

EVIDENCE OF CHANGE IN VAC PREVENTION

Spotlight Learning from
Parenting Models

5th Annual Learning
Convening on
Preventing VAC in
East Africa

21-23 September 2021

Mwanza, Tanzania

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Participant Lists

Convening Programme

Convening Pictorial

Participating organisations

Host: Impact and Innovation Development Centre (IIDC)
Co-hosted by: Investing in Children and their Societies (ICS)



Funders and Supporters



Partners in the Learning Cohort

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Raising Voices
Investing in Children and their Societies (ICS)
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World Education Inc., Bantwana Initiative
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Forum for African Women Educationalists (FAWE)
Uganda
Impact and Innovations Development Centre (IIDC)
(Learning Partner)

About the organisers

Impact and Innovations Development Centre

Impact and Innovation Development Centre (IIDC) is a not-for-profit technical assistance organization committed to using a learning-centred approach to maximize the impact of the work of the social sector.

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RAFIKI SDO Tanzania
Shinyanga DC Tanzania
Shinyanga Press Club Tanzania
Somero Uganda
Thubutu Africa Initiative Tanzania
Young Women Leaders Tanzania

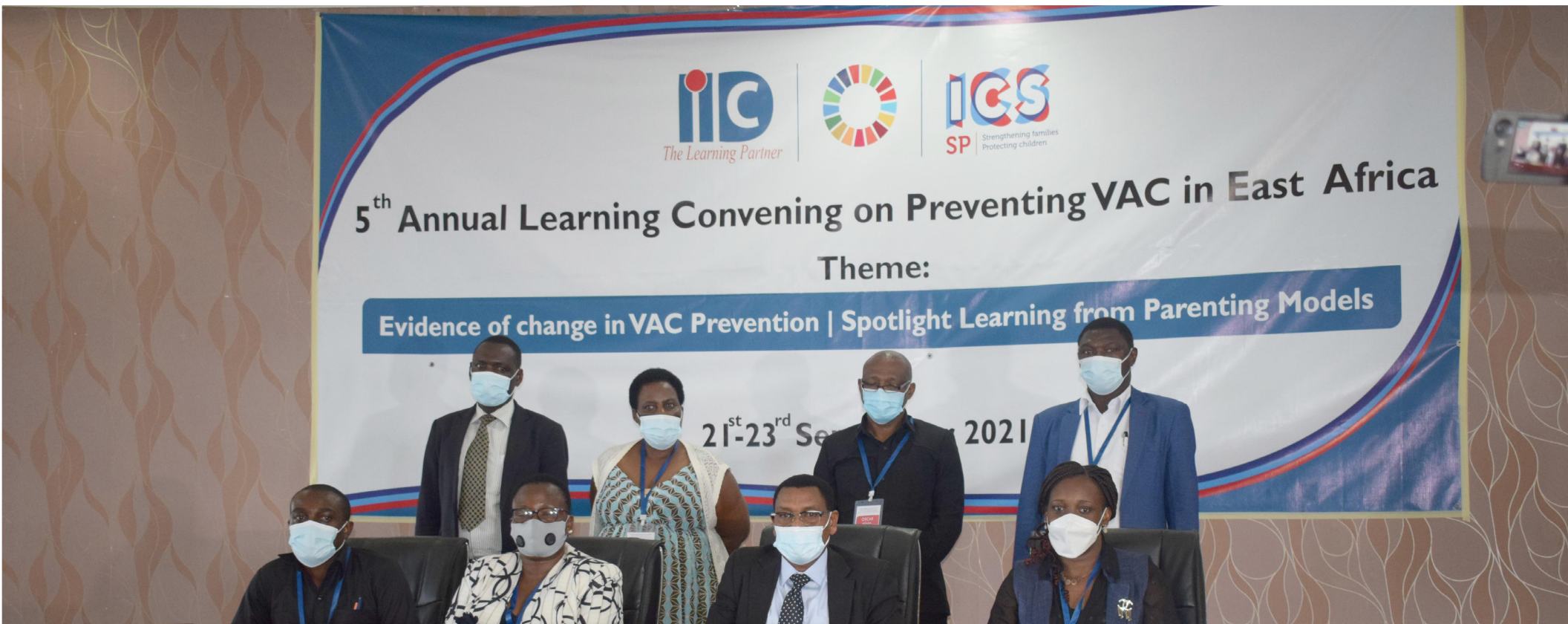
Government Representation

Government of Uganda
Government of Kenya
Government of Tanzania

Investing in Children and their Societies

Investing in Children and their Societies (ICS SP) is an innovative African NGO that works in rural areas of Africa together with families, communities, and other stakeholders to create safe and nurturing environments for children to reach their full potential.

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- ▶ *The Learning Convening held in Mwanza, Tanzania, attracted more than 75 physical and virtual participants from Uganda, Kenya, Tanzania and the United States of America, discussing parenting trends and emerging approaches that can be scaled up to address violence against children in East Africa's context.*



INTRODUCTION

Background / Convening Methodology / Convening
Objectives / Opening Remarks

INTRODUCTION

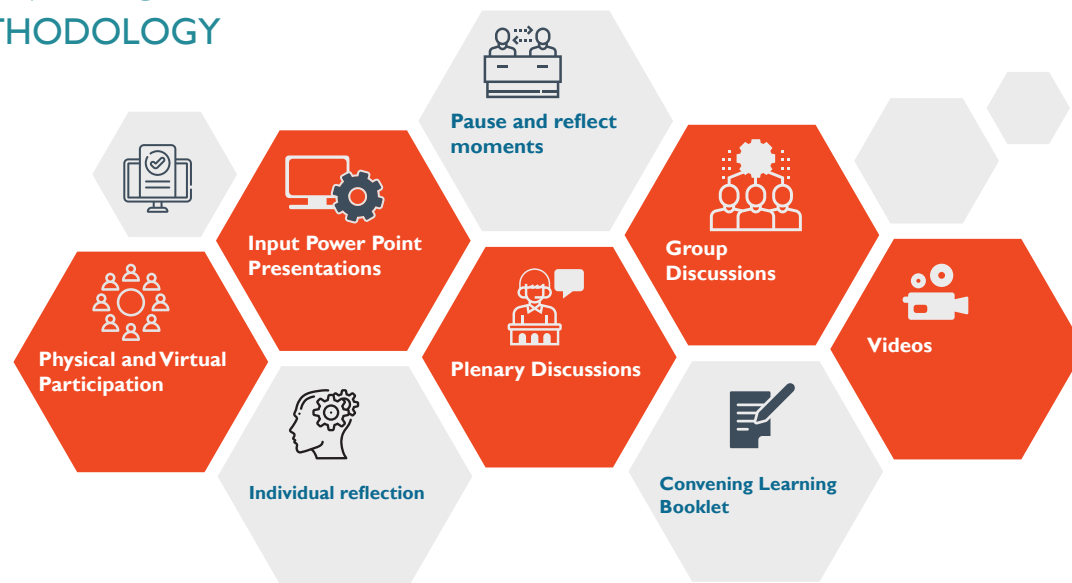
BACKGROUND

Annually, since 2016, the Learning Cohort on Preventing Violence Against Children (VAC) in East Africa, holds a learning convening for partners to reflect on the impact made, trends, and emerging approaches to preventing VAC.

This year, the Convening theme focused on ‘Parenting and Caregiver Support’ a key strategy of the global INSPIRE framework to end violence against children. The emphasis on parenting is particularly relevant in the context of the Covid-19 pandemic as evidence shows that children are facing more incidents of violence due to the closure of schools and the extended periods of time at home and in the community.

The governments of Kenya, Uganda and Tanzania are particularly important participants in the Convening as they provide critical data around country progress made in addressing VAC. The Convening, therefore, is an opportunity for child protection actors to engage in strategic advocacy with government representatives to secure support in the national scale-up of promising models and approaches in VAC prevention.

CONVENING METHODOLOGY



CONVENING PARTICIPANTS

The 5th annual learning convening was attended by more than 75 participants from 24 organizations in Kenya, Uganda and Tanzania participating both physically and remotely due to pandemic travel restrictions.

“The Learning Cohort meets regularly to connect on issues around programme evaluation, strategic processes, and knowledge exchange; however, the Annual Convening is an opportunity to extend our horizons to meet with and learn from a wider group of actors including government leaders and other child protection stakeholders.”

CONVENING OBJECTIVES

Objective 1

Country-specific progress on parent and caregiver support as a strategy to prevent VAC



Importance: 2021 is a focal year for pathfinding countries (Uganda and Tanzania) to share progress and make new commitments to ending VAC. This process is led by the Global Partnership to End Violence through The End Violence Solutions Summit. These commitments spring from reflection and discussion sessions on government and partner progress on VAC during the Convening.

Objective 2

Expose participants to experiences and best practices in implementing and scaling up positive parenting models



Importance: This will support the adoption and scale-up of tested models. By understanding the intervention and how it is implemented, an organization can decide to adapt it to its context and later scale it up in additional regions.

Objective 3

Obtain deeper insights on evidence of change in Child Well-Being Outcomes (CWBO) as a result of parenting interventions



Importance: Most parenting models focus on child well-being beyond its sub-component 'violence against children' therefore it is important for organisations to reflect on what child wellbeing outcomes they are trying to affect with a specific parenting model as evidence of impact.

Importance of ICS as a co-host of the Convening

During the Covid-19 pandemic, violence against children in homes has increased due to socio-economic distress, poor parental coping strategies during extended time with children, and mounting pressure on parents to teach their own children. The stress of not working due to the lock-down. The ICS evidence-based Skillful Parenting model, therefore, is a promising working model as well as a key reference for other parenting approaches.

OPENING REMARKS



Deogratias Yiga, Executive Director, IIDC

“In a sense, the Covid-19 pandemic has been a positive disruption to our comfort zone, highlighting more than ever the importance of innovation in VAC programming. Within a year, we shall review the success of this convening in helping us address VAC strategically. We shall remember the presentations but ultimately what we count most in the short and medium term will be the extent to which the solutions shared in this Convening are adopted and adapted to our context and scaled up to address the needs of children in their homes and communities. In this regard, IIDC will continue to provide technical support as a Learning Partner to organizations that are fronting evidence-based VAC prevention models.”



Krista Riddley, Global Children's Rights: Program Officer, Wellspring Philanthropic Fund

“The Covid-19 pandemic has exposed deep historical inequalities across the globe, with particular challenges to girls. Practitioners must become more agile, perceptive and robust in their approaches to prevention of violence against children, and girls in particular, consolidating their work with communities and local leadership to identify context appropriate solutions that are evidence-based. Equally, it is important to continue to nurture collaboration with civil society partners and governments as pathways to sustainable interventions that contribute to the development and refinement of a stronger evidence base, its integration into the policy and practices of government and large-scale systems, and to the successful implementation at scale of evidence-based practices.”



Beatrice Ogutu – Executive Director ICS SP

“The brilliant thing about these Convenings, are the practical, on-the-ground perspectives and experiences that partner organizations bring to these discussions. ICS has documented the lessons and impact of using and scaling up the Skillful Parenting program in preventing VAC in collaboration with government leaders in Kenya and Tanzania. During the Convening, ICS will demonstrate how parent and caregiver support programs hold the potential to prevent multiple forms of violence against children and intimate partner violence in homes and communities. The Convening is an opportunity for us to showcase our learning in scaling up at the national level.”

CHIEF GUEST REMARKS



Mr. Sebastian Kitiku, Director of Children Development, Ministry of Health, Community Development, Gender, Elderly and Children, Tanzania

As the host of the Convening, the Tanzania representative made several key observations:

- The Convening invites partners to reflect deeply on their interventions and the evidence collected in the context of the INSPIRE global VAC strategy in relation to parenting models which is one of the seven elements of the strategy. It is especially relevant in light of the global Covid-19 pandemic which has vastly increased the amount of time children, parents, and caregivers spend together.
- Understanding the adoption and scale-up of models is a key expectation of the Convening to improve partner VAC programming. He noted the close collaboration with ICS to scale-up the Skillful Parenting model that has helped to control VAC and also working with ICS at the national level to develop guidelines for making schools a safe place.

Government of Tanzania Initiatives to address VAC

- Ratified the UN Convention of the Rights of the Child-1991
- African Charter on the Rights and Welfare of the Child
- Maputo Protocol

The above commitments are currently being used to inform the development of the Tanzania Child Development policy.

In alignment with the global commitments, Tanzania has made the following progress:

- Enacted the law of the Child Act
- In collaboration with the Ministry of Education reviewed the Education Act 1978 to increase the punishment for sexual offences, child marriage and teenage pregnancy to 30 years
- Establishment of a children's toll-free line for reporting VAC incidents and collaboration with the Tanzania Police Force to establish a gender and children's desk in 121 police posts across the country
- Together with the President's office the Ministry is supporting children living and working on the streets with basic services and reunification with families.
- Special juvenile courts have been established to handle cases for Children in conflict with the law -
- The Tanzania government has developed the *National Agenda for Responsible Parenting and Family Care* with three pillars of care, communication and protection.

In the spirit of knowledge sharing of good practices, Lydia Wasula, Uganda's representative handed over the *Violence Against Children Report 2018 and the National Child Policy 2020 and its Implementation Plan* to Tanzania's representative, Sebastian Kitiku. (Right) The documents provide strategies for working with different stakeholders including communities and governments.

“We are looking forward to reviewing our nation’s child development policy which has lasted for about 12 years; from these documents that you have shared, we are going to learn a lot and use some of your ideas to refine ours.” -Sebastian Kitiku, Tanzania Director of Children Development, MoHCDEC



‘The main purpose of this convening is to expose partners to a learning experience on parenting models with the aim of discussing key achievements, challenges and successes of scale up strategies, based on the field experiences of implementers.’

2

REGIONAL PROGRESS ON VAC AND EVIDENCE FROM DATA ON PARENTING

Government progress on parent and caregiver support as a strategy to
prevent VAC



TANZANIA

Close relatives including parents, family members and other people living in the same household with a child are the main perpetrators of violence.

A 2011 VAC study covering the period (2009 to 2011). Findings revealed that **one in three girls and one in seven boys** experienced sexual violence before the age of 18 years

72% of girls and 71% of boys experienced physical violence and violence against children in schools was 40% and at home 60%.



TANZANIA LEGAL AND POLICY FRAMEWORK

- The Convention on the Rights of the Child
- Convention on the Rights and Welfare of the Child
- Sustainable Development Goals
- African Agenda
- Child Development Policy
- CCM Party manifesto

STRATEGIES TAKEN TO ADDRESS VAC

- Development and implementation of the National Plan of Action to End Violence Against Children (2017/18-2021/22)
- Parenting Education program established supported with a VAC communication Toolkit which included Parenting Education Training Manual, Flip chart and school package were developed to support the program
- Formation of 18,000 Women and Children Protection Committee in 26 regions and 184 Local Government Authorities
- Establishment of 421 Police Gender and Children Desks
- Establishment of 14 One Stop Centres in 10 regions of Tanzania Mainland
- Existence of a toll free number 116 for reporting child abused cases nationwide



Year	Tanzania trend of violence against children (2016 – 2020)		
	Total Number of Children		
	Female	Male	Total
2016	8,496	2,055	10,551
2017	9,810	3,647	13,457
2018	11,789	2,702	14,491
2019	12,871	2,809	15,680
2020	12,847	3,023	15,870

“Our focus on ECD investment is based on evidence from different studies that shows that investment in children at this age can be a great outcome in addressing poverty in African countries.”

- Developed strategies and guidelines to support the implementation of NPA-VAWC
- The preparation of the National Multisectoral ECD Program to strengthen provision and coordination of ECD service in Tanzania, the establishment of the early childhood learning in all primary schools, and the construction of 30 Model community-Based ECD Centres in Dar es Salam and Dodoma, sensitization of parents to enroll children in daycare and community-Based ECD Centres, registration and monitoring the implementation of established daycare centres in Tanzania Mainland

LESSONS FROM TANZANIA PROGRESS ON PARENT AND CAREGIVER SUPPORT AS A STRATEGY FOR VAC PREVENTION

- Development and implementation of the National Plan of Action to End Violence Against Children (2017/18-2021/22) which has eight thematic areas that complement each other to reduce violence against children.
- Joint efforts of the Government and Civil Society to implement the National Plan of Action to End VAC has increased geographic spread of interventions to 26 regions in Tanzania Mainland.
- Tanzania has a strong national parenting training manual being implemented by all actors in accordance with the government regulations. Government leads and conducts training to ensure knowledge and information transfer.
- The Government is keen on measuring progress, for example, it is planning to conduct an assessment of the impact of the national parenting training manual in creating changes in the lives of children.
- Government has established formal VAC prevention and response structures through the Community Development Officers and Social Welfare Officers responsible for receiving and responding to VAC incidents.



KENYA

Kenya's 2019 VAC survey findings revealed an increase in certain forms of physical and sexual violence among adolescent girls aged 13-17; with childhood violence remaining high, affecting nearly half of females and more than half of males.



- Physical violence is the most common form of childhood violence, affecting nearly **two out of five females and half of males**, most commonly perpetrated by parents and caregivers
- Violent discipline including corporal punishment and psychological aggression was experienced by **almost half of females and 4 out of 10 males**
- Nearly **one in six females experienced childhood sexual violence**

STRATEGIES TAKEN TO ADDRESS VAC IN KENYA



- Implementation of the Kenya National Prevention and Response Plan on VAC (2019-2023) with a goal of ‘A Kenyan society where all children live free from any form of violence’. The themes include:
 - (i) *Laws and Policies: were implemented to protect children from all forms of violence.*
 - (ii) *Family support: promoting positive parenting practices and economic strengthening which will reduce violence within the family.*
 - (iii) *Education and life skills: promoting and strengthening a safe and enabling school environment and life skills training in Kenya.*
 - (iv) *Community norms and Values: promoting norms and values that support non-violent, positive and gender-equitable relationships with and for children.*
 - (v) *Response and support services: improving access to quality health services, social welfare services and justice for all children.*
 - (vi) *Coordination: Improving coordination mechanisms to prevent and respond to violence against children in Kenya.*
- Kenya has prioritized the Family Support and Economic Strengthening strategy to promote positive parenting practices that can reduce violence within the family
- National scale-up of evidence-based parenting programmes
- A national parenting programme is being developed under the Directorate of Social Development in collaboration with other government ministries.
- AVAC technical working group was established in 2020 and ICS SP and other national parenting experts are part of the advisory committee.
- ICS Skillful Parenting model identified as a key model for adoption and scale-up and will form the foundation of the national parenting programme to be ready for roll out by Q1 2022.
- Provision of parenting programs through child protection Volunteers, Lay volunteer counsellors social workers to vulnerable families.
- Inclusion of parental involvement in learners’ life in the competency-based curriculum through the parental engagement pillar (National Parental Empowerment and engagement guideline by KICD).
- Care reform in the 3 components of the care reform, the preservation and prevention of family separation addresses positive parenting and the need for children to remain in the family setting through the development of the Families Together Home visit Guide and the Families Together group sessions.

LESSONS FROM KENYA PROGRESS ON PARENT AND CAREGIVER SUPPORT AS A STRATEGY FOR VAC PREVENTION

- The Kenya government is prioritising parenting skills. This led to improved parent-child relationships which contribute to several child wellbeing outcomes.
- Coordination and linkage with civil society is strong. It is commendable that the National Parenting programme is based on the Skillful Parenting Model of ICS
- The survey has informed the development of the parenting policy as an example of evidence- based programming.



UGANDA

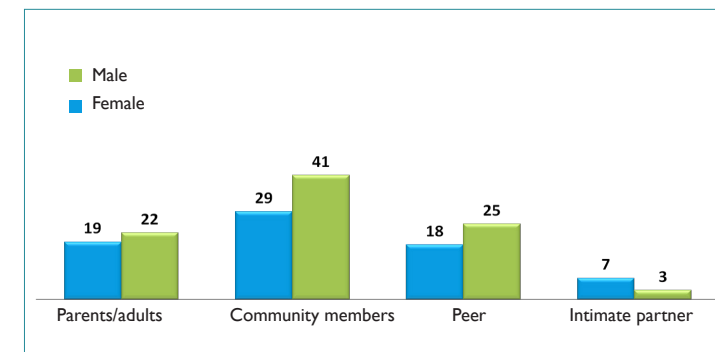
According to the National Violence Against Children Survey report 2018, 27.2% of children are sexually abused. In addition, a total of 63.05% children are physically abused while 34.7% suffer emotional abuse. According to the survey, many young female children suffer multiple types of violence before the age of 18.



Magnitude of Violence Against Children in Uganda, 2018 VAC Survey

Form of Violence	Residence	Sex		Total
		Male	Female	
Sexual Violence	Rural	16.9	35.4	26.5
	Urban	15.2	35.1	28.7
	Uganda	16.5	35.3	27.2
Physical Violence	Rural	68.5	59.6	68.49
	Urban	66.6	58.8	66.63
	Uganda	68.0	59.3	63.05
Emotional Violence	Rural	35.1	31.8	33.4
	Urban	38.8	38.9	37.5
	Uganda	36.8	33.8	34.7

Perpetrators of Violence Against Children



STRATEGIES TAKEN TO ADDRESS VAC IN UGANDA

Following the findings of the 2018 VAC survey, the Government of Uganda chose to work within the framework of the seven INSPIRE strategies for ending VAC. The Parent and Caregiver support strategy recommendations were:

- Provide more and varied support for parents through comprehensive individual and community-based programming
- Encourage the use of positive discipline in the home and ban corporal punishment in homes
- Sensitize parents and caregivers on where to take children to receive referral services

- Stakeholders' orientation and training sessions on INSPIRE Seven strategies: The MGLSD targeted national coordination structures on VAC while development partners targeted community level implementing partners.
- National Policy guidelines were developed including the National Parenting guidelines 2018; the National Roadmap on the Year of the Family 2017; and the National Integrated Early Childhood Development Policy of Uganda.
- Mapping of Parenting Programs: In 2020, the Ministry of Gender, Labour and Social Development (MGLSD) in collaboration with Makerere University Child Health and Development Centre mapped existing parenting programs in the country and generated the first inventory of parenting interventions e.g. Real Fathers, Bantwana program, Parish model, Celebrating Families model, among others to prevent violence against children.
- Adoption of the Parish Development Model which focuses on mindset change in the community and presents an opportunity to mobilize parents to adopt positive parenting.
- Coordinating Parenting Programs by working with actors through the Parenting Agenda for Uganda Initiative which aims at generating

consensus on what parenting should look like and improve the evidence-base for parenting interventions to prevent VAC. The government under the Department of Family and Culture established a three-tier national coordination structure for parenting through the National Family Strengthening reference group, national parenting consortium and the national parenting steering committee to prevent VAC.

- A national manual on parenting is being developed for conceptual clarity on what constitutes parenting as well as a definition of national standards in parenting work and policy and legislation for The National Child Policy 2020 and its Implementation Plan, and The National Family Policy which clarifies the role of the family in child wellbeing.

CHALLENGES FACED IN UGANDA

- Absence of agreed common indicators to measure the effectiveness of parent and caregiver support interventions in VAC prevention.
- Few distinct parenting and caregiver support programs, a limiting factor to learning and evidence generation.
- Many small-scale isolated parenting initiatives lacking core aspects of INSPIRE parent and caregiver support while others have Western biases on parenting

LESSONS FROM UGANDA PROGRESS ON PARENT AND CAREGIVER SUPPORT AS A STRATEGY FOR VAC PREVENTION IN UGANDA

- The policy environment is conducive for implementing major improvements in the Parish model
- Stronger alignment of parenting approaches with the INSPIRE framework is critical to be able to deepen interventions
- Change in policy should complement parenting strategies for example laws that abolish corporal punishments in homes will strengthen parent and caregiver support
- Government plans to invest more research on evidence-based models and manuals around parenting
- Government needs to support the development of a hybrid model that adapts elements of INSPIRE for Uganda's context



HOW GOVERNMENT CAN EFFECTIVELY SUPPORT CSO PARENTING STRATEGIES

- Meaningful engagement of men and boys in the development and rollout of child-related policies, procedures and programs relating to parenting
- Use of evidence from research conducted by CSOs to inform policy decisions
- Strengthen collaboration with CSOs to support continuous learning and sharing on parenting
- Work with CSOs to implement children's platforms to foster linkages between communities and national level processes around parenting
- Government should support the rollout of parenting trainings to facilitate scale-up of promising models
- Action research is critical for informing aspects of the most important
- Coordinate actors at all levels and map and document actor interventions to avoid duplication and encourage adoption of proven models
- Government needs development partner support – e.g. Uganda has national parenting guidelines but has only rolled them out in 12 districts
- Government prioritization of parenting to avoid over-dependence on external funding
- Collaborate with institutions of higher learning to develop a parenting course that can guide programming



HOW PARENTING PROGRAMS CAN ATTRACT GOVERNMENT ATTENTION AND ENSURE INTENTIONAL NON-INCENTIVE-BASED GOVERNMENT INVOLVEMENT

- Create awareness on parenting programs using various channels including the media
- Undertake advocacy on parenting programs at national level
- Take a multi-sectoral approach to ensure all sectors maintain a component on parenting
- Integrate parenting programs into local government systems
- Create nation-wide parenting groups at community levels from which evidence and learning can be extracted to inform government planning
- CSOs need to collaborate on programs through unified platforms for knowledge sharing and identification of gaps



CROSS CUTTING ISSUES

- Collaborate with institutions of higher learning to develop a parenting course or module for courses like social work
- Extensive dissemination of what government is doing will inform other actors and lead to more meaningful engagement and sharing of resources
- Knowledge management for promising models should be an on-going process
- Integrate parenting education in the national curriculum at all levels.

3

THE INTERSECTIONALITY BETWEEN VIOLENCE AGAINST CHILDREN AND VIOLENCE AGAINST WOMEN

Understanding the various ways in which violence against women and violence against children in the home are related



PRESENTATION: UNDERSTANDING THE VARIOUS WAYS IN WHICH VIOLENCE AGAINST WOMEN AND VIOLENCE AGAINST CHILDREN IN THE HOME ARE RELATED

Dr. Lina Digolo, Prevention Collaborative

Whereas evidence highlights multiple links between VAW and VAC there are very few conceptual models that provide insights into how and why VAW and VAC overlap, the shared risk factors, common social norms, and compounding consequences. Dr. Digolo explained the importance of designing programmes that address both types of violence given the multiple intersecting factors in order to more effectively address violence.

Shared risk factors include:

Weak legal sanctions

- Gender inequality and discrimination
- Lack of responsive institutions
- Male dominance in household
- Marital conflict
- Harmful alcohol and drug use

Common social norms include:

The cross cutting norms that sustain VAC and VAW can be grouped into those that:

- Limit reporting of violence
- Increase the acceptance of violence
- Limit interventions to stop violence
- Increase use of violence

Common and compounding consequences of VAC and VAW

- Similar mental, physical, sexual, and reproductive health consequences
- Exposure to multiple forms of violence (poly-victimization) which may have cumulative, compounding effects

Co-occurrence

- Partner violence and child abuse often occur in same family
- Children in households where mother abused more likely to experience violent discipline

Intergenerational effects of VAC and VAW

- Experiencing and witnessing violence have long-lasting intergenerational effects
- Child abuse increases the risk of perpetrating (for a man) or experiencing (for a woman) violence later in life
- Partner violence affects birth weight, under-5 mortality, mental health & social development

INTERVENTIONS TO ADDRESS VAW AND VAC



Parenting Programmes



Life skills/school-based Curricula



Couples' programmes



Home visitation and health worker outreach

Question:

Most of our programmes are designed for rural, low income communities. How do we design programmes that can also reach the urban working class category where incidents like Intimate Partner Violence is common?

Answer:

Identify the risk factors that affect both and design programmes that can address both.

“Once you identify the common risk factors and social norms then you can target your resources to address both types of violence.”



Organisations providing services should be able to offer comprehensive integrated packages for both women and children.

OVERLAPS OF VAW AND VAC IN ADOLESCENCE

Adolescence is a lifestage where VAW and VAC are hard to distinguish. This phase is characterised by:

- Early marriage, teenage pregnancy risk of intimate partner violence, dating violence
- Victimization
- Boys can also start perpetrating violence at this stage
- Female genital mutilation

For those developing programmes with adolescent groups, these overlaps and challenges are important to keep in mind.

4

LEARNING FROM THE SKILLFUL PARENTING MODEL

An overview of the ICS parenting model: Implementation, lessons, and scale
up strategy

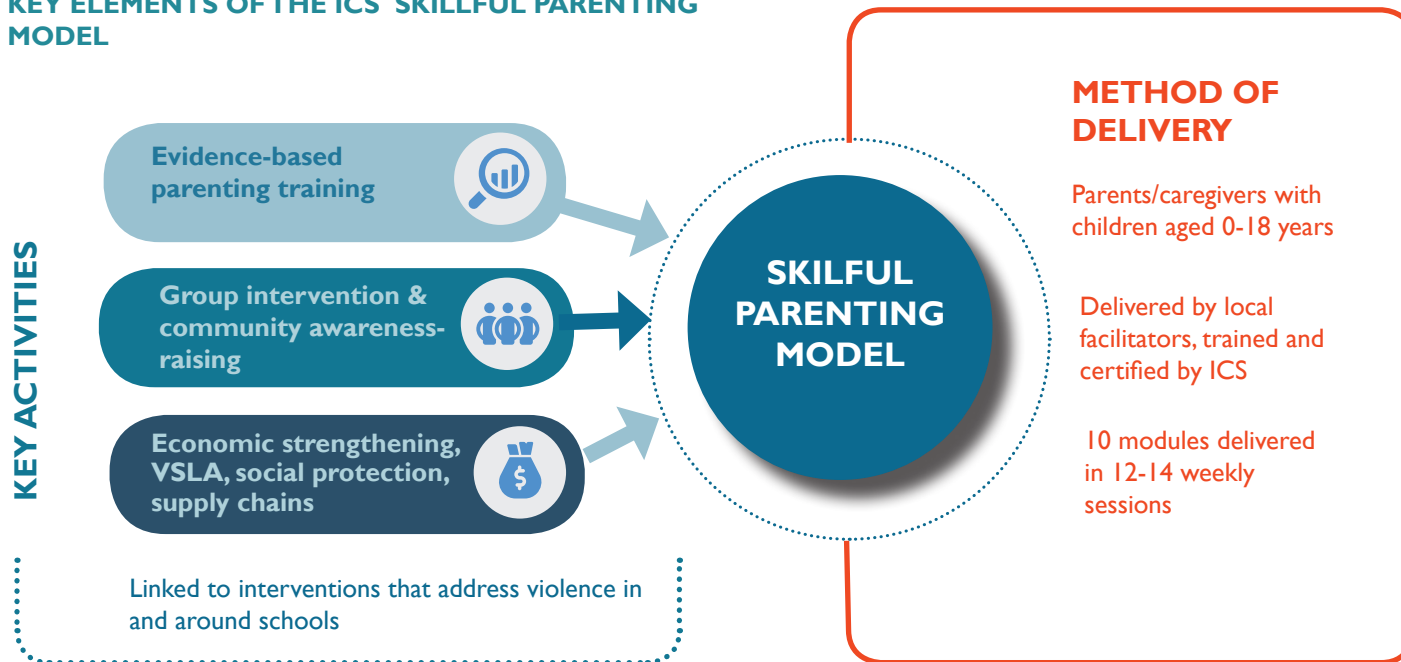


PRESENTATION: THE SKILLFUL PARENTING MODEL: INTERVENTIONS, CHALLENGES AND LESSONS AROUND IMPLEMENTATION AND SCALE UP

Kudely Sokoine, ICS Country Program Coordinator, Tanzania

The ICS Skillful Parenting model explored the evidence around how parenting and economic strengthening programs combined with parenting modules are effectively addressing violence against children. The model provides a foundation for addressing different parenting outcomes in the context of maternal and newborn health, early childhood development, education, VAWG, sexual reproductive health and HIV/AIDS.

KEY ELEMENTS OF THE ICS SKILLFUL PARENTING MODEL



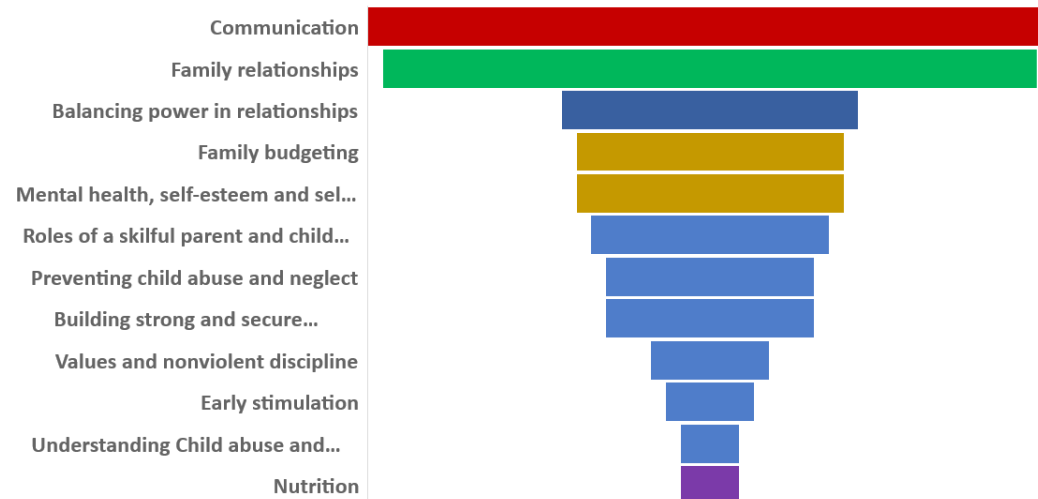
DESCRIPTION OF THE ICS SKILLFUL PARENTING MODEL

- The model has demonstrated results that **using a multi-layered approach that combines parenting and economic interventions yields good results in addressing VAC**. This is partly due to evidence that identifies socio-economic distress as a key risk factor for VAC.
- Parents and caregivers are **supported with small agribusinesses, enrollment in village savings and loans associations** and other social protection interventions.
- Parents and caregivers are **coached and mentored by trained community-based facilitators** over a 14-week period within parenting groups to have reflective discussions on how to manage the challenges of raising children.
- The Skillful Parenting modules are **delivered in a cascaded format starting with reflections on family relationships, roles of a parent, mental health and good communication**.
- Topics discussed include: **self-esteem among parents, good communication for harmonious relationships, gender power relations, causes of abuse and neglect** and how they can be prevented.
- **Family budgeting** is integrated within the parenting module to help families plan together for optimal use of family resources through joint goal setting.

- The model has also newly integrated interventions that target both VAC and VAW by emphasizing the need to strengthen spousal relationships before improving relationships with their children.
- The model also has a component of nutrition knowledge to ensure that the family remains in good health

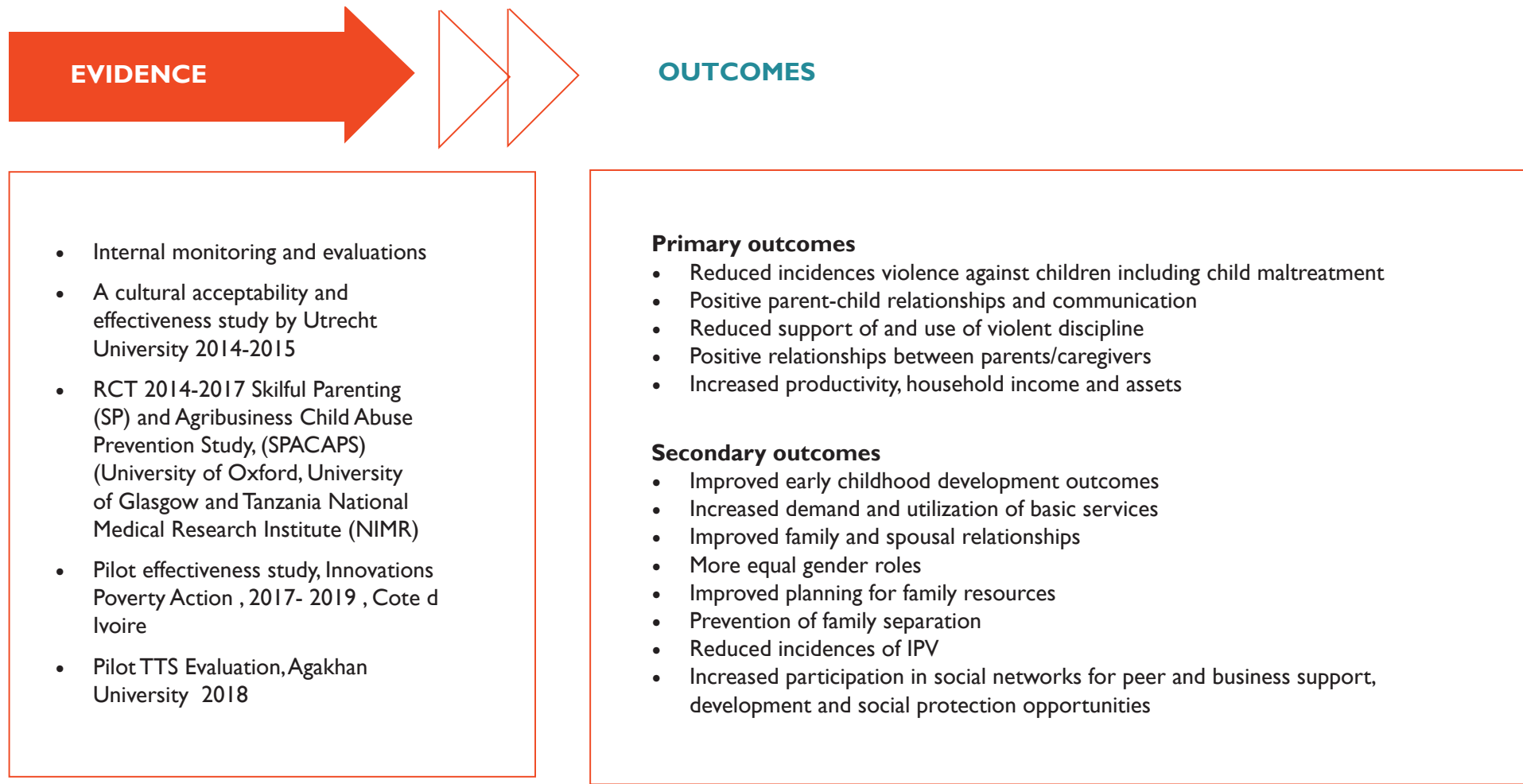
Reflecting on the Skillful Parenting model, participants were asked to rank the core modules in order of importance to be able to provide feedback to ICS. This ranking will be used by ICS to reprioritise their core modules or modify the training time to focus on those modules that are considered most critical.

Participants' rankings of the core modules of the ICS Skillful Parenting model in order of importance



THE EVIDENCE BASE FOR THE SKILLFUL PARENTING MODEL

The ICS parenting model has been scaled up in 30 community-based organisations in Kenya, Tanzania, Ivory Coast and Uganda. Evaluations of the model have been conducted in the different countries to assess its efficacy.



QUESTION AND ANSWER SESSION AROUND THE ICS PARENTING MODEL

QUESTION	ANSWER
<p>How do you interest fathers in the parenting groups?</p>	<ul style="list-style-type: none"> • We find fathers where they are e.g. during coffee groups, boda boda locations in the community • Focus on economic empowerment which is more relevant to men's needs • Outreach by male facilitators – champion fathers and model fathers to other men during dialogues, debates and other community platforms
<p>How does the model address adolescent and parental relations?</p>	<ul style="list-style-type: none"> • Topics on parent child relationship are integrated in the SP modules: roles and responsibilities of a skillful parent, values and discipline, and communication • Parent child relations are also strengthened during the Life Skills sessions with the adolescent girls and boys during the Life Skills sessions
<p>How has family budgeting improved parenting?</p> <p>Does the gospel on resource management target children? If so what has been the experience? Do you have families with good involvement of children in this aspect?</p>	<ul style="list-style-type: none"> • The financial module discusses money and making good financial decisions around money through family meetings e.g. planning for school fees, health needs and food which removes the emergency aspect which often causes conflict in families. • Financial literacy has improved household income and transitioned families from emergency response to savings • Acquisition and knowledge on soft skills has enhanced business skills for family economic sustainability <p>Key observations</p> <ul style="list-style-type: none"> • Economic empowerment without financial literacy breeds conflict in families; it is important to teach the management of resources • Modules on family budgeting should involve children in financial decisions as it helps to clarify priorities and ensure all family members have their needs met without conflicts
<p>How do you enhance agronomic skills of parenting participants?</p>	<ul style="list-style-type: none"> • Collaboration with the Ministry of Agriculture, extension workers and other economic empowerment partners to train caregivers on agronomy. These trainings are spaced throughout the farming year. Trainings include land preparation, planting and spacing, harvest and post-harvest handling value addition, pest and disease control.
<p>How do you motivate the community volunteers?</p>	<ul style="list-style-type: none"> • Respect their work and their contribution; affirm them and appreciate their efforts • Award certificates upon successful completion of training and attaining the required score • Provide them with capacity building opportunities like trainings on case management, psychosocial and livelihoods support • First consideration for internal short term paid engagements e. g being research assistants, data entry opportunities • Strong support supervision to ensure successful activity implementation • Supporting them with allowances (transport, airtime etc) to attend meetings and other events • Invitation to share inputs during program reviews, programme developments, and adaptations • Linkages to other useful organisations, and provide them good referrals for other services

QUESTION	ANSWER
How much is invested in the economic empowerment?	<ul style="list-style-type: none"> This is determined by project funding and the ability to leverage government initiatives. E.g. in cases where beneficiaries are already benefiting from cash transfers from government the model offers family budgeting training to help caregivers utilize the funds to begin micro-enterprises. In other cases beneficiaries may receive farm inputs, business start-up kits etc.
What is the sustainability strategy for the model?	<ul style="list-style-type: none"> The model is being scaled up through government pathways e.g. government departments and the evidence of its success is informing the foundation of the national parenting programme Building the capacity of community-based facilitators to continue to support families and parents Strengthening existing systems and structures in the community
Do you have a specific tool for enrolling parents into the programme? What other methods are used?	<ul style="list-style-type: none"> The model is embedded within ICS projects; parents are identified based on the project identification criteria and specific project tools. ICS has a standard data tool administered by Community facilitators that gathers biodata of household members For some projects the data for the caregivers is already available at the department of children services and community development; the government helps ICS to conduct verification Parents are identified from already organized existing community groups
How often do you provide capacity building trainings?	<ul style="list-style-type: none"> Structured trainings are provided (training evaluation and certification), refresher trainings, and review meetings. Other trainings include report writing, documentation, and psychosocial support and case management based on the project

LESSONS DRAWN FROM THE IMPACT OF THE SKILLFUL PARENTING MODEL

Beneficiaries of the parenting model were able to share success stories around the positive impact on their families.

- The change achieved is 'family change' and has multisectoral dimensions e.g. health outcomes, gender, economic
- As VAC actors, the learning cohort should focus on solutions that improve child wellbeing outcomes
- Targeting couples for parenting interventions is very important
- Gender stereotypes are very common and parenting programs should address these gender issues around VAC

ICS SCALE UP STRATEGY AND OPPORTUNITIES

		Strategy	Opportunities
Target for Intervention Expansion	Government, Her Ministries & Partners	Promote national and county government uptake	Collaborate with community & government strategy, workers and protection, prevention & response plans
	Non-Governmental Organizations	Grow organically with selective outsourcing of NGOs operating in low-cost jurisdictions	Scale through child welfare organizations that have different financing sources
	Public & Private Academic Institutions	Accredit and include Skillful Parenting in the training curriculum of social & health workers	Work with KICD to refine and accredit SP curriculum for graduate programmes and the roll out of the parental engagement in the context of basic education frameworks
	Private Companies	Address child labour in supply chains and develop and extend SP product to professional & working parents	Tap into the company sustainability plans and work-life integration and well-being programmes

ICS is currently concretizing implementation of the model while adapting key elements to guide the sustainability including the use of community-based facilitators and government workers, layering the core modules with other interventions, as well as generating awareness and improving the training delivery. The sustainability strategy of the ICS Skillful Parenting model hinges on a strong partnership with government which has endorsed the model and is referencing it for the formation of the National Parenting Programme.

ICS is focusing on scaling up with government through the National Prevention and Response Plan as well as lobbying government to allocate resources to finance the mapping of other evidence-based programmes and the recruitment of community facilitators to build workforce capacity.



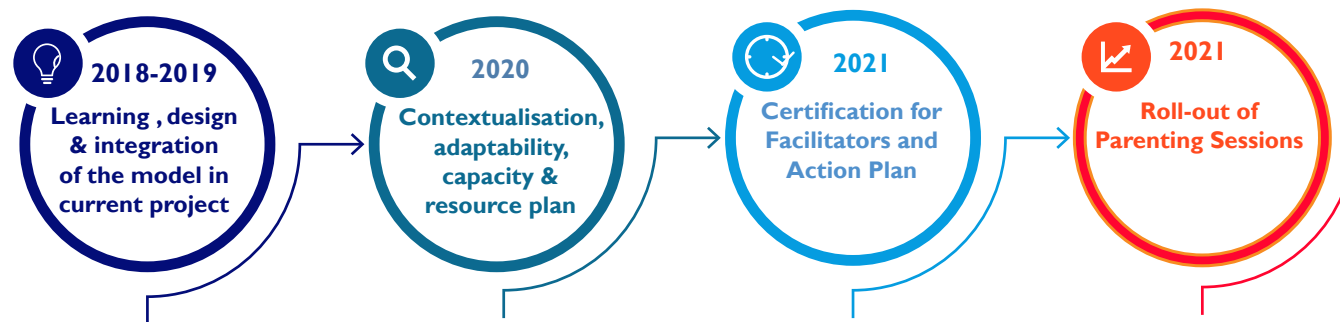
PRESENTATION: ADAPTATION AND SCALE UP OF THE SKILLFUL PARENTING MODEL

Jackline Nafuna, Project Officer, Forum for African Women Educationalists, Uganda

Following a 2018 endline project evaluation of the “Violence against Children in and around schools” project, implemented by FAWE, the findings revealed parents as a key source of VAC with 75% of children reporting that parents beat them, 54% said parents did not support them to stay in school and 78% reported being engaged in child labour during school time. These findings influenced the shift of FAWE’s VAC programming to focus parents at the center of VAC prevention and response efforts.

At the 2018 Annual Learning Convening, FAWE picked interest in the ICS parenting model as it presented a systematic method to fostering positive relationships between parents and children to significantly reduce VAC. FAWE is currently implementing the “Community Action to End Violence Against Children” project in 60 schools in Western Uganda and has adopted the Skillful parenting model to encourage families to have a positive attitude towards children’s education needs.

FAWE implementation process of the Skillful Parenting model



LESSONS FROM FAWE IMPLEMENTATION OF THE SKILLFUL PARENTING MODEL

- Selection of the modules for adaptability should be based on the local context; FAWE, for example, is only implementing six of the ten available modules based on the identified needs in its target group. It was noted, however, that it is important to maintain the core elements of the original model to ensure the desired outcomes as documented by the evidence.
- A risk mitigation plan should be integrated in the implementation process to address challenges like the COVID-19 lockdown which affected scale up activities while simultaneously precipitating more incidents of VAC.
- Working with the originator of the model during implementation significantly increases the chances of obtaining the desired outcome as they can provide important guidance and point out pitfalls based on their extensive experience with the model. The certification process of community facilitators, for example, was emphasized by ICS during FAWE’s implementation process for purposes of quality assurance.

5

THE REAL FATHERS INITIATIVE

An overview of the implementation process and challenges of scale-up



PRESENTATION: LEARNING FROM THE REAL FATHERS MODEL

Dickens Ojamuge, REAL Fathers Consultant

ABOUT REAL FATHERS

Responsible Engaged and Loving Fathers – REAL Fathers is an evidence-based approach, developed by OAK Foundation, USAID, and Save the Children for implementation in Northern Uganda and the Karamoja subregion. The initiative focuses on modelling good behaviour and targets young fathers aged 16 to 25 years with children aged 1 to 3 years. The young fathers are enrolled in a 7-month mentorship program.

The model has demonstrated the ability to prevent intimate partner violence, improve couple communication, and prevent VAC by improving parenting. It has been adopted in Malawi, Sierra Leone, and Uganda and more recently in India, Rwanda, Senegal and the Democratic Republic of Congo.

The model targets young fathers because of global research from violence prevention programs suggesting that a mentoring program for young fathers could be successful because it responds to their needs and motivations, and represents an opportunity to build behaviour, attitudes and expectations on positive masculinity. It integrated ECD to support mothers and fathers to raise their children positively, regardless of gender.

why young fathers?

- ✓ They love their children, **want to be good fathers** and **seek respect**.
- ✓ They find their role challenging & **request advice**.
- ✓ **Opportunity for change**
- ✓ **Entry to positive masculinities**



IMPLEMENTATION OF REAL FATHERS

Step 1: Selection of young fathers through community meetings

Step 2: Young fathers select mentors - someone they trust and admire in the community

Step 3: Mentors are trained to conduct home visits and group sessions

Step 4: Posters with messages are hang in the community in public places for reflection

Step 5: The man meets with the mentor and his wife has special sessions for women where she is guided to reflect on and reinforce the good behaviour in her partner

KEY ELEMENTS OF THE REAL FATHERS INITIATIVE



QUESTION AND ANSWER SESSION

Do you have a checklist on choice of mentors? Yes, these are people who are exemplary in the community as perceived by the community.

Why are children not involved in the initiative? Children are engaged through the early childhood development programs.

How do you incorporate local community knowledge in your initiative? We engage with multiple community stakeholders to incorporate local ideas in the initiative.

The initiative is mostly implemented in the nomadic sub region of Karamoja. How do you sustain the interventions? The initiative targets permanent residents.

The Impact of the REAL Fathers model – Peter’s story

“A friend convinced me to go with him to a meeting where people were gathering to hear about the REAL Fathers Initiative. At the meeting, we were asked to choose people who we feel would be a good mentor to us. I chose Thomas because I have always admired him because he is a very responsible person. Thomas began to visit us in our home and he told us he has been trained

to help young fathers, their wives and children enjoy a happy and peaceful life. In the beginning, this was not easy for us because we had our own beliefs but with time we adjusted to the change.

I now share ideas and opinions with my wife, including how to raise our children. Now we work together. My wife now makes some money growing sorghum. I would never help her in any way before learning what makes a good father and husband. From the start of the mentoring sessions, I decided

to help her by taking the grain for milling to the trading center. I was mocked by the men who would find this strange, but I never gave up. I was determined to change because it was a mutual understanding between me and my wife. This year, we planted two gardens so we will not worry about providing food for our family. I have five close friends who have also changed. The mentoring has changed me for the better; I am now leading a happy life with my wife and children.

ADAPTATIONS

The REAL Fathers model has been adapted in two countries namely Malawi and Seirra Leone. In Malawi, the major adaptation was on the target group where instead of targeting fathers with toddlers aged 1 to 3 years, they targeted fathers, uncles, and father figures who have daughters, sons, or nieces and nephews aged 10-14. In Seirra Leone, the focus was on “Building Futures for Our Girls” thus the target group included fathers and mothers of teenage girls and the teenage girls.

What is adaptable?	What is not adaptable?
<ul style="list-style-type: none"> • Activities • Keep the guiding principle but express it in a more relatable way e.g. yellow card vs. broken spear • What other substances trigger VAC/VAW other than alcohol? • Handouts: Conversation prompts, games • Posters: Images and messages • Target groups: (Fathers of a different age group e.g. adolescent fathers only; first-time parents only, parental figures) 	<ul style="list-style-type: none"> • Core principles / objectives • If your objectives are not to reduce harsh punishment against children and/or to reduce IPV, your use of REAL Fathers is not evidence-based • Objectives like ‘reduce teen pregnancy’, ‘reduce child marriage’, and ‘keep girls in school’ require larger programming across the socioecological model • Promoting gender equality – the shared control of resources and decision-making – and women’s empowerment are central to an intervention • Selection of Mentors (Mentors are selected by the participants; has to be someone a young father would take advice from; mentors are “approved” by elders to give more legitimacy to their role) • Community involvement is important for addressing social norms, identifying key issues, validating the mentorship
<p>Other considerations</p> <ul style="list-style-type: none"> • Although there is eagerness to include mothers in more sessions would it still accurate to call it REAL Fathers? How are single fathers engaged? • For parents with children who are older – this changes the content substantially • Translate the implementation manuals and materials in local languages • Content should be localized to ensure that locally relevant examples and pictures are used 	

EVIDENCE FOR REAL FATHERS

A randomized control trial was conducted to analyse several variables and the findings indicated that young fathers mentored under the Real Fathers Initiative are less likely to perpetrate intimate partner violence by the end of the first year of the intervention. It was observed that even with this success, the attitude of men on gender norms required stronger, consistent interventions to drive the required change.

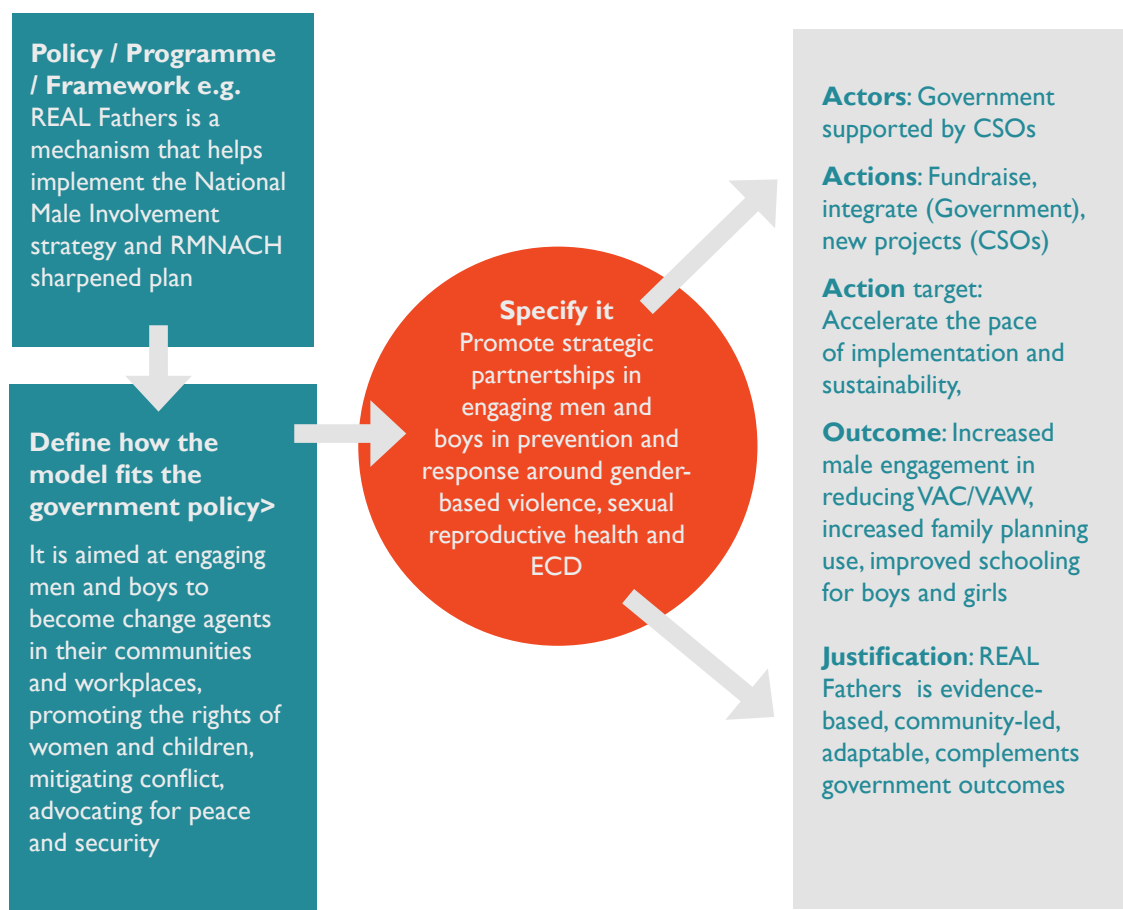
However, the REAL Fathers implementation leads to the followings results:

- Reduction in the use of harsh discipline of young children due to improved and increased interaction with children
- Decreased Intimate Partner Violence (IPV)
- Increased voluntary family planning

GOVERNMENT SUPPORT FOR THE SCALE UP OF REAL FATHERS

IIDC has been working with the Ministry of Gender in Uganda to support organisations to scale up the REAL Fathers model. The process included building local capacity to scale; visioning for horizontal and vertical scale-up; documenting learning on scale-up and mobilizing resources to sustain scale-up activities. Demonstrating how the REAL Fathers initiative complements government policies, programs, guidelines and frameworks has been crucial to strengthening this collaboration.

Linking REAL Fathers model to complement government policies and frameworks



LEARNING FROM GOVERNMENT SUPPORT FOR SCALE UP OF REAL FATHERS

- The process is long but every step is valuable
- Identify outcomes that are in line with government programs
- Select user organizations and districts committee to implement
- Government must lead the process for sustainable scale-up; establish a government-led resource team
- It is vital to be systematic in your approach – otherwise you may be able to spread out and not scale-up
- A committed resource team helps fast track the scale-up processes; e.g. refine materials and manuals in line with government
- Select user organizations and districts committee to implement
- Meaningful collaboration is key; it is difficult to scale-up without public-private partnerships
- Monitor, evaluate, and learn from implementation
- Disseminate learnings through inter-agency working groups and district level platforms

PRESENTATION: THE EXPERIENCE OF USER ORGANISATIONS IN ADAPTATION AND SCALE-UP OF THE REAL FATHERS INITIATIVE

Impact of REAL Fathers- Somero Uganda

Somero has integrated REAL Fathers into ongoing projects around ending violence against women in Busia and Bugiri district. Impact was observed in the following areas:

- Negative cultural practices are being discussed (disco matanga in Busia)
- Involvement of the father in education of their children at home
- Literacy levels among men have improved thus reducing inferiority
- Reducing gender-based violence
- Increasing male testing for HIV

Impact of REAL Fathers - All Nations CDC

All Nations CDC integrated REAL Fathers within its Early Childhood Development programs in northern Uganda:

- Reduction in cases of child abuse at the community and district level
- Reduced cases of violence in homes due to improved communication skills, peace and respect
- Young fathers shared the responsibility of parenting and modern family planning, accompanying women to hospital for antenatal care, and planning together
- Improved livelihoods as couples have started businesses in animal/bird rearing and brick-making
- Many young couples desire to send their young children to school despite economic challenges they face.
- More community members are interested in being enrolled in REAL mentorship program and Child Development Organizations as user organizations.
- The REAL father approach informed the decision in Lira District to achieve the objectives of REAL integration in ECD.

WHAT MADE ADAPTATION ACHIEVABLE?

- Home visits made fathers complete all the sessions with the mentors
- Proof that reduction of child abuse was a result of intervention and not concealing violence
- Mobilization was not a problem because the intervention was community-based
- Peer mentorship is a strong tool for driving behaviour change
- Comprehensive understanding of the cultural norms and practices can help craft meaningful messages and support the development of robust strategies

Game changing, impactful models and approaches are those that can be adapted to different contexts – REAL Fathers is one of them.

6

THE BETTER PARENTING PLUS MODEL

An overview of the implementation process and challenges of scale-up

PRESENTATION: THE EXPERIENCE OF USER ORGANISATIONS IN ADAPTATION AND SCALE UP OF THE REAL FATHERS INITIATIVE



*Penninah Kia , Project Cordinator Lira
Field Office, TPO Uganda*



*Edward Taban, Partnerships and Capacity
Strengthening Specialist, TPO Uganda*

The Better Parenting Plus model was first successfully implemented in Ethiopia in 2013 where evaluations showed positive deviations in communities where the model was used. The positive impact included: improved relationships between children and their parents; better performance in school for those children whose parents had enrolled in the program; and better retention and attendance for those children whose parents were participating in the programme. This positive experience for the Better Parenting Plus model influenced TPO Uganda to adapt the model with the recommendation of USAID. The objectives for adapting the model in Uganda were:

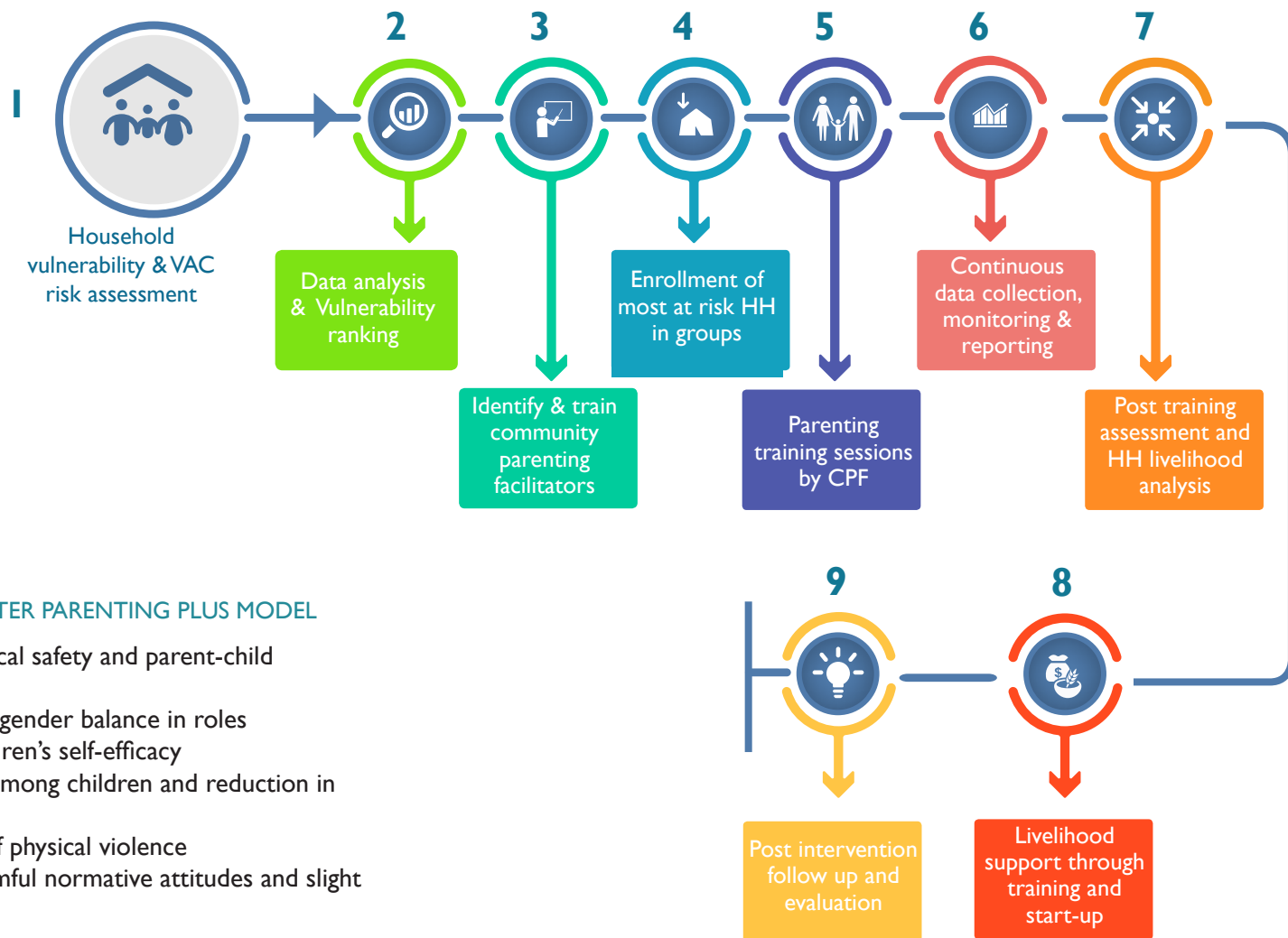
- To increase positive parenting knowledge and skills
- To encourage and increase parental involvement in all affairs of their children
- To change negative parenting social norms and practices
- To strengthen healthy parent-child relationships

The adoption of the model in Uganda was done with adaptations to the content from 18 modules that were originally implemented in Ethiopia to 24 modules to reflect Uganda's context, specifically, Lango sub region where TPO implemented it. This adaptation led to the modification of the name to Better Parenting Plus. The parents are trained in the Better Parenting Plus content for 90-120 minutes once a week with graduation after completing a minimum of 18 modules.

BETTER PARENTING PLUS CONTENT

- | | | |
|-------------------------------|-------------------------------------|--|
| 1. Parenting responsibilities | 10. Offering praise | 18. Managing your emotions |
| 2. Culture and social roles | 11. Setting limits | 19. Healthy leaving through good nutrition |
| 3. Parenting styles | 12. Why do children misbehave | 20. Know your HIV status |
| 4. Children's temperament | 13. Good discipline | 21. Family care not an orphanage |
| 5. Stages of development | 14. Raising teens can be hard | 22. Preventing child Marriage |
| 6. Changing needs of children | 15. Treating girls and boys equally | 23. Pregnancy and your new baby |
| 7. Children with disabilities | 16. Better monitoring | 24. Promoting your child's education |
| 8. Parent-child communication | 17. Good role modelling | |
| 9. Good listening skills | | |

KEY ELEMENTS OF THE BETTER PARENTING PLUS MODEL USED BY TPO UGANDA



OUTCOMES OF THE BETTER PARENTING PLUS MODEL

- Improved psychological safety and parent-child communication
- Gender equality and gender balance in roles
- Improvement in children’s self-efficacy
- Improved discipline among children and reduction in violent discipline
- Reduction in cases of physical violence
- Changes around harmful normative attitudes and slight shifts in social norms

IMPACT OF THE BETTER PARENTING PLUS MODEL ON VAC

- Improvement in relationships and communication between parents and their children: The 75 children visited by project officers and parenting facilitators at their homes, reported having good relationships and better communication with their parents. Children were able to share their stories during life skills training.
- There is evident gender equality and gender balance in roles as there is equal treatment of both girls and boys. At least 150 children stated that they were assigned the same domestic chores and equal opportunities to education.
- Increased skills and knowledge on protection from sexual and other forms of VAC: At least 25 children reported having gained confidence to discuss issues of sexual and other forms of violence with their parents and caregivers. Additionally, they mentioned that their parents/caregivers provided them with information on people who can give them more information. Parents improved their engagement with and monitoring of children's behaviour.
- Increased participation of children in decision making in household matters: More than 35 children reported that their parents involved them in decision making such as setting household rules, seeking their views on home diets and nutrition and, seeking their views on the choice of future employment and options for schooling.
- Improved discipline among children and reduction in violent disciplining: Over 125 children interacted with shared that their behavior improved due to frequent communication, relationship, guidance and positive affirmation by their parents and caregivers. Parents and caregivers also attest that they demonstrated the skills by being close to their children, showing love, and using good communication.
- There is a reduction in cases of physical violence against children as parents/ caregivers are using better forms of discipline such as grounding, talking, withholding privileges and providing additional work which is age appropriate rather than using harsh forms of discipline like beating, slapping, punching and kicking.

DISCUSSION ON THE BETTER PARENTING PLUS MODEL

What is your intervention for HIV?	We train and give all the necessary support to parents of children living with HIV
What is a bystander?	Being observant and ready to report cases of violence and support in preventing or responding to those forms of violence
How do you deal with perpetrators of teenage pregnancy especially that kids are not in school?	We follow up with police to ensure that perpetrators are apprehended and this helps to build confidence in the community
What is your sustainability plan?	We work with permanent residents in the community to ensure sustainability
What level of academic competence to be trained as a trainer?	Attainment of an 'O'-Level certificate and you can understand the content
What is the operational definition of parenting?	The raising of children so that they can develop all their key potential in all domains
When should selection of community facilitators be done?	Identification is done during the preparatory stage

7

KEY LEARNING, FEEDBACK, AND NEXT STEPS

Partner recommendations, commitments, feedback and
evaluation from the Learning Convening

FEEDBACK FROM THE LEARNING CONVENING

INSIGHTS AND LEARNING FROM SCALING UP TESTED MODELS

- Establish a **Resource Team at national and local level** then embark on scale-up; these should comprise CSOs, community leaders and government actors
- You need to **clearly understand the problem you are seeking to address** to adapt a model
- Ensure that **government (local and central government) integrates most of the critical activities into their programs** and budgets during scale-up for sustainability.
- Build a compelling and acceptable **body of evidence to support scale-up**
- **Market the evidence** to those who matter in the scale-up process
- **Identify allies within government** to advance the scale-up process
- Participants **should learn about scale-up approaches** e.g. the EXPANDNET approach to scale up
- Always **work with existing structures** e.g. VHTs, religious or cultural leaders, to ensure sustainability and ownership
- **Economic empowerment is a key uptake and engagement factor**, especially for men, and should be integrated in all parenting models
- Parenting models differ according to the context but **can be adapted and contextualized to suit the environment** and gain results that focus on improving child wellbeing and the family environment
- **Duration of training sessions and frequency should be considered carefully** since the target group is adults who have other responsibilities and priorities
- There is a need for partner organisations to **agree on a minimum curriculum** to be included in all parenting programs
- It is important to **consider VAC and VAW together due to their interlinkages** so that connected, holistic solutions can be delivered
- The Better Parenting Plus model needs to be **translated to local languages** to make it more adaptable to non-English speaking communities
- **Collaboration of multiple stakeholders to administer parenting training** is a critical success factor as it enables leveraging of multiple resources and skills and builds ownership that is important for sustainability
- When adaptations are made on a model, **it is important to pilot the modified version of the model before scale-up** to be able to observe both good and negative outcomes

“We have reviewed, tested models, adapted them; we now need to shift our focus to effective scaling up of the most promising models.”

KEY HIGHLIGHTS LEARNED FROM OTHER MODELS

“There is an assumption that every parent knows what to do; however, listening to different experiences of parents and caregivers, there is a clear need to build their capacity in parenting.”

“The Real Fathers model, has a strong sense of sustainability as it invests in young generation, thus a greater possibility for sustainability.”

“In using whatever the model of your choice it is of paramount importance to also consider local knowledge and skills of parenting.”

“The best way for the models to work out better is to integrate in government programmes and make the government owner of the models for their sustainability.”

“The best way for the models to work out better is to integrate in Government programmes and make the government owner of the models for their sustainability.”

“From Skillful Parenting what caught my attention was on the three pillars and that is care, protection and communication.”

“These models should be integrated into national development curriculum and harmonized strategies for better impact on VAC prevention.”

“The Real Fathers training content and duration was interesting for me because it gives time for the young fathers to go and practice what they have learnt.”

“Integration of MHPSS for both parents and children is important to strengthen parenting interventions.”

HOW DO YOU THINK THE NEXT LEARNING CONVENING SHOULD BE ORGANIZED TO HAVE AN EVEN MUCH MORE IMPACTFUL LEARNING EXPERIENCE?

- Consider organizing country-specific learning convenings to share country progress and solutions prior to the joint East Africa Annual Learning Convening on Preventing VAC
- Create sessions for each member of the cohort to present their progress and findings
- Broaden the type of organisations presenting their interventions e.g. to include even community-based organisations, research organisations and other types of CSOs to enhance learning
- Field visits to beneficiaries including inviting children to present at the Convening
- Invite more specific government departments to present e.g. parliamentary political committee for women and children affairs for the assessment of legal challenges
- Provide more group sessions for extended learning
- Emphasize partner interventions that are not working to ensure that failure is not replicated
- Capacity building of government structures in VAC prevention especially as relates to parenting should be emphasized to sustain the success that has been achieved
- Develop a regional definition for parenting within our context and in line with INSPIRE strategy

“The strong government participation at this Convening has been very encouraging because it is an indication of the political willingness and support for children's wellbeing.”

CLOSING REMARKS

BEATRICE OGUTU-EXECUTIVE DIRECTOR ICS

In her closing remarks, Ms. Beatrice Ogutu thanked IIDC for trusting them as co-hosts and thanked the different government representatives for their participation in the Convening.

She emphasized the importance of putting the Convening learnings and discussions into practice as evidence of having learned. She thanked IIDC for creating a platform for networking and sharing and encouraged participants to keep the linkages growing for continuous learning.

LYDIA WASULA (GOVERNMENT OF UGANDA REPRESENTATIVE)

Ms. Wasula highlighted the following learning and action points:

- Increase interventions that build male engagement to improve success rates of VAC
- Reiterated the importance of implementation through government structures
- Engagement of political leadership in parenting programs e.g. Members of Parliament and the Local Council leadership
- Noted that there was need to meet at country level first which would help in scaling up and attract more partners in the individual countries
- Emphasized the need to collaborate instead of looking at each other as competitors to ensure that children receive a comprehensive package
- She pledged the continued support of the Government of Uganda towards implementation of programs that support child wellbeing in Uganda
- Confirmed that the Government of Uganda is committed to offering support to the Tanzania government towards the development of the National Child Policy for Tanzania

ANNEX I: PARTICIPANTS LIST

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5th Annual Learning Convening on Preventing VAC in East Africa

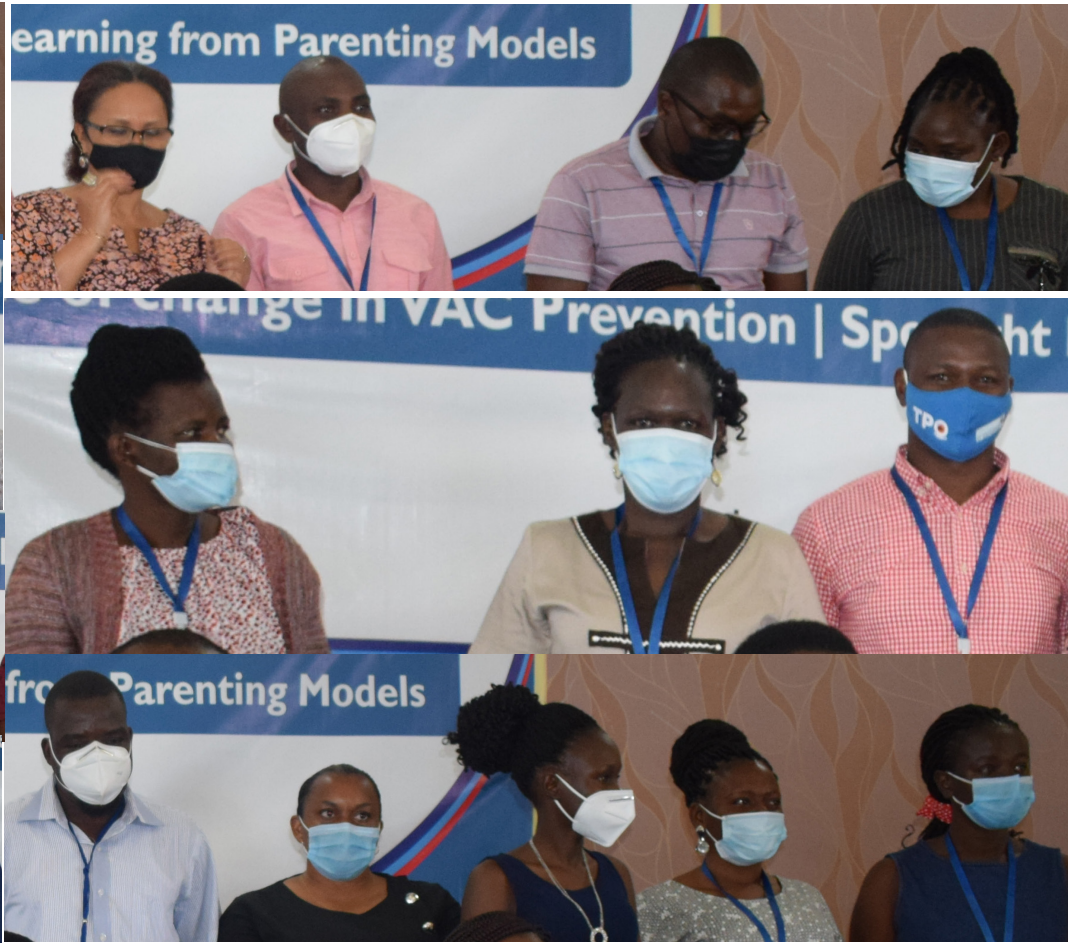
21st to 23rd September 2021

Time	Activity/Presentation/ Topic
DAY ONE	
08:00 – 09:00	Arrival and registration of delegates who are attending physically as well as connecting by delegates who are attending virtually
SESSION 1: Opening of event and setting the stage for learning	
09:00 – 09:30	Getting started and Introductions: Samalie Teera Lutaaya - Moderator
09:30 – 10:30	Welcoming remarks by Mr. Deogratias Yiga, Executive Director - IIDC
	Presentation of convening objectives: Samalie Teera Lutaaya - Moderator
	Welcoming remarks by Mrs. Beatrice Ogutu, Director Africa – ICS SP
	Message from Wellspring Philanthropic Fund by Ms Krista Riddley, Global Children's Rights: Program Officer
	Official opening of the 5 th Annual Learning Convening by Mr Sebastian Kitiku, Director of Children Development, Ministry of Health, Community Development, Gender, Elderly and Children, Tanzania. Moderator – Mr. Kudely Sokoine
10:30 – 11:00	HEALTH BREAK
SESSION 2: Regional progress on VAC and evidence from data on parenting	
11:00 – 11:45	<ul style="list-style-type: none"> • Presentation of Tanzania government progress on parent and caregiver support as a strategy to prevent VAC • Presentation of Uganda government progress on parent and caregiver support as a strategy to prevent VAC • Presentation of Kenya government progress on parent and caregiver support as a strategy to prevent VAC Moderators: Mr. Kudely Sokoine and Mrs. Samalie Lutaaya
11:45 – 13:00	Group discussion: Discussion on what existing data in the Govt progress is telling us and effectively can government support scale up of CSO tested solutions <ul style="list-style-type: none"> • Group 1: Discussion of Uganda progress, Moderator – Mr. Peter Bahemuka • Group 2: Discussion of Tanzania progress, Moderator – Mr. Kudely Sokoine and Mr. Anslem Wandega

Time	Activity/Presentation/ Topic
	<ul style="list-style-type: none"> Group 3: Discussion of Kenya progress, Moderator – Mr. Ramadhan Kirunda and Mrs. Samalie Lutaaya
13:00 – 14:30	LUNCH BREAK
SESSION 3: The intersection between Violence against Women and Violence against Children	
14:30 – 14:45	Understanding the various ways in which violence against women and violence against children in the home are related. An input presentation by Dr. Lina Digolo
SESSION 4: The change we want: Learning from the Skilful Parenting Model	
14:45 – 16:00	<p>The Skilful Parenting Model—its merits, demerits/challenges and what it takes to implement. An input presentation by ICS</p> <p>Q&A: Plenary discussion about the Skilful Parenting Model</p>
16:00	COFFEE BREAK AND DEPARTURE AT LEISURE
DAY TWO	
08:30 – 09:00	Participant arrival
SESSION 5: Learning from the Skilful Parenting Model: Beneficiary voices	
09:00 – 09:30	<p>Stories of change: Video presentation of children and parents' stories – The impact of skillful parenting</p> <p>Plenary discussion: What lessons do we draw from the impact of the Skilful Parenting Model?</p>
SESSION 6: Adaptation and scale up of the Skilful parenting model	
09:30 – 11:00	<ul style="list-style-type: none"> Input presentation on Scaling up the Skilful Parenting model by ICS Plenary Q&A: Understanding how effectively scale up of the skillful parenting model can be sustained? Input presentation by FAWU Uganda on adapting the skilful parenting model: Successes in adaptation and challenges Plenary Q&A: Understanding how effectively adaptation of the skillful parenting model can be sustained?
11:00 – 11:30	HEALTH BREAK
SESSION 7: The change we want: Learning from REAL Fathers models	
11:30 – 13:00	<p>The Real Fathers Initiative: its merits, demerits/challenges and what it takes to implement and scale up. An input presentation by Mr. Dickens Ojamuge</p> <p>Q&A: Plenary discussion about the REAL Fathers model</p>
13:00 – 14:30	LUNCH BREAK
Session 8: Adaptation and scale up of the REAL Fathers model	
14:30 – 16:00	Group work (60minutes)

Time	Activity/Presentation/ Topic
	<p>Group 1: Evidence of change from the pilot implementation of REAL Fathers. An input presentation by Mr. Dickens Ojamuge</p> <p>Group 2: Adaptation of REAL Fathers by user organizations. The experience of Somero Uganda and ANCDC</p> <p>Group 3: Supporting scale up and adaptation of REAL Fathers. An input presentation by Mr. Ramadhan Kirunda</p> <p>Plenary (30minutes): Sharing of key highlights from the group discussions</p>
16:00	COFFEE BREAK AND DEPARTURE AT LEISURE
DAY THREE	
08:30 – 09:00	Participant arrival
SESSION 9: The change we want: Learning from the Better Parenting Plus model	
09:00 – 10:30	<p>Better Parenting Plus Model by TPO Uganda: <i>its merits, demerits/challenges and what it takes to implement. An input presentation by Taban Edward and Peninnah Kia - TPO Uganda</i></p> <p>Q&A about Better Parenting Plus Model</p>
10:30 – 11:00	HEALTH BREAK
SESSION 10: Learning from the Better Parenting Plus model - Beneficiary voices	
11:00 – 12:30	<p>Stories of change: Video presentation of children and parents' stories – The impact of Better Parenting Plus model</p> <p>Plenary discussion: What lessons do we draw from the impact of the Better Parenting Plus Model?</p>
12:30 – 14:00	LUNCH BREAK
SESSION 11: Wrap up and closure	
14:00 – 15:30	<p>Key learning points and next steps</p> <p>Closing remarks</p>
15:30	END OF CONVENING

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