • Subira looks hard at her mother and remains silent
  • Mama Subira: Why are you looking at me like that? You have to obey your teacher- our culture instructs us to obey and also if you want to be a good girl - Understand?
  • Subira remains silent. And the conversation stops there.
  • The Maths teacher continued to send Subira to his home and one day he followed her and forced himself into Subira. The maths teacher seduced Subira expressing that he loves her very much, and she should keep the secret of their relationship, it should remain their secret, and promised to make sure Subira passes her exams.
  • Subira was disturbed by this experience but could not share with her mother or anyone else. She was in a confusion state, not able to concentrate in the class and at home scared to tell her mother.
  • Four months later she was ill, and was taken to hospital where it was discovered Subira was pregnant, when asked who the culprit was she said it was the Maths teacher.

Discussion on the Case Study
• What are your comments about this case.
• Did Mama Subira listen to her daughter’s story? If not why?
• How would an effective communicator do it better?
• Does this happen to our community?

Step 2
Request the groups to present then wind up as shown below:
• Using guided discussion explain what it means by active listening.
active listening requires listening to the content of the message, to the tone of voice for the feelings and to facial expressions.
• Write the specific skills needed for effective communication and invite discussion on each skill until you get satisfied that all is understood.
• The skills include: Respect, empathy, probing, asking open-ended questions, eye contact, paraphrasing and being comfortable with short silences.
Step 3
- Request two volunteers to role play the above scenario using the skills that they have learned. Ask other participants to observe and assess if there is effective communication.

Step 4
- Wind up by asking participants to share similar cases they have experienced in their community which indicate bad consequences resulting from poor/lack of communication between children and parents/caregivers.

Training Procedures
- Understand the five steps of assertive communication.

Time: 45 mins
Training Materials: Role Plays

Step 1
- Request 3 Volunteers to do role play demonstrating
  - Passive communication
  - Aggressive communication
  - Assertive communication.
- Using Q&As ask the participants to select the best way that they would choose to communicate with their children. And to provide reasons.

Wind-up by explaining them the five steps for assertive communication and make an argument that this is the type that should be inculcated in our children.

The Five Steps of Assertive Communication:
- Explain your feelings- e.g I feel frustrated when---------------------
- Make your request- I would like you to---------------------------
- Ask how the other person feels about your request
- Give the other person a chance to respond
- Accept with thanks.

Assessment:
Request each participant to explain the following and request them to write on each card the following:
Questions 1- write few sentences to describe your current views and knowledge about building self-esteem/self confidence in children.

Assessment
Invite comments from participants and write down all comments on the flip charts.
- New information and concepts that I have learned about children of different ages are: ..........................................................etc....
- I have changed my views on how I communicate with my children : State your new views:.............................. ..........................................................
Notes to the Facilitator

Challenges Facing Children in Tanzania

- Lack of age appropriate information about their changing bodies, sexual and reproductive health
- Proper guidance and support to reach their education goals
- Few opportunities to join formal organized peer group such as school groups, faith based groups
- Few role models such as responsible parents, teachers, adults in the community
- Opportunity to express feelings, doubts, thoughts and to be listened to
- Inadequate recreational facilities (play grounds) in their communities
- No Health education about substance abuse in schools
- Many avenues which promotes risky behaviours - such as access to substance abuse, promiscuity, alcohol consumption, etc.

Skills that Support Effective Communication

- Empathy – Genuinely trying to put yourself in the victim’s / young person’s position during listening
- Respect – showing respect to the rights and dignity of the young person
- Non-judgment – Providing support, positive regard and assistance to any and all people regardless of your values, attitudes or beliefs
- Confidentiality – Respecting the privacy of a child. Sharing information when appropriate and necessary with relevant people and only with the permission of the victim/young person
- Safety – Ensuring the safety of the victim/young person is the number one priority for all adults and helpers at all times
- Caring – Providing understanding, positive regard, support and encouragement for the victim/young person

BASIC LISTENING SKILLS

- Appear calm and relaxed.
- Face the speaker.
- Keep an appropriate distance.
- Display an open posture.
- Clear your mind and pay attention to what the person is telling you. Try not to rehearse or think about what you are going to say in response.
- Do not cut the person off. Do not interrupt. Allow him or her to finish.
- Be comfortable with natural silence. Do not feel you have to fill silence with your questions or advice. Silence will allow the person time to think and formulate thoughts.
- Let the person know you are listening through verbal encouragers. (e.g., “uh-huh,” “yes” or “I see”).
- Let the person know you are listening through nonverbal gestures: such as nodding.
- Make frequent and friendly eye contact.
- Reflect: Name the situation and feelings that the young person is expressing to you back to him or her.
- Paraphrase: Paraphrasing does not add any new perspective or interpretation beyond what the child/victim said.
- Give Feedback always ask the person, in some way, if you heard him or her correctly.
- Assess and Explore: This involves gathering more information from the person, using probes and open-ended questions.
Introduction
Children learn different skills from their parents and acquire knowledge so that they can develop self-awareness and protect themselves from violence. This lesson is introducing facilitators to the necessary knowledge and skills that parents have to learn and use in protecting their children from violence and abuse.

Specific Objectives
By the end of this lesson the learner will be able to:
• Demonstrate understanding of signs of violence and abuse to children
• Support parents to learn the mechanism to teach their children how to protect themselves from violence and abuse
• Understanding on referral mechanism in the community

Training Materials
• Flip charts, marker pens and masking tapes
• Necessary notes on tips for children to protect themselves from violence and abuse
• Blackboard
• Role play on a girl child

Methodology
• Probe questions
• Self-Reflection
• Group work
• Q & As

Training Procedure
• Demonstrate understanding of signs of violence and abuse to children.

Time: 45 mins
Methodology: Brainstorming and Guided Discussions

Step 1
• Guide participants based on the knowledge acquired on violence against children to discuss if they can recognize a child who has been abused? What are the signs?
• Let everybody say something while you are writing the answers in a flipchart.
• Wrap up by filling the gaps and ensure the non-physical signs are also captured.

Training Procedure
• Mechanism for children to protect themselves
Time: 45 mins
Methodology: Brainstorming

Step 1
- Guide a brainstorming exercise on ideas for empowering children to protect themselves from Violence Against Children. Write the ideas on the board/flip chart.
- Wind-up by filling in the gaps. Emphasize parents to constantly remind children to be cautious either at home, on their way to school and in the school environment. They should remember:
  - NOT to accept gifts from anyone, perpetrators use gifts to trick children into doing something which might harm them.
  - Hugs and kisses are good and great from the people who you like; so never keep these gestures secrets or doing them in private places away from public.
  - Never keep a secret about people who want to do bad things at you.
  - Say “NO” to anyone who touches you and you feel uncomfortable or afraid.
  - Run and get away from a stranger or anyone who tries to harm you. Yell! to get help
  - Avoid risky places –such walking alone in the bushes or in the dark.
  - Always when in the streets keep where there are many people and avoid isolated roads.
  - Do not agree to enter a room of a family guest if parents are not there. If this person tells come to my room, make it clear that you do not do that and report this to parents.

Assessment:
- Request each participant to explain the following and request them to write on each card the following:
  - Questions 1- write few sentences to describe your current views and knowledge about signs which shows a child has been abused.
  - Question 2- Write few sentences to describe your gained skills in teaching children about protecting themselves from violence and abuse.
  - Questions 3- write few sentences to describe your gained knowledge and skills in reporting a child abuse incident.
  - Consolidate all the ideas that came up and summaries on what has been agreed on.
Notes to Facilitator.

Preventing Child Abuse - Things that Parents should know

- The great majority of child abuse occurs within families or in the neighborhoods and the perpetrators are people who are known to the family.
- Some physical and emotional abuses are reactions by parents to the stresses in their lives. By learning to recognize these stresses and dealing with them, parents can avoid abusing their loved ones.

Hints to give Parents

- When you feel uncomfortable discussing sexual abuse with your children and try to hide your uneasiness, your children might misinterpret the anxiety and be less likely to approach you when they need help.
- The following are statements that might help you in starting this type of discussion:
  - “I wish we did not have to talk about this.”
  - “I am uncomfortable because I don’t like to think that this could happen to you.”
  - “I want you to know that it’s important and you can come to me whenever you have a question or if any body ever tries to hurt you.”
- Children at the primary school age are developing an awareness of their own sexuality and need parental help to sort out what is and is not exploitive.
- Adolescents also need parental help to set boundaries for their relationships with others.
- Teach children according to their evolving capacity basic hygiene practices – including washing their genitals.
- Teach children the proper names of body parts. This helps them to understand their bodies, and can know when someone is trying to abuse them.
- Teach children about inappropriate touching and the importance of telling a parent if someone touches their private parts.
- Teach children not to keep secrets about sexual touching.
- Majority of sexual abuse cases are perpetrated by people the children know and trust.
- Teach children to tell parents or caregivers or teachers when they are in schools if someone has touched them inappropriately.

When a Child Tells You about Abuse

If your child becomes a victim of abuse, your first reaction can be very important in helping him through the ordeal. The following guiding principles may help you:

- Don’t panic or overreact to the information your child tells you.
- Don’t criticize your child or tell your child he misunderstood what happened.
- Do respect your child’s privacy and take your child to a place where the two of you can talk without interruptions or distractions.
- Do reassure your child that he is not to blame for what happened. Tell him that you appreciate being told about the incident and will help to make sure that it won’t happen again.
- Do encourage your child to tell the proper authorities what happened, but try to avoid repeated interviews that can be stressful to the child.
- Go the Village Office or other village authority to report the incident and the need for medical care or counseling for your child.
- You should show real concern, but NOT alarm or anger, when questioning your child about possible sexual abuse.
- Finally, if your child has been sexually abused, do not blame yourself or your child. People who victimize children are not easy to identify. They come from all walks of life and all socio economic levels.
3.7 Lesson 6

Empowering children to speak out and community referral mechanisms (3 hours)

Introduction
This lesson aims at ensuring that parents are able to empower their children to build confidence and know who can help them in the community where they live if they become victim of VAC or even before they become victim if they predict a relationship that is aiming at abusing them or acts of violence or impinging on their rights in any form. The lesson will facilitate learning on how to build confidence to children, explore available community services and how to identify trusted adults who can intervene on violence and abuse incidents.

Specific Objectives
By the end of this lesson the learner will be able to:
• Understand the importance of building confidence through nurturing self-esteem and self-worth to children
• List all the social services found in the community and their importance to people.
• Identify trusted adults in the community who can intervene to assist children to report VAC incidents.
• Mentioning different places where children can get help (Referrals bodies, eg hamlet leader, village executive officer, ward executive officer, health facility, CBOs, police post, child help line (116) when they have encountered violence and abuse.

Training Materials
• Flip charts, marker pens and masking tapes
• Map of Community Referral mechanism

Methodology
• Q&As
• Brainstorming
• Guided Discussion
• Group work

Training Procedure
• Importance of building confidence through nurturing self-esteem and self-worth to children
Time: 1 hour

Step 1
- Guide participants to discuss about what they understand by self-esteem and self-worth and write on the board/flip chart
- Let everybody read/guide a discussion so that all come to consensus about the definitions of the two concepts. Provide the definitions drawing from their discussion and inform the participants that these two values are built in persons by people who raise them.

Step 2
- Allow sometime for participants to do self-reflection on their parenting skills
- Reflect on everyday life with your children focusing on respect, peaceful relationship, self-value.
- How do you make your children know what they are good at?
- How do you do to let them know they can tell you anything which is bothering them?
- Children will always struggle to meet your expectations — and when not feel unloved they became insecure and might hide things which they know will not please you.
- How do you help them recognize their weaknesses
- Do you help them in working on the weaknesses that they can change and accept to live with those that they cannot change?
- Do you sometimes intimidate them and make them feel inferior.
- How do you show unconditional love to your children?
- Peaceful relationship between the parents, and other relatives, neighbors
- Provision of needs at households level
- Allow time for sharing all the appropriate ideas should be written on board/flipcharts.

Read out the definition for self-esteem which encompasses self-worth

**Self-Esteem:** is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, “I am competent,” “I am worthy”) and emotions such as triumph, despair, pride and shame. Self-esteem is the sum of self-confidence (of personal capacity) and self-respect (a feeling of personal worth).

Thank them for sharing.

Step 3
Wind by emphasizing and encouraging participants to:
- Ensure that children understand you are ready to listen to them and you will never judge them for what they say.
- Tell them why they are liked by other people like family members, friends, acquaintances—may be they are always ready to assist other people.
- Remind them their small achievements as well as big achievements.
- Help them to recognize their weaknesses— and to work on those weaknesses that they can change— e.g. laziness, anger, etc… but also to accept those that they cannot change— being short, having bow-legged etc…
- Show that you respect them but also that you expect them to respect others.

Unconditional love is that I love you despite your faults and weaknesses; I do not love you because you do this or that right.
- Social services found in the community and trusted adults
Lesson 6

Time: 1 hour
Methodology: Guided Discussion and Group Work
Materials: Community Referral Map

Step 1
Request the participants to work in their groups:
- GP1&3: To mention all the social services in the community and discuss their contribution/significance in the community and how close or distant they are to the community.
- GP 2&4: To work on the qualities of trusted adults to whom children can report about VAC or their fears, concerns about VAC.
- Allow time for each group to present and allow discussion to make the work better.

Step 2
- Review with the group all social services available in the community which includes: the churches, the mosque, the health center, the police post, the schools, CBOs working in the area, MVCC and WEO/VEO office.
- Identify the critical ones which can be used as referral in incidence of VAC (Referrals bodies, eg hamlet leader, village executive officer, ward executive officer, health facility, CBOs, police post, child help line (116) when has encountered VAC.
- Make sure all members agree that those are the places where they can go to report incidence of VAC.

Step 3
- Review the group work on qualities of a trusted adult, and ask members who were not in the group if they want to add more qualities.
- Go through the qualities suggested drawing from the group presentation.
- Qualities of a trusted adult to whom children can seek help include:
  - Someone children feel happy and comfortable with
  - Someone who has helped children before
  - Someone who would be understanding, help children solve their problems
  - Someone who listens to children and cares for them
  - Someone with moral stands and accepted values
  - Someone who can talk about children issues without being scared, confused or uncomfortable
- Do we have such people in our community?
- Wind-up by lecture showing how children can be empowered by the knowledge about reporting to existing social services or to identify trusted adults, besides their parents.
- Parents should discuss with their children about the available community services and make sure children knows where the services are located in their community.
WHAT TO DO IF YOU KNOW A CHILD IS BEING SEXUALLY OR SEVERE PHYSICALLY ABUSED IN YOUR FAMILY OR COMMUNITY?

Speak out and report the matter immediately to:

- Village/Mtaa Leader
- Call Child Helpline No. 116
- Police Station Gender and Children Desk (GCD)
- MVCC/CPT or CBO in your area

VILLAGE LEADER/CPT/MVCC/NGO/ CBO WILL REPORT THE CASE TO CHILD PROTECTION TEAM AND DISTRICT SOCIAL WELFARE OFFICER FOR ACTION

- Ensuring the victim receives free medical care at government hospital
- Perpetrator is arrested in collaboration with police,
  - Open a case file at police stations
  - Support the family to follow-up with court

Assessment
Ask the participants to write under this heading then display for gallery learning “Lessons that I am taking away from this lesson”
3.8 Lesson 7

Child Rights and the Law of the Child Act no. 21 of 2009 in the context of parenting (2 hours)

Introduction
The Government of Tanzania has ratified two significant international instruments which protect the rights of children – the United Nations Convention on the Rights of the Child (UNCRC) and the African Charter of the Rights and Welfare of Children (ACRWC). By ratifying these instruments, the Government has committed itself to take measures to ensure that children are protected from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

To ensure the commitment is mainstreamed into national laws and policies which aims at protecting children, the Government passed the Law of the Child Act in 2009. This law has domesticated the International instruments into Tanzania legal framework. The Law of the Child among other child rights issues stipulates that parents have the primary duty to protect their children from “neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression.” This lesson aims at informing parents their obligation under the Law of the Child Act 2009, in protecting their children from violence, abuse, exploitation and neglect.

Specific Objectives
By the end of this lesson the participants will be able to:

- Enumerate things that must be done for a child to belong to a family and have a healthy identity
- State the rights of the child to be provided by a parent
- Outline the different duties and responsibilities of a parent towards a child as well as the duties of the child according to their evolving capacities
- Identify cultural practices which hinders children enjoying their rights such as
  - Early Marriages
  - Preference of a baby boy
  - Child beating as part of discipline
  - Discrimination of children with disabilities
- Discuss and understand the difference between civil and criminal cases in the context of parenting

Training Materials
Summary of the Law of the Child Act – Articles related to parental obligation
Flip charts and markers

Methodology
- Self-Reflection
- Group Discussion
- Guided discussion
- Probing questions
- Brainstorming
- Testimonies
- Role plays
Training Procedure

Time: 1 hour

Step One

• Request the participants to do self-reflection and list down which child rights they are providing to their Children?

Using brainstorming method ask each to state one right – write all their answers on the flipchart or to the black board.

Answers should include to: give a name, to show the new born to family members, to give initiate the child such as baptism, 40 days after birth in Muslim context, religion, to make registration of the birth, live with parents, know biological parents, provided with basic care, take the child to immunization, Exclusive Breastfeeding, sending children to school, pay for uniforms and school supplies

• Request the participants to work in groups of 5-6 members and discuss The duties and responsibilities of the parents towards their children.

• They should write their discussion points and select one representative to make a presentation. After all the presentations, summaries the important points on one Manila sheet which will be pasted where all participants can be able to read it.

• Ask the participants to read silently the poster and to reflect on how they personally handle these duties and responsibilities and on their observations on how these responsibilities are handled in their community.

• Can they tell a successful story? If No what can be done together in their community to ensure that parents are handling their duties and responsibilities.

• Let participants work in their groups to propose ways to deal with parents who are not fulfilling their parental responsibilities in their community.

• Collect their recommendations and keep it, it will be useful when they are doing lesson 9 developing Community Action Plan to Protect Children.

Assessment

Use gallery of Learning. “What I am taking away from this lesson”

Hints to the Facilitator

Some issues in the Law of the Child Act 2009

Duty to maintain the child

it is a duty of parent/caregiver to provide a child with a foods, shelter, clothing, medical care including immunization, education and guidance, liberty and rights to play/leisure. The Law of the Child has made provisions including:

• Right to grow up with parents
  • The child shall be entitled to live with his parents or caregivers
  • The court can remove the child from his parents/family because of unfavorable environment such as significant harm to the child, serious abuse or when it is not in the best interest of the child

• Parental duty and responsibility
  a) Parents have duty and responsibility to provide a child with the right to life, dignity, respect, leisure, liberty, health, education and shelter.
  b) Parents shall have duty to provides a child with protection from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression. Knowledge –low knowledge of parents to protect children from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression.

• Right to give opinion

A parent shall provide children with the rights to form views to express opinion to be listen to and participate in decision making.

• Protection from torture and degrading treatment

Parents shall not subject a child to torture, cruel or inhuman punishment or degrading treatment.
**3.9 Lesson 8**

**Household Economic Strengthening (2 hrs.)**

**Introduction**
This lesson aims at creating awareness to parents and caregivers about the importance of increasing their income and maintaining livelihoods. The ability to provide for children needs depends very much on the family economic resources. When families are in economic difficulties children suffers the consequences, thus creating conflicts within family members, which might lead to neglect or separation of children from family, increasing the risks to violence and abuse.

**Specific Objectives**
By the end of this lesson participants will be able to:
- To get participants to talk about all the ways they generate income and support the well-being of children
- Identify traditional support mechanisms for children in the community
- Understand the consequence of child labour, child trafficking, unwanted pregnancy and child marriages
- Explain the benefit of family income generating activities

**Training Materials**
- Pictures showing household economic map.
- Flip charts marker pens and masking tapes.

**Methodology**
- Brainstorming
- Group discussion
- Guided discussion
- Testimonies

**Training Procedure**
**Time: 1 hour**

**Step 1**
- Draw a house in the middle of the flipchart.
- Ask participants to share by naming the different economic activities they are responsible for in the household, and list them around the house. Include both earnings and spending activities.
- Brainstorm on the role and interdependence of different roles for the household members.
- Discuss how families make choices on spending?
- Discuss the importance of different activities, with more focus on activities that relates to children’s welfare.
- Discuss the importance of families understanding of where money comes from and where it goes to support the well-being of family members including children.
**Step 2**

- Ask participants if they are members of any income generating or saving groups in the community?
- If many are members ask them to explain the benefits of becoming a member, and how they have been able to generate income to support food, education and health needs of the family members.
- Encourage all participants to join existing income generating groups so that they can increase their household income and be able to provide better education, health and nutritional needs of their children.

**Assessment**

Ask participants to buzz in a group of three people and write two points on the flipchart under the heading ‘What are we going to do to increase household income?’

Post the flipcharts on the walls to make a gallery of learning.
Culture and Media (2 hrs)

Introduction
Media has proved to be a very useful tool in the fields of education, arts, science, sports, and culture. The role of media in children’s lives suggests that media (such as books, newspapers, magazines, television, radio, cinema, computers, Internet, mobile phones) serve today as one of the most central socializing agents, informing behaviours, attitudes and world views.

They are the central story tellers of our time, serving as an array of sources of information and entertainment for all ages in all cultures around the world. Media are often treated by both scholars and the general public in dualistic ways. On the one hand, we think of them as very positive. There are high hopes and great expectations for media to enrich children’s lives, change unhealthy behaviours, stimulate imagination and creativity, widen education and knowledge, encourage inclusion and tolerance, narrow social gaps and stimulate development and civil society.

On the other hand, media is associated with ability to encourage destructive behaviours, perpetuate stereotypes, violence, sexual promiscuity which leads to a deterioration of moral values, erosion of local cultures and contribute to social problems such as substance abuse.

In relation to VAC media can play both roles, can contribute to children’s positive learning and at the same time can influence unhealthy behaviours. This lesson aims at ensuring that parents understand the positive and negative effects of media exposure to their children, and are able to provide guidance and monitor children’s exposure to media.

Specific Objectives
• By the end of this lesson the participants will be able to state the impact of violent media exposure on children.
• Identify harmful media content on their children in education, health and nutrition, self-concepts, relationship and values.
• Explain how to guide their children on appropriate use of the media and cultural events, marketing/promotional activities.
• Explain the importance of spending enough time with their children to protect them from violent media exposure.

Training Materials
• Flip chart, marker pens and masking tapes

Methodology
• Brainstorming
• Group Discussions
• Role play
• Case study
Training Procedure
Time: 1 hour

Step 1
• Brainstorming exercise - ask the participants to mention positive cultural and media educational and entertainment programmes they know which children love to watch. Also ask them to mention negative programmes.
• List all the issues on a flip chart for positive in the right side and negative in the left side for all to see.
• Dived the participants into 5 groups.
• Request each group to discuss the duties and responsibilities of parents towards media exposure to children.
• They should write their discussion points and select one representative to make presentation. After presentations summarize the important points on one flip chart for all participants to be able to read.
• Ask them if they have any testimonies on how violent media exposure affects children.
• Ask them to react on the testimonies.
• Ask them if they do face challenges in guiding their children on appropriate use of media.
• Ask them how many times they spend with their children at home.
• Summarize all the discussion points, and keep the points on the flipchart.

Step 2
Using brainstorming exercise ask the participants to suggest ways to protect children from violent media exposure.
• Write everything on the flip chart.
• Discuss about suggested ways.
• Make conclusion by showing how important media is important to educate and entertain children and how it affects them when is not used properly.

Step 3
• Request participants to sit in groups and discuss the existing cultural and media forums in the community which are being used in a negative manner such as video cafe, night dances, other cultural events, and night markets?
• Each group should highlight the negative behaviour which children are expressing due to exposure to the events and what has been done by parents and community to correct the situation.
  • Watch for answers where parents will punish their children and stop there, rather than working collectively to intervene by facing the people who are managing the media centre.
  • Probe if there has been complaint by parents to the village government on the negative media exposure to children?
  • What has happened afterwards?
• Can parents collectively institute ways which can ensure children are not exposed to negative media or participate in cultural events which can influence bad behavior?
• Collect their recommendations and keep it, it will be useful when they are doing lesson 9 developing Community Action Plan to Protect Children.

Assessment
Ask participants to write 3 points on the flip chart under the heading “Lessons that I am taking Away to day.”
3.11 Lesson 10

Developing Community Action Plan on Child Protection (3 hrs)

Introduction
This lesson is the final lesson in the Parenting Education training. At this stage it is assumed that participants will have the knowledge and skills on ways to improve their parenting skills, individually and collectively as a community. In the context of social and behavior change participants have gained knowledge and are now ready to adapt new practices. It is the responsibility of CDOs and other community facilitators to support the parents as they move through the trying stage, until they are comfortable and are able to maintain the new practices in child rearing. The aim of this lesson is to facilitate participants to develop their own action plan which collectively they can follow in protecting their children from violence and abuse. The action plan should be developed in a participatory manner so that each individual owns the plan and feels the obligation to implement it.

Specific Objectives
By the end of this lesson the learners should be able to
- Prioritize issues related to violence against children in their community
- Develop a concrete plan around each issue using the plan cycle below.

Training Materials
- Flip Charts, marker pens, masking tapes, notes from lesson 2. The Planning matrix.

Methodology
- Brainstorming
- Group discussions
- Short lecture
- Plenary discussion
Training Procedure

Step 1
• Ask the participants to brainstorm on the previous lessons issues that they have learned, and they are ready to discuss as a group in addressing them.
• List all the issues on a flip chart for all to see.
• In a participatory manner select what can be dealt with as a group and what needs individual action at household level.
• Take the group issues and divide the participants into five groups.
• Using lecture explain to them that you want each group to work on some issues according to the number identified.
• Explain the planning matrix by taking one issue and work with the participants to fill – up the planning matrix.
• After each group is allocated an issues, they should work in their group and fill in the columns of the matrix as directed.
• At the end each group will present their work- they should discuss the practicability of the plan in each case and review where necessary and agree.
• The group should then select two members to compile all the plans in one plan.
• The compiled plan will be the plan for the community, which can be shared to the Village Government and MVCC.

Planning Matrix for Developing Community Action Plan for Protection of Children.

<table>
<thead>
<tr>
<th>Priority Issues Identified</th>
<th>Objective</th>
<th>Activity</th>
<th>Responsible Person</th>
<th>Time</th>
<th>Cost</th>
<th>Community Input</th>
<th>Input From Other Sources</th>
<th>Remarks to indicate if Activity was done or not</th>
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Annex A

Energizers / Ice breakers

Know Your Country

Everyone sits in a circle. The first one states what she will bring from a certain region in Tanzania.

For example- “I am in Mtwara and I will bring Korosho!”,
“I am in Moshi and I will bring ice from Kilimanjaro.” The exercise goes on until all the regions have been covered and there is laughter and sometimes corrections.

Who is the leader?

Ask one person to leave the room while the rest form a circle. A leader is chosen in the circle to perform actions such as clapping, stomping, dancing etc. This leader will lead the rest in the circle in performing an action which should be changed every 15 seconds. The rest should follow the leader but try not to look at him/her. The person who left the room is called from outside and asked to stand in the middle while the actions continue and guess who is leading the group.

Safety boats

The whole group should be in a space which allows them to mingle freely. The facilitator gives direction as follows:
“Imagine you are in a big ocean and the ship is sinking but fortunately there are safety boats coming to your rescue, however the boats carry only a specified number of people which I will be calling out and you should rush to enter the boat in a group of that number. So please follow the instructions I will give carefully.”
“Mingle, mingle, mingle Five! All rush to be in fives – these are saved!
Mingle, mingle three! Continue till the group looks energized.

Animal Names

Everyone sits in a circle and the first one calls a name of an animal he/she loves and states the reason. This goes on until all have participated.
Annex B

DUTY OF A PARENT/ GUARDIAN TO A CHILD

Duty to provide maintenance Ss. 8-9 of the LCA

The LCA imposes duty to a parent, guardian or any personal having the custody of the child to provide a child with food, shelter, clothing, medical care including immunization, education and guidance, liberty and right to play and leaser. Every parent is require by the law or other wise to protect a child from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression and provide guidance, care, care assistance and maintenance for the child and assurance of the child survival and development.

DUTY OF LOCAL GOVERNMENT AUTHORITY TO A CHILD

Duty to safeguard children and promote reconciliation between parents and children Ss 94.

The duty of the local government through social welfare Officer or any other officer as the authority may determine is to promote the welfare of the child within the area of its jurisdiction. This includes the duty to provide reconciliations between parents and children.

Duty to report infringement of child rights. Ss. 95.

This duty also refers to any member of the community who has evidence that the right of the child has been violated.

Duty to investigate Ss.96

The Local Government Authority through its social welfare officer my enter any premises where it suspect that the child is kept and conduct search for purpose of identifying that child.

DUTY OF SOCIAL WELFARE OFFICER IN RESPECT OF CARE AND SUPERVISION ORDER.S.20.

(i) Advising and counseling of children and his family
(ii) Make and arrange for the plan of that child
(iii) Apply to Court to vary or other wise of the orders
(iv) To ensure the child is not subjected to harm

DUTY AND RESPONSIBILITY OF A CHILD S.15

Every child has the duty and responsibility to work for the cohesion of his family, respect his parents, guardians, superior and elders and assist them in case of need, serve his community and nation by placing his physical and intellectual ability in accordance with his age, preserve and strengthen social and national cohesion and preserve positive culture values of his community and nation.
Annex C


- Lack of comprehensive policy addressing violence against children
- Corporal punishment legally accepted
- Social-cultural understanding of children as rights holders

- Social acceptance of physical violence as a measure in disciplining children
- Corporal punishment sanctioned in schools
- Community practice of setting sexual violence within families

- Child rearing practices
- Relationship within family
- Perceptions of appropriate and inappropriate adult behavior

- Understanding of Violence and Abuse
- Risk perception and judgement
- Demographic - age, sex, residence

Adapted to Violence Against Children in Tanzania – National Center for Injury Prevention and Control – Division of Violence Prevention – CDC
Annex D

4.0 The Role of Community Development Workers in VAC Prevention

A Community development worker is a person who helps communities to bring about social change and improve the quality of life in their local area. He/she is a change-agent of influencing changes in the mind-set of the people by creating awareness on social problems and facilitates community led solutions to the problems. A community development worker listens closely to what others have to say, value their opinions, willingly spend time to listen, mediate between diverse views to reach consensus.

He/she should have ability and confidence, well prepared and knowledgeable on the subject matter to be delivered to the community members. He/she would be knowledgeable on community development, equipped with skills and tools in understanding the dynamics of decision making process at community and facilitate a collective and inclusive process where members of the community express their views and ensure all are incorporated into future development plans. They should also strengthen the community’s capacity to identify opportunities and address problems in innovative ways.

Community development workers seek to actively engage communities in making sense of issues which affect their lives, setting goals for improvement and addressing problems and needs, through empowerment and active participation. Community development workers often act as a link between communities and local authorities, government bodies and other stakeholders. They are frequently involved in addressing inequality often targeting communities that are perceived to be culturally, economically or geographically disadvantaged.

In relation to VAC prevention the role of CDWs includes

- Establish contact with local council leaders and brief them about the VAC in general, and in your area showing the extent of the problem. They can support their arguments with data from the Social Welfare Officer or Police Gender and Children Desks
- Organise training sessions with parents, care givers and community members on the Parenting Education and create dialogues about VAC and other harmful practices in the area, what are the prevention strategies and response mechanisms available
- Organise capacity building sessions with community leaders emphasising their role in preventing VAC and abandoning harmful social norms in their communities
- Identify local institutions in the area such as police stations, colleges, churches, mosques, schools, health centres, etc and bring them together to dialogue about VAC in the community and ways which each can play a role in preventing violence against children
- Identify children clubs such as children Barazas and involve them in creating awareness about preventing VAC in their communities
- Disseminate VAC communication materials to schools, community areas, health centres and orient the focal points on the use of the materials
- Organise and mobilize communities during commemoration of national and international days such as International Family Day on 15th May and Day of African Child on 16th, June using them as forum for raising awareness about preventing VAC
- Recruits volunteers, establish committees, use already formed groups on other activities as forums for discussing VAC prevention
- Collaborate with other local stakeholders (NGOs, CBOs, FBOs, Private companies etc) in addressing the situation of VAC in the community and prevention strategies
- Communicate with other development partners to mobilize recourses for prevention of VAC/GBV in the respective community
- Follow-up VAC prevention activities, prepare reports and inform the relevant authorities as well as feedback to the community on VAC prevention
- Monitor implementation of VAC prevention programme and participate in evaluate of the prevention work
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