



Community Activism Toolkit to Prevent Violence Against Children

*Implementing, inspiring, and
strengthening community activism
to prevent violence against children*

Full version





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The Community Activism Toolkit to prevent violence against children (CAT)

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Section 1.

Introducing the Community Activism Toolkit to Prevent Violence Against Children (CAT)

What is community activism?

Community activism involves taking intentional actions to bring about change. The actions are taken by ordinary people and motivated by deeply held values.

Community activism to prevent violence against children (VAC) is public action designed to raise awareness around VAC and cause action to prevent it. Activism may come naturally to some people, while for others, it may come about because of particular experiences or upon learning about something they passionately believe needs to change.

The community is a critical place to hold the conversation about preventing and addressing VAC because it helps bring together the knowledge, experiences, skills, talents and resources of different people to increase their collective power and work for social change.

Goal of the CAT

This community activism toolkit—which we refer to throughout as the CAT—aims to create communities where children are safe and free from violence.

Key objective of the CAT

The toolkit's key objective is to provide organizations and individual community activists interested in VAC prevention with ideas and practical tools to mobilize communities for VAC prevention. It guides organizations and individual activists on how to identify and use their resources more productively, considering their unique circumstances and needs, and on how to form effective partnerships for action.

Who can use the CAT?

The CAT has been developed for community-based organizations and local community activists committed to preventing VAC. With appropriate modification, other interested groups may find it helpful as well. In addition, organizations and groups interested in incorporating new activities and ideas into their ongoing work on VAC prevention may also find it useful.



How should the CAT be used?

The CAT can be used as a foundation for planning activities to prevent VAC, as a rich library of activity suggestions or as a reference to supplement ideas and technical knowledge. Each organization is encouraged to modify and adapt the ideas presented in the CAT based on their organization's and community's priorities, strengths and capacity. Implementing activities to prevent VAC requires considerable time and energy. Therefore, in the CAT, we have tried to provide a simple description of activities' design, tools that can be used for each activity and practical examples of learning materials. These resources can be used directly or to inspire further ideas.

How is the CAT organized?

Table 1 describes the CAT's three key aspects to help users to navigate the progression or sequential flow of ideas as presented in the CAT.

Table 1. How ideas are organized in the CAT

<p>Introduction</p> <p>(Section II in this document)</p>	<p><i>Provides a broad description of VAC and describes its magnitude, as well as helps users appreciate the importance of preventing this problem.</i></p> <ul style="list-style-type: none"> Unpacks the concept of community mobilization and presents six guiding principles that inform and shape the process of mobilizing the community for VAC prevention (prevention, human rights framework, holistic, a process of social change, repeated exposure to ideas and community ownership). Articulates the theoretical framework on which CAT ideas are grounded, describing the process of how individuals change behavior based on the stages of change theory; the toolkit is carefully designed following these stages (pre-contemplation, contemplation, preparation for action, action and maintenance) to help people change how they relate with children. 					
<p>Implementation</p> <p>(Phases and strategies sections in this document)</p>	<p>Phases: The CAT proposes a five-phase response that users can adapt to mobilize communities for VAC prevention.</p>	<p>I</p> <p>Community assessment & asset mapping:</p> <p>Gathering information on knowledge, attitudes, beliefs and practices related to VAC within the community.</p>	<p>II</p> <p>Raising awareness:</p> <p>Breaking the silence around VAC and encouraging community members to question the legitimacy of using VAC.</p>	<p>III</p> <p>Building networks:</p> <p>Bringing different groups of community members together to build support and momentum for change.</p>	<p>IV</p> <p>Integrating action:</p> <p>Facilitating collaboration between the groups and relevant sectors to create a collective response.</p>	<p>V</p> <p>Consolidating efforts:</p> <p>Strengthening actions and activities for VAC prevention to ensure their sustainability, continued growth and progress.</p>
	<p>Strategies: The CAT also offers five activity strategies with practical steps and tips that help users mobilize communities in the last four implementation phases.</p>	<p>Using learning materials to provoke reflection and conversation on VAC prevention.</p> <p>Strengthening capacity by providing ongoing support and developing the understanding and skills of community members and decision-makers to prevent VAC.</p> <p>Holding public events since many people want to connect with others and learn about shared interests.</p> <p>Mobilizing through local activism encouraging community members to actively participate in preventing VAC through dialogue.</p> <p>Engaging through media and advocacy to reach the wider community and to influence community structures and policies that facilitate VAC prevention efforts.</p>				
<p>Appendices/ additional resources</p>	<p>Appendices</p>	<p>Survey tools to be used for assessment at baseline and between phases.</p> <p>VAC case management guide on how to manage and respond to VAC cases.</p> <p>Communication materials to spark reflections and facilitate discussions in the community.</p> <p>Additional resources (provided on request) that include planning, reporting and monitoring tools; a training module that can be used to facilitate sessions with community activists and other groups; and the <i>Good School Toolkit</i>, which can be used to prevent VAC in schools.</p>				



Section 11.

Introducing Violence Against Children (VAC)

What is VAC?

The World Health Organization (2020) defines child maltreatment—which we refer to here as violence against children (VAC)—as “the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence, and commercial or other exploitation, which results 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.”

Forms of VAC

VAC occurs in four forms (all definitions drawn from Walakira & Nyanzi, 2012):

- **Physical violence:** This involves the intentional use of physical force against a child that results in or has potential to result in physical injury (e.g., hitting, kicking, punching, caning, slapping, pinching, stabbing, biting, shoving, throwing, pulling, dragging, strangling/choking, burning or scalding).
- **Emotional or psychological violence:** This is when children are made to feel worthless, unloved or unwanted; are scared by shouting at them in public; are intimidated, isolated or confined; are belittled; or experience withheld affection, among other related acts that are harmful or potentially harmful to a child’s emotions or mental health.
- **Sexual violence:** This is when children are forced to have sex, are sexually assaulted (e.g., by touching their private parts) or experience other unwanted acts (e.g., sexual comments, teasing about sex or exposure to pornographic materials).
- **Economic violence:** This is when adults refuse to provide for children’s basic needs (e.g., refusing to pay school fees, uniforms or medicine) due to abandonment, due to neglect or as a form of punishment. It also includes exploiting children for labor well beyond their capacity.

Why is it important to prevent VAC?

VAC is an entrenched problem that manifests in many ways throughout the world (Pineiro, 2006). More than 1 billion children experience it every year (United Nations Children’s Fund [UNICEF], 2014). While its manifestations may range from extreme physical punishment to chronic and menacing psychological pressure (UNICEF, 2010), all VAC is injurious and has far-reaching consequences.

Stories of people whose lives have been affected by violence are many. Overwhelming statistics on children experiencing violence have been published under various studies globally and nationally.



Global level

A global report by Know Violence in Childhood (2017) suggests that in 2015:

- At least three-fourths of the world's children — 1.7 billion — had experienced some form of violence in the previous year, regardless of whether they lived in high- or low-income countries.
- Of the 1.7 billion, 1.3 billion boys and girls experienced corporal punishment at home.
- Among school-going children, 261 million experienced peer violence in the previous year.
- Children who were victims of homicide numbered 100,000 in the previous year.
- Among adolescent girls aged 15 to 19, 18 million had ever experienced sexual abuse at some point in their childhood; 55 million had experienced physical violence since age 15.

According to a report by UNICEF (2014):

- About one in three students aged 13 to 15 worldwide report involvement in one or more physical fights in the past year. A similar proportion experience bullying on a regular basis.
- About one in three adolescents aged 11 to 15 in Europe and North America admit to having bullied others at school at least once in the past few months.
- Around 120 million girls under age 20 (about one in ten) have been subjected to forced sexual intercourse or other forced sexual acts at some point in their lives.
- One in three adolescent girls aged 15 to 19 worldwide (84 million) have been the victims of any emotional, physical or sexual violence committed by their husbands or partners at some point in their lives.
- About three in ten adults worldwide believe that physical punishment is necessary to properly raise or educate children.

National level

According to the Uganda Violence Against Children Survey (Uganda Ministry of Gender, Labour and Social Development, 2018), among Ugandans aged 13 to 17:

- One in four girls (25%) and one in ten boys (11%) reported experiencing sexual violence in the previous year.
- Four in ten girls (44%) and six in ten boys (59%) reported experiencing physical violence in the previous year.
- More than one in five boys and girls reported experiencing emotional abuse in the previous year.

According to a study by Raising Voices and Save the Children in Uganda examining the stories, and opinions of 1,406 children and 1,093 adults from five diverse districts in Uganda (Naker, 2005), 98% of the sampled children reported having experienced physical or emotional violence, 76% sexual violence, and 74% economic violence.

Raising Voices and the London School of Hygiene and Tropical Medicine (2017) conducted a baseline survey in 2012 with 3,706 students (1,937 girls) attending P5, P6 and P7 (aged 10 to 14) in Luwero District, Uganda. The results indicated that nearly all students surveyed — 94% of girls and 93% of boys — had experienced physical violence by school staff in their lifetime.

There is now wide acceptance that experiencing violence at any point in one's life is harmful. There is an even stronger consensus that violence during childhood can have profound long-term consequences for the identity, self-image, development and, therefore, potential of that child. Loss of such potential is consequential not only for the child but also for their families, their communities and wider society. Therefore, preventing VAC is not only a moral imperative but also a strategic imperative for society as a whole. Children experience violence in all spaces and settings, and it is critical to develop a comprehensive response to this issue. Work needs to be done to develop and promote actions and behaviors that foster a safe environment for children at school, at home and in the community for the well-being of our families, communities and society.



Frequently Asked Questions About Violence Against Children

1. Is it violence to cane children sparingly — giving them only two or three canes when they misbehave?

Giving two or three canes or a slap to a child is not OK, just like it is not OK to do that to an adult. The greatest damage physical violence does to children is often emotional and psychological. It is not about what you do, but how the child experiences it. Imagine if you were at work and your supervisor slapped you as a way of correcting your mistake. The humiliation you would feel with one slap would be just as damaging as it would with five. Although we cannot see emotional injury, it often has more serious long-term consequences than physical injury.

2. I don't cane or use verbal abuse. I only intimidate and give children an angry look to get them to do what I want. Is that violence, too?

Intimidation does not help children learn good behavior — they instead develop fear and shame. The child may do what you want but without understanding the reason behind it. Children don't learn through intimidation. They may comply in the moment but will not understand why their behavior is wrong, and therefore, not learn to change their behavior when no one is watching. Some parents instill fear through telling lies or scary stories to stop children from a certain behavior (e.g., in many African traditions, children are told that whoever sits on a mortar [bowl] never grows tall). Parents need to hold honest and frank discussions with children. When children know that you lie, they learn that it is acceptable to lie to get what you want.

3. But aren't we going against our faith? The Bible says, "Spare the rod and spoil the child."

Religion never advocates for using VAC. The Bible preaches love and forgiveness. Wouldn't it be a contradiction if the Bible also encouraged using the rod for beating? We start to understand the verse's context as we read various translations and related verses. In any translation, the verse often used to discuss "spare the rod and spoil the child" is actually about disciplining children by guiding them to appreciate right from wrong and about David calling God his Shepherd. Psalms 23:4 ("...your rod and your staff will protect and comfort me") reveals how God uses a rod to guide and protect, not to beat. Remember, the statement is a proverb. The rod means words and deeds that guide, not a stick that hurts — never spare guidance and protection to your children.

4. The idea of raising children without beating is Western. Isn't it aimed at eroding our tradition and culture?

Beating children was a common practice in Europe and in the United States. It cuts across many cultures and is not uniquely African. Western cultures, too, started changing this practice after learning the negative effects that beating has on children. If others can, we too can change! Culture is made by people and, therefore, can be changed by people if it does not serve the community anymore — cultural practices change all the time as we adapt to a changing world. Changing this one habit of beating will not destroy our culture or heritage as a whole. There are other aspects of culture that are much more worthy of celebrating.

5. We grew up being beaten, and it helped us to become responsible adults. Won't we spoil our children if we do not beat them?

We do not mean that we just let children be. We are saying that we can find creative ways of raising disciplined children without using a stick. If you were beaten as a child, you were probably told that it was for your own good and that it would make you a better person. Most adults do not want to harm children, but they beat children because they experienced it during their own childhoods. As a result, they trust that beating will teach children how to behave. However, they do not realize the damage they cause when they beat. When children are beaten, they often feel anger and shame. We damage their sense of dignity and self-confidence. They become withdrawn and fearful of trying new things.



6. But what about “no pain, no gain”?

Many adults have been told throughout their lives that learning occurs when it is associated with pain. Some have interpreted “pain” to mean “beating.” Our own schooling taught us to believe that without the threat of the stick, we will become lazy and not exert the effort required to learn new things. But we now know that positive and compassionate support is more powerful in motivating children (and adults!) than pain. Pain motivates a behavior aimed at avoiding pain. Deeper learning — such as developing the critical thinking skills that children need to succeed in today’s world — requires effort and a safe environment, not the threat of physical pain.

7. Don’t children sometimes call for it, like when they are warned against or instructed to do something and then deliberately disobey?

Disobedience cannot be a justification to beat children — beating has negative effects on children. Learning varies from one individual to another, and adults should understand that children learn differently. As adults, we need to invest time in understanding why the child refused and support them accordingly. Even as adults, without this understanding, we would continue to do wrong and break the law.

8. Even in the court of law, sometimes offenders receive the punishment of being caned. Isn’t it a just punishment?

Use of violence against anyone is inhumane and degrading. It should not be tolerated because it is not right! Even prisoners are detained for rehabilitation, to reflect upon their actions and change, and they should not be subjected to caning, which does not teach them anything. Beating instead can call for resistance.

9. But caning helps us to control children until they mature and learn to make wise decisions! How else can we manage?

Many adults think that children do not understand when something is explained to them. But just like adults, children can understand when we talk to them the right way. When children are talked to, they appreciate the benefits of good behavior, and we can see more benefits when they are in charge or in control of their behavior. Talking to children is more effective than forcing them to do or believe something they do not fully understand.

10. I don’t engage in sexual harassment. I just said that she had good breasts. Isn’t that a compliment?

The words we choose and the way we use them really matter. Words are powerful and create impact, sometimes more impactful than actions. What may sound like a compliment, to you can make a child very uncomfortable. Many times, adults harass children sexually and hide behind “compliments.” Sexual harassment is quite often overlooked because adults make excuses, and ignore the psychological damage it does to children.

11. Children of this generation are spoiled. Haven’t you seen some seducing adults into sex because they want money?

Children cannot seduce adults into sex. Adults have a responsibility to guide children and be a good example. As adults, we know better, and we should be guiding children toward safe choices and right behavior instead of taking advantage of their innocence.

12. How do we teach children the value of responsibility and hard work without fully involving them in work?

It is OK to teach children the value of hard work. However, adults need to be mindful to not hurt children’s learning at school or their general development. Some parents make children miss school or engage in hazardous work (e.g., stone quarrying), while others make children work long hours or at night. Some parents do not share the fruits of their children’s labor

with them, which may make children lose interest in supporting family businesses, farming or work in general. However, if we regulate and give children age-appropriate work that does not affect their schooling — and reward them for what they do — they will see the benefits and learn to appreciate the value of hard work.

13. How else, then, can we teach children discipline?

We need to understand what motivates children's behavior if we want to guide them without a stick. Just as children have basic physical needs, they also have basic emotional and psychological needs—including the need to be accepted by the people who matter most to them. For children to reach their full potential, these emotional and psychological needs must be met. Positive discipline is an alternative way of guiding children. It helps children take responsibility for making good decisions and understand why those decisions are in their best interests. Positive discipline helps children learn self-discipline without fear. It involves giving children clear guidelines for what behavior is acceptable and then supporting them as they learn to abide by these guidelines. When necessary, positive discipline includes nonviolent penalties for poor behavior that replace the stick (e.g., withholding privileges or making amends for the harm done to others).

Please refer to the *Good School Toolkit's* “What Is Positive Discipline?” booklet for more information: <http://raisingvoices.org/good-school/download-good-school-toolkit/>

What is community mobilization?

Community mobilization for VAC prevention involves ongoing cumulative engagement through processes that enable relationships and trust to develop and strengthen over time. It allows parents, schools, and community members to be informed on the violence affecting children in their community and provides an inclusive platform for them to be involved in solutions to prevent it. Community mobilization aims to:

- Assess and map
- Inform
- Involve
- Foster collaboration and empower communities to act to prevent VAC

Table 2. Aspects of community mobilization

Community mobilization is...	Community mobilization is not...
Systematic and long-term programming	Ad hoc, one-off activities in short-term projects
Fostering alternative social norms	Transferring information and facts
Complex and multifaceted	A singular strategy
A struggle for social justice	A technical fix
About fostering activism	About implementing activities or training
Involving a critical mass of individuals, groups and institutions	Possible with few individuals or groups
Stimulating critical thinking	Transmitting simple messages
Benefits-based	Punitive
Focused on core drivers	Focused on manifestations of violence
Learning from what you are doing and adapting	Linear and predictable
Community-led	Organization or expert focused



Guiding principles of community mobilization to prevent VAC

The approach described in the CAT is based on six guiding principles that inform and shape the process of community mobilization to prevent VAC:

1. Prevention

To effect long-term and sustainable change, organizations need to adopt a proactive rather than a reactive stance. This means we need to address the root cause of VAC by recognizing adults' misuse of power over children. Prevention work involves challenging the way adults use their power to control children and use VAC. The work challenges widely held beliefs that children have no say, that a child won't respect you if they don't fear you, that beating teaches children behavior and that you must not "spare the rod and spoil the child," among others. Efforts must expose this fundamental injustice and work proactively to change these assumptions.

2. Using a human rights analysis while also finding language that resonates

While we use a human rights analysis, we use different language in the community. Using a human rights analysis helps address the underlying drivers of violence rather than its manifestations. A child rights-based approach to preventing VAC empowers children and the community at large to use their power positively. It helps children to meaningfully participate in VAC prevention efforts that affect them and to exercise their agency, while also recognizing adults' role in nurturing, and guiding children as they progressively grow into responsible adults with full decision-making power. However, while the violation of children's human rights is the reasoning behind VAC prevention work, we have found the language of "human rights" to be divisive and thus use the concept of "power and justice" to facilitate our engagement. Recognizing this has simplified discussions and prevented pushback from communities.

3. Holistic

Preventing VAC requires commitment and engagement from the whole community. Periodic activities that engage a few groups of community members have limited impact. It is important for organizations to acknowledge the complex history, culture, and relationships that shape a community and the lives of the children within it. VAC prevention work must be implemented in a way that does not discriminate on the basis of race, color, sex, sexual orientation, language, religion or other facets of the child's or their parent/guardian's identity. Efforts must engage a cross-section of community members to generate sufficient momentum for change. Children are nurtured at home, at school, and by the community in which they live; thus, the whole community needs to be engaged for community-wide change to occur.

4. A process of social change

Changing community norms is a process, not a single event. Programs based on an understanding of how individuals and communities naturally go through a process of change can be more effective than those that put out random messages into the community. Thus, efforts to try to influence social change must be approached systematically with a long-term vision. Organizations that attempt this work can become skilled facilitators of individual and collective change by working with, guiding and supporting the community along a journey of change.



5. Repeated exposure to ideas

Community members need to be engaged with regular and mutually reinforcing messages from a variety of sources over a sustained period. This helps change the climate in the community and build momentum for change. For example, in one week, a parent or teacher may hear a religious sermon or talk on nurturing children with love, watch a drama on TV questioning VAC, hear a radio program about building good relationships with children, and be invited by a local leader to a community dialogue to discuss parenting skills. Repeated exposure to ideas from a variety of sources can significantly influence perceptions and affect behavior.

6. Community ownership

Effective projects aimed at changing harmful beliefs and practices in a community must engage, and be led by community members, including children. Organizations can play an important facilitative and supportive role, yet the change must occur in the hearts and minds of community members themselves. Organizations can work closely with individuals (both adults and children), groups, and institutions to strengthen their capacity as agents of change in their community. In this way, their activism will live long after specific programs end.

Process of change

The process of change described in the CAT is based on the stages of change theory (BehaviourWorks Australia, 2015). While there are many theories on how people change, we have found this one to be intuitive, simple and generally cross-cultural.

The stages of change theory, with minor modifications, is referred to throughout the CAT, and we hope that this theoretical framework provides a way to understand the process outlined in the toolkit. The theory is a method to understand how individuals can change their behavior. As you read the following stages of behavior change, think about your own situation and how this theory applies to you:

Stage 1. Pre-contemplation

An individual is unaware of the issue/problem and its consequences for the child, their own life, and their community.

Stage 2. Contemplation

An individual begins to wonder if the issue/problem relates to the child, their own life, and their community.

Stage 3. Preparation for action

An individual gets more information and develops an intention to act.

Stage 4. Action

An individual begins to try new and different ways of thinking and behaving.

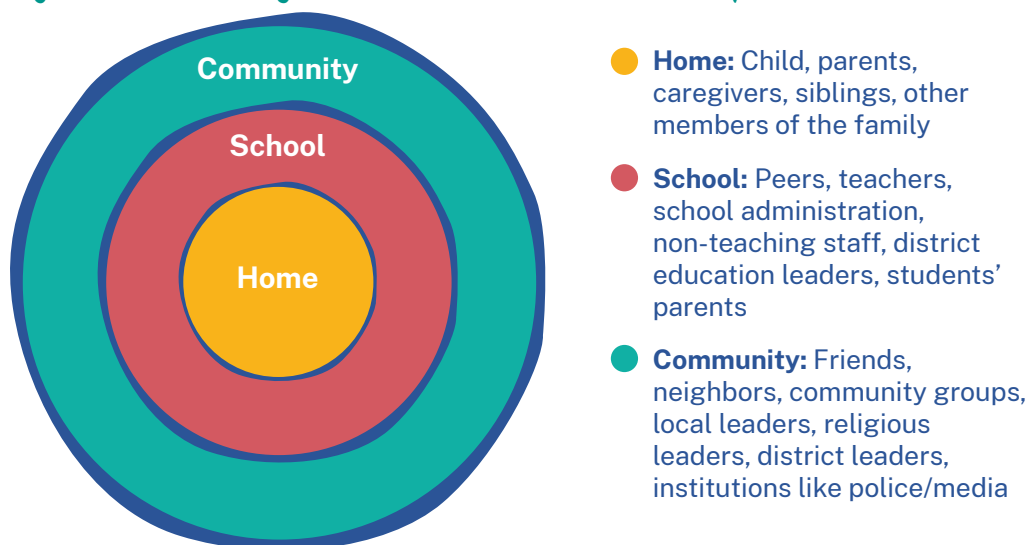
Stage 5. Maintenance

An individual recognizes the benefits of the behavior change and maintains it.

Whom will you need to mobilize in the community?

To conduct holistic and effective VAC prevention in the community, we need to engage the different circles in which children interact and spend their time. Figure 1 shows the three circles that are key to preventing VAC. However, the CAT focuses on community as an entry point.

Figure 1. Community's circles of influence for VAC prevention



The home

Home is one place where children are nurtured to learn the values of their family, their culture and their society. Parents and caregivers' primary role is shaping children's future by guiding them and teaching them values and behaviors that are universally acceptable to society. The CAT offers strategies on community engagement that can influence VAC prevention at home.

The school

Reaching out to schools presents a unique opportunity to influence children's experience of childhood and their future. Schools are a place where many children gather and spend a significant proportion of their time. Schools are an easy space in which to intervene because they have a formal structure that is administered through policies and established practice, which can be influenced by the public and school stakeholders. School is part of the community, and communities can engage schools through avenues such as parents' meetings and school-wide events. (Please refer to the *Good School Toolkit* [Raising Voices, 2013], an intervention designed to prevent VAC in schools: <https://raisingvoices.org/good-school/download-good-school-toolkit/>)

The wider community

Community members are trusted voices at the center of VAC prevention. Rooted within the community, they create a push from within—their actions being the most powerful in changing social norms. Community members, when “switched on” with the ideas, can be a great resource to influence what happens in the home, school and community. Successfully changing community norms and behavior can shape the operational culture of a larger community, including homes and schools.



Phase 1.

Community Assessment and Asset Mapping

(at least 5–7 months)

Community assessment involves gathering information on knowledge, attitudes, beliefs, and practices about VAC. Before the actual implementation, it is important to understand how community members are currently working and thinking. This phase corresponds to the **pre-contemplation** stage and involves an asset mapping of the community you intend to engage. Community asset mapping means identifying the strengths and abilities of a community to solve a problem. In the CAT, it means building on the community's positive aspects (e.g., child protection values and structures) to overcome the challenge of VAC.

Overall objectives

- Provide useful information and guiding steps to help users start community activism for VAC prevention.
- Provide practical ideas on identifying activists to work with.

Community assessment

To gather information, organizations need to conduct a baseline survey in the community they intend to engage. (This could be a simple survey — you do not necessarily have to hire experts to conduct the survey if you have limited resources.) A survey is important because it helps establish your starting point and measure change. You can best measure change at the end if you first measure the same criteria at the beginning.

Designing your survey

In the survey, you ask searching questions and gather information about VAC. The CAT provides a sample of survey questions designed to be consistently used at baseline and at endline to evaluate the effectiveness of your work (see the sample survey tools in Appendix F). The first set of questions applies to children, while the second set applies to adults; the results from the surveys may also help convince community members of the importance of preventing VAC.

Steps to consider when designing your survey include:

- Decide on the research methods and sampling technique or strategy that you will use to find answers to your research questions.
- Develop research tools that will guide data collection.
- Collect and analyze your data.
- Use the findings as a strong basis for your community mobilization work. At this point, you will have a picture of the knowledge, attitudes and practices within your community.



Community asset mapping

Community asset mapping means identifying the strengths and abilities of a community to solve a problem. In the CAT, it means building on the community's positive aspects (e.g., child protection values and structures) to overcome the challenge of VAC.

What is a community asset?

Everyone in the community is a potential asset, including children. Community activism is all about finding and fostering strengths and abilities — “assets” — in your community. An asset is anyone or anything in your community that can contribute to the effectiveness of community activism to prevent VAC. For example:

- Is there a religious leader in your community who speaks out against violence?
- Are there child-focused structures like religious youth groups or classes and/or other children's events?
- Is there a community group that educates others about parenting?
- Is there a community center with a large meeting room that is easily accessible?
- Is there a local drama group that is keen to create performances about nonviolence?

These are all assets that can contribute to and become part of community activism to prevent VAC.

Why do you need to do community asset mapping?

We all have skills, talents or perspectives that can benefit VAC prevention. If you look closely, your team will find community assets everywhere. Additionally, identifying your community assets will help individuals and groups feel engaged and appreciated, responsible and active. It will also help generate community activism for VAC prevention. Asset mapping is also important because when you identify and involve others, community activism will not just be about your organization but about a range of adults, children, groups, and institutions that can and must become engaged for social change to happen.


Where to find community assets

In the CAT, we use community as an entry point to engage and influence the three circles of influence (home, school and community), while putting children at the center. By influencing everyone in the community, we can generate the critical mass required to effect real change. Therefore, when asset mapping, we must explore the assets that can influence each circle:

- The assets of individuals — adults and children (the “individual” circle of influence).
- The assets of schools (the “relationship” circle of influence).
- The assets of communities — neighbors, local leaders, professionals, institutions, community groups, policymakers, district officials and media (the “community” circle of influence).

Remember, community assets aren't only people. Within each circle of influence, you will hear of many potential community assets:

- People (e.g., child activists, leaders and presenters; people with talents, knowledge and perspectives, such as artistic and planning skills, expertise in child rights or experience responding to VAC).
- Places (e.g., meeting places, event venues, theater and workshop spaces).
- Groups (e.g., churches/Sunday schools, mosques, women's groups, farmers' groups, student groups).
- Events (e.g., national holidays, Kisakaate, child-related festivals, traditional celebrations, company parties).



All these assets can be used, built on and strengthened to make VAC prevention relevant to your community. By engaging and influencing all the circles of influence, including children, you increase community members' sense of ownership and children's agency. They will see their strengths and make VAC prevention successful.

Creating a community asset map


Creating a community asset map is a great way to learn about your community and to begin the community mobilization process. By engaging all community members—including children—in talking about the community's strengths, you will build both children's and adults' confidence and also ensure that community activism for VAC prevention is seen as a positive, helpful force in the community.

Every community has a lengthy list of assets. Consider how you might use or adapt the following four-step approach to create your own community asset map for VAC prevention.

Step 1. Conduct a brainstorming session

As an organization, bring your team together for a brainstorming session. Be sure to also invite others who have specific experience and knowledge of the community. You could conduct this session in one large group or in many small groups:

1. Begin the session by introducing the following ideas:
 - **Asset-based approach:** A way to focus on the community strengths and assets that could be engaged and used in VAC prevention.
 - **Asset mapping:** A process of identifying and organizing assets in your community that could contribute to the VAC prevention movement, including children, adults, places, groups, events and items.
 - **Circles of influence:** A way of thinking about our community and the roles we each play in the community; the three circles of influence are home, school, and community.
2. After explaining these concepts, begin the brainstorm using the following questions as a guide. Record contributions on cards or flipchart sheets.
 - **What skills, interests, experience or knowledge do you have to contribute?** This question might feel awkward at first. People often aren't encouraged to think about their own strengths—or to talk about them! Even a talent that seems ordinary can be used for extraordinary purposes. It isn't vanity or pride to reflect on these gifts. It's important to recognize them so they can be used for everyone's benefit, for the benefit of positive community change.
 - **Think about the people in your lives: your friends, family (including children) and neighbors. What strengths do they have?** Is there an emerging leader among these people? Is there someone with unique and creative ideas who just needs encouragement to begin creating real change? Are there adults or children who have experiences of violence who may be willing to share these experiences with others?
 - **Reflect on the local informal groups you know of in the community. What are the strengths of these groups?** For example: Do religious groups discuss healthy family relationships, and could they incorporate discussions about VAC? Do any of these groups' meeting places have space available for CAT activity meetings, trainings or other gatherings?
 - **Consider the formal institutions in the community: police, health care workers, religious institutions, local leaders, and nongovernmental organizations (NGOs). Are there key allies and assets within these institutions?** What do these institutions do in relation to nonviolence, family, school or peace? What resources do they have that might be useful? Do they provide services or give support?

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- **What are the assets and opportunities in the wider community that can contribute to VAC prevention, such as through media, district officials, or policymakers?** Are there local media outlets that give free airtime to, or cover, social or children's issues? Are there national laws or community bylaws upholding children's rights that the public should know about? Are there agencies committed to funding community activism? Are there policymakers — such as your area member of parliament or local councilors — who are particularly vocal on these issues?

Step 2. Refine your asset list

Gather your team to review the outcomes of the brainstorming. The brainstormed list of ideas will give your team members a better sense of where to look and what to look for when creating a formal asset map.

Divide the team into at least three groups (to represent each circle of influence) and assign one circle of influence to each group. Ask each group to go into the community and develop a more refined list of assets for their circle of influence. Provide the following possible ways to collect this information, and encourage them to think of their own methods as well:

- Visit gathering places. Visit homes door to door. Walk around the market and ask people for their ideas. Visit health center waiting rooms, beauty salons, barber shops, boda boda stages and drinking joints.
- Gather community gatekeepers. For example, hold a meeting with all the staff at an NGO, all the leadership of an institution or all the local leaders in an area.
- Make it personal! Engage with community members one on one. Call them, email them, or invite them to tea.
- Discover new groups. Check out local groups and institutions that may have formed in the community.
- Do a community walk-about. Move around on foot in the community, and chat with people along the way. Keep your eyes and ears open — you'll learn about new organizations, open public spaces or businesses that could be assets to your community.
- Create a ripple effect! Once you have encouraged people in the community to recognize and share their assets, provide them with the support and encouragement to reach out to others in the same way!

Remind your team that no matter whom they are visiting — from women at a market to religious leaders, from journalists to members of parliament — they should always plan ahead the key questions and topics they will discuss (see the “Introducing Yourself and Your Organization” box for a sample plan). They should also carry a notebook and record community members' responses.



INTRODUCING YOURSELF AND YOUR ORGANIZATION

1. Explain that your organization is creating a map of all the assets and strengths within the community, specifically those that could be helpful in organizing activities about creating violence-free schools and communities by preventing VAC.
2. Explain that every person has skills, talents and ideas that can contribute to a violence-free community. Explain that often what seems like a simple or small skill or resource can be a huge help. Ask: *“What skills, experience, knowledge or resources do you have to contribute?”*
3. Ask if community members have considered the other people in their lives, such as their friends and family. Ask: *“Who are these individuals? What assets do they have?”*
4. Ask them to reflect on the local informal groups they know of in the community. Ask: *“What are these informal groups? What assets do they have?”* If they are unclear, explain that these assets could include people, places, groups, events or items (e.g., TV set, projector).
5. Ask them to think about the formal institutions in the community, such as police, health care workers, religious institutions and NGOs. Ask: *“What are these formal groups or institutions? What assets do they have?”* Ask them to think about the wider community, including media outlets, district officials, local donors and policymakers. Ask: *“Who are these individuals and groups? What assets do they have?”*
6. Thank the individuals/groups for their time. Tell them how much you appreciate their contributions. (Everyone feels motivated to share their knowledge when it is appreciated.)
7. Invite community members to give you their contact information so that you can add them to your community asset map. Invite them to contact you if they have any questions or think of any more assets or other ways they could contribute to creating a violence-free community. (Here, you start to observe individuals who could be fit for becoming community activists.)

Step 3. Create your asset map

Gather your team and ask each group to present their findings. Create a visual representation of all the community assets identified. Make it fun and motivating! This visual representation could take many forms. Three popular options include:

- A giant asset list, with items categorized into people, places, groups, events and items.
- A giant diagram of the concentric circles of influence, with assets written in the appropriate circle.
- A geographical map of the community, with a sticker or number where assets exist and a corresponding list of assets (or any creative use of a map as a background for your list).



Step 4. Maintain your asset community map

Now, you have a large list of people, places, groups, events and items that can contribute to the VAC prevention process. Before and after each step of remaining four CAT phases, review and update your asset map. Assess whether you are using and building on the community assets to increase the success of VAC prevention. Identify ways that you can use community assets in the next step. Continually add new assets to your map — it is a work in progress!

Identifying community activists

After creating your asset map, you will need to identify strengths and abilities in your community and foster them. To start, you will need to identify community members with the potential and ability to work with you to foster VAC prevention; this should include children, such as secondary school students who are actively taking on leadership roles in their schools.

In the CAT, these community members are referred to as community activists. You can use the following steps to identify community activists.

Step 1. Identify potential community activists


First, you need to do an entry community meeting that brings key stakeholders together. These might include local council leaders, faith-based leaders, probation and community development officers, police officers working on children's issues, leaders of community groups and other potential community members that you might have spotted during your asset mapping. In this meeting:

- Introduce yourself and the organization but also hear from them — understand what they do.
- Introduce the VAC prevention work to the key stakeholders. Conduct a brief session on understanding VAC to help you gauge their knowledge level on VAC.
- Get their contact information to start building relationships.
- Conduct a group session in which you ask stakeholders to brainstorm names (and other details, such as contact information and village) of individuals in the community who — for example — are supportive of fellow community members, do not use violence in their home and are active on issues concerning their community. Write down the names that come up often (and any others of note) to add on your list of potential community activists.

You can also observe ordinary community members who have come to this meeting as potential community activists, as well as others who appear promising as you do the initial activities. These additional approaches may also work in your community:

- Ask other organizations working on VAC prevention for their recommendations.
- Ask headteachers at secondary schools for the names of youth they would recommend.
- Post flyers or notices in the community, inviting interested community members to visit your office.
- Visit busy places in the community and hold impromptu meetings to describe community activism for VAC prevention and the need for community activists. (Possible places include markets, health care centers, churches/mosques, taxi stages and drinking joints.)
- Call a community meeting. At the meeting, explain community activism for VAC prevention and ask for potential candidates to sign up.

In each case, collect the names and contact information of interested community members. Tell them that you will contact them about an upcoming mini-workshop in which they can learn more about VAC prevention and further explore their interest in being a community activist.



Remember: Everyone can be an activist! Encourage anyone who is interested to attend the mini-workshop. Your organization may not have the capacity to involve everyone in your core group of community activists, but there are still many ways to involve anyone who is interested. The involvement of interested community members is essential for the success of VAC prevention in your community. To manage community members' expectations, simply explain that there will be a variety of roles available with different responsibilities and levels of involvement. Emphasize to community members that activism is on a volunteer basis.

Step 2. Organize a mini-workshop

Once you have gathered a list of people who are interested in becoming community activists, hold mini-workshops to further assess their interest. Each mini-workshop can host up to 30 participants. (More than 30 makes it difficult to effectively facilitate participatory activities.) Set dates, times and places for as many workshops as you think you will need, and then contact all interested community members to sign them up for one of the mini-workshops. The mini-workshops will take approximately 3.5 hours each. (See the community activists mini-workshop on the following pages.)

Community activists mini-workshop (3 hours, 30 minutes)

Objectives

- Interested community members learn about preventing violence against children and get to know the team leading the community mobilization for preventing violence against children.
- Staff get to know the community members interested in becoming community activists to determine what type of roles each could play.

Preparations

- Bring flipchart sheets and markers.
- Arrange the room so participants can sit in a circle without any tables in front of them.

Part 1. Introduction (30 minutes)

Steps

1. Welcome everyone and introduce yourself, your workmates and your organization.
2. Ask participants to introduce themselves by giving their names, explaining something about their work or family, and saying something fun they like to do.
3. Thank everyone for coming and showing interest in preventing violence against children. Briefly explain the role of community activists and the importance of their leadership in preventing violence against children.
4. Explain that the session will introduce participants to the issues discussed in the CAT and will help determine what role each could play in preventing violence against children.

COMMUNITY ACTIVISTS


Community activists are women, men, and young people in the community who feel moved to create positive change and to work for the well-being of children in the community. They are driven by their connection, experiences and commitment to their friends, families, neighbors, schools and community and by their desire to make their community a better place for children. Your staff will work closely with and support these activists in facilitating grassroots activities on preventing violence against children in the community.

For this workshop, consider having one facilitator lead the exercises and a few observers who can pay careful attention to and take notes on participants' contributions and involvement. These observations will help you decide how to involve each activist in your work.

Part 2. "Stand If You..." (1 hour)

Steps

1. Explain:
 - a. *"The first exercise is called 'Stand If You...' The idea behind this game is to get to know more about each other, our families and our beliefs."*
 - b. *"I will read a statement. If you identify with the statement, stand up. If you do not, remain seated. There are no right or wrong answers. It's up to each individual to determine what she or he should stand for."*
2. Begin reading the "Stand If You..." statements. After each statement is read and participants are standing, ask:
 - a. *"Look around to see who is standing and who is sitting. Those standing have had a different experience than those seated. What can those who are sitting learn from those standing?"*
 - b. *"What valuable experience do those who are standing have to offer to others?"*
 - c. *"For those standing, how does it feel to be in your position?"*
 - d. *"What would it feel like to be in the opposite position—sitting if you are standing or standing if you are sitting?"*



OBSERVER'S NOTE: Although this exercise is a warm-up and a community-building exercise, it will also give you valuable information for assessing the sustainability of various participants. Remember, for your core group of community activists, you are looking for a diverse group of people who share your values. If participants consistently sit when being asked about violence, it may indicate they would need more intensive training and might not be appropriate for the core group.

Also be prepared with resources for participants who disclose they know of violence occurring against a child. If any participants stand for these statements, tell the **full group** at the end of the exercise about organizational resources related to violence and offer to provide additional information one on one after the session if needed. **Do not** call out individual participants to disclose more information about the violence occurring during the exercise.


SUGGESTED “STAND IF YOU...” STATEMENTS

- Stand if you are married.
- Stand if you have children.
- Stand if you are in school.
- Stand if you work outside the home.
- Stand if you are active in your community.
- Stand if you are active in your child's school.
- Stand if you have offered support to a friend in need.
- Stand if you know a child who is experiencing violence.
- Stand if you know a man who is having an inappropriate relationship with a young girl.
- Stand if you think that the problem of violence against children is connected to the way adults relate with them.
- Stand if you believe that members of the community can prevent violence against children.
- Stand if you think that children deserve to be guided with respect.

Part 3. Brainstorm: Building healthy relationships with children (45 minutes)

Steps

1. Explain:
 - a. “The next exercise involves working in small groups to discuss the statement: ‘Children should be given a voice at home, at school and in the community.’” Write this statement on a flipchart sheet and hang it on the wall.
 - b. “You will have 10 minutes to discuss this statement. Your group will then be asked to share the highlights of your discussion. Designate a notetaker and a reporter for your group.”
2. Divide participants into small groups of four or five people each. Provide each group with a flipchart sheet and a marker.
3. Conduct the exercise, alerting participants when 2 minutes remain.
4. After 10 minutes, ask participants to return to the main circle. Give each group 3 minutes to present their ideas. Remember, this is not a training session. Allow all ideas to be shared and resist expressing your own opinion.



OBSERVER'S NOTE: During the group work, walk around the room so that you can observe participants' interactions and listen to their ideas. It's important to not only learn who is participating and who has great ideas, but also determine how participants relate with others, how they share time, and how respectful they are of others' ideas and opinions.

Part 4. Power paper (45 minutes)

Steps

1. Explain: *"This exercise will help us get in touch with the experience of power. Please form groups of four or five people each. Please sit together and avoid talking. This is a silent exercise."*
2. While the participants are organizing themselves into small groups, give each group one flipchart sheet.
3. Read the following statement slowly and calmly to participants. Pause after questions, giving participants time to think — do not rush:
"Now, please sit quietly, close your eyes or soften your gaze, and focus on my questions. Think about them silently and answer them to yourself. What does 'power' look like to you? [pause] When you hear the word 'power,' what comes to mind? [pause] What images do you see in your mind? [pause] Think about power in your own life. [pause] Do you feel you have power? [pause] How does it feel to have power? [pause] How do you use your power? [pause] Do you feel that others have more power than you? [pause] How does this feel? [pause] Would you like to have more power?"
4. Instruct participants:
 - a. *"Slowly open your eyes. When you are ready, stand up with one hand behind your back. Remember to stay silent."*
 - b. *"Please take the flipchart sheet given to your group. Hold it between all of you using only one hand each. The group members should be holding the paper together, each person with one hand on the paper."*
 - c. *"This piece of paper represents the power in your group. All the power that you have, as individuals and the group, is contained in this single piece of paper. On the count of three, you should all 'take your power.' One, two, three."*
5. Allow participants to act in whatever way they wish. Allow this to continue for a minute or so. Observe what the reactions of the group are during this exercise and ensure that no one behaves violently or aggressively.

OBSERVER'S NOTE: It will be useful for you to see how potential community activists handle this exercise. Are they impulsive and hungry for power, or are they balanced and more interested in sharing power with others? Listen to the quality and depth of the participants' thoughts after the exercise is over. This discussion will give you a good indication of which potential activists are critical thinkers and sensitive to power issues.

6. After 1 minute, ask participants to put down their papers, stay with their small groups and have a seat. Debrief the exercise using the following questions:
 - a. *"How did you feel in the first part of the exercise? What came to mind when imagining power?"*
 - b. *"How did you feel when you were asked to imagine that all your power was contained in a single piece of paper?"*
 - c. *"What happened in your group when you were asked to 'take your power'?"* Probe by asking if anyone became aggressive and pulled the paper away from others, if groups stayed calm and decided how to share the paper, and so on.
 - d. *"Could the sharing of power have happened differently in your group?"*
 - e. *"How did you feel during this exercise?"*
 - f. *"Did your experience in this exercise reflect how people deal with power in our community?"*



Part 5. Wrap-up (30 minutes)

1. If participants can read and write, consider making a simple questionnaire with the following questions. Otherwise, hold a group discussion:
 - a. *“After this session, are you still interested in being a community activists? Why or why not?”*
 - b. *“What skills or talents do you have? Be broad; list everything you can think of, even if you don’t see how these skills or talents would apply to your work preventing violence against children.”*
 - c. *“What are your interests and hobbies?”*
 - d. *“What kinds of things would you like to learn more about?”*
 - e. *“What groups in the community do you belong to (religious groups, women’s groups, sporting groups, and so on)?”*
 - f. *“How much time would you be able to spend on violence against children prevention each week?”*
2. Thank everyone for participating in the session, explaining that it was helpful for your team to figure out what roles each community member could play in preventing violence against children. Explain that anyone who is interested in being involved will be invited to fill a role, be it as a community activist or another role.


Step 3. Identify your core group of community activists

We suggest you select a core group of community activists—whom you will work with throughout the process of community activism for VAC prevention—based on the outcomes of the mini-workshops. The core group would support staff by leading grassroots activism in the community, and your staff would provide these individuals with ongoing training, guidance and support. The number of activists you identify and train for your core group will depend on the size of the community and the capacity of your staff to support them.

Community activists in your core group should demonstrate the following characteristics:

- Commitment to promoting healthy relationships between adults and children
- Passionate about preventing VAC
- Respected in the community
- Friendly and positive in their approach
- Enthusiastic about creating change
- Working to join their power with others’ to create a supportive environment
- Well-known to other community members
- Articulate and creative

Make sure that your community activists also represent the diversity of your community! Include a good mix of people—women, men and young people who are diverse in terms of ethnic background, religion, socioeconomic status (e.g., farmers, businesspeople, local leaders, taxi drivers), and skills and interests. Also ensure relevant life experiences are represented; try to include—for example—men and women who have rejected using a cane to discipline their children, young women and men, and people who have experienced VAC.



Step 4. Identify other activist roles

Everyone has a role to play in preventing VAC. Hopefully, the mini-workshops provided you with some ideas for the roles all other interested community members could play based on their skills, talents and interests.

One idea is to have a “secondary group” of activists. This could include interested community members who meet many of the characteristics for the core group but who do not have the time or capacity to be fully involved. They may be interested and able to plan, support and lead specific activities in the community, but not on a regular basis. For these community members, you could give them specific roles based on their contacts or talents. For example, you could ask these activists to work specifically with one type of community member (such as local leaders or peers in a social group) or to work with one specific activity (such as conducting film screenings with various community groups). Additionally:


- **Activists with artistic skills** are incredibly valuable to your work. Invite these community members to work closely with staff while taking lead in arts-based activities, such as forming drama groups, writing articles for local newspapers, speaking at public meetings or on the radio, or painting murals, banners and posters.
- **Activists with physical assets** are also very useful. They may have a large yard or compound where meetings can happen. They may own a shop from which they can distribute materials or paint a mural, for example. Invite these community members to manage logistics for various events and activities based on their physical resources.
- **Activists with links to other community groups** can help spread the work of VAC prevention far and wide. People who belong to religious groups, psychosocial support groups, income-generating and microcredit groups, and community-based voluntary groups are well connected to their community and have built strong relationships with others. Invite these community members to take on roles related to promoting events and increasing community engagement.

Remember: These are only some roles that can be filled by your community activists. Think about your community, talk to potential activists about their skills and interests, and get creative! Find a role, big or small, for everyone who is interested. This may require lots of brainstorming with your team, but it is well worth it and critical to the success of mobilizing the community for VAC prevention.

Step 5. Support community activists

Identifying community activists and the different roles they will play is just the beginning. Now that you have taken this major step, it's vital that you continue your work with the activists in a way that will help them to become strong advocates for change. Consider how you might best support the variety of activists working with you. Some ideas include:

- Provide regular CAT training sessions based on the implementation phase you are in.
- Support community activists in planning out their activism using the strategy action plan template (see Table 3).
- Help as they conduct their activities, particularly at the beginning. Doing the first activities together will help them build confidence.
- Link community activists to each other. Encourage them to support and help each other.
- Strengthen their ability to lead activities by developing their facilitation and public speaking skills.
- Visit them often in the community and observe their skills. Provide both positive and constructive feedback.
- Make sure activists know that your organization is always available as a resource and to help solve any problems they may encounter.
- Attend activities in the community, both to show your support and interest and also to provide activists with feedback to improve future activities.

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- Make resources available to the community activists whenever possible, such as communication materials, meeting space, supplies such as paper and markers, and equipment (e.g., DVD player for showing the VAC films).
 - Meet with the core group of community activists monthly throughout the life of your community mobilization work to share experiences, strengthen their skills, plan activities together and so on.
 - Celebrate milestones with activists.

Step 6. Create a partnership

Community activists are not your students. They will learn from you and from others in the community, and you will learn from them. Remember to:

- View and treat community activists as essential partners in your work.
- Value their ideas and insights.
- Ask them often for their opinions and suggestions. Because they are adults from the community, they will most likely hold beliefs that reflect those of the community and not necessarily of your staff – especially at the beginning.
- Remember that they are grounded in the realities of life for adults in your community, which will bring a critical perspective to your activities and planning.
- Remember that your staff's role is to expose community activists to new ideas about preventing VAC and building healthy relationships between adults and children; to raise their awareness or consciousness about these issues; and to help them develop skills for talking about these issues and for facilitating a change process in the community.



Phase II.

Raising Awareness

(about 1.5–2 years)

After doing the community assessment and asset mapping, the next step is to use the information gathered to stimulate dialogue on VAC within schools and the general community. Grounded in the knowledge learned in the first phase, your organization can construct awareness activities that provoke discussion and personal reflection on VAC, why it happens and its negative consequences for children, families, schools and the community. The primary aim of this phase is to break the silence around VAC and encourage community members to begin to question the legitimacy of using violence. This phase corresponds to the second step in the stages of change theory: **contemplation**, in which individuals begin to think more about an issue or a problem and begin to consider how it relates to their own lives or community.

In all four programmatic phases (Phases II to V), the CAT uses five strategies to engage communities for VAC prevention: using learning materials, strengthening capacity, holding public events, mobilizing through local activism and engaging through media and advocacy (see the “Strategies That Can Be Used in All Phases” section). After each phase, the content and topics change. For each phase, the initial portion of the section contains proposed key topics and a sample planning tool breaking the five strategies into smaller manageable activities that your team can use. It is important to complete at least one activity in each strategy to adequately reach a diverse cross-section of community members. Conducting as many activities as you reasonably can within each strategy will increase community members’ exposure to the ideas and maximize your impact.

Overall objectives

- Raise awareness about VAC, why it happens and its negative consequences for children, homes, schools and the community.
- Use communication materials and facilitate activities that stimulate personal reflection and encourage public dialogue on VAC.
- Build a strong foundation of community support to prevent VAC.

How could you start?

Step 1. For your core team of activists (and secondary team, depending on the time they offer to do the work):

- Train your team to understand VAC in detail; refer to training Sessions 2.2 to 2.9 if needed.
- Build their capacity on using the communication materials (e.g., stickers, posters, booklets) to engage — for example — their neighbors, members of their religious group and fellow parents at their children’s schools.
- Track and monitor their VAC prevention efforts.

Step 2. Not stopping the work with the identified activists, select the community groups and institutions you want to work with from the asset list you developed (e.g., community leaders, religious leaders, farmers’ groups, community volunteers, schools or the police) and:

- Hold ongoing workshops with each group on understanding VAC in detail.
- Build their capacity on integrating VAC prevention into what they do.
- Share communication materials with them.
- Track and monitor their VAC prevention efforts.

Guiding information and practical ideas on Phase II

Focus: Sharing information, building knowledge and breaking the silence

Phase II uses the information gathered in the last phase to stimulate dialogue on VAC in the community and local institutions. Grounded in the issues learned in Phase I, your organization can construct an awareness campaign that provokes discussion and personal reflection about VAC, why it happens and its negative consequences for children, their families and the community. The primary aim in this phase is to break the silence around VAC and encourage community members to begin to question the legitimacy of using violence with children.

Approach: Engaging, convincing and inspiring

In Phase II, you will be working to engage, convince and inspire community members and leaders. For this phase — and others in the CAT — the approach is not to tell community members what to think, but instead to provoke discussion, challenge accepted thinking, and introduce positive and healthy ways of relating with children. Your organization can facilitate a process by which adults can analyze how they relate with children and assess whether or not it contributes to children's well-being, guidance or nurturing, good relationships, happy, and healthy families, good schools and positive communities.

Key topics for discussion in this phase

The key topics for each phase are carefully thought out, systematically arranged and aligned with the phase's objective (raising awareness on VAC). They can be used when implementing the activities for this phase — for example, they can be themes for community dialogues, dramas, media campaign messages and more. See the strategy action plan template for raising awareness (Table 3) and the tips on how to carry out these activities in the “Strategies That Can Be Used in All Phases” section.

Key topics include:

- Children have a right to live free of violence.
- Children experience different types of violence (i.e., physical, emotional, sexual and/or economic).
- Why does VAC happen? The root cause of VAC is the misuse of power by adults (e.g., parents, caregivers, teachers or adults in positions of authority).
- Corporal punishment: What is wrong with it?
- VAC is a social problem that needs attention.
- VAC affects everyone, not just children.

Monitoring and documentation

Learning as you implement activities for community activism is a crucial part of directing your work and developing future action plans. Learning is enhanced by monitoring and documentation mechanisms. Focus attention on how you are monitoring and documenting progress and ensure the mechanisms you put in place will allow you to effectively review the ongoing work and reflect on your experience at the end of the phase. Ensure that regular monitoring activities are conducted, and consider using the following forms of documentation to keep written records of your progress (see Appendix F for tool templates):

- **Meeting notes** document the weekly supervisory meetings held with each strategy team and help monitor progress and accountability.
- **Activity reports** are simple forms completed by staff members, resource persons, community volunteers, and other individuals conducting activities that track detailed information about each activity's implementation, outcomes and lessons learned.
- **End-of-phase strategy summary reports** can be written by the team or individual responsible for each strategy at the end of each phase. This report provides a summary of activities conducted, identifies successes and challenges, and proposes recommendations for the next phase. Strategy summary reports can be compiled by the team coordinator to create an overall narrative phase report.
- **Departmental summary reports** document the lessons learned in each phase. These reports are important in documenting the development of VAC prevention work.

Action plans

You should create an action plan at the beginning of each of the four implementation phases: Phase II (raising awareness), Phase III (building networks), Phase IV (integrating action) and Phase V (consolidating efforts). These plans should state your objectives and the key activities you want to accomplish to achieve those objectives. We recommend you create an action plan for each of the five strategies (using learning materials, strengthening capacity, holding public events, mobilizing through local activism and engaging through media and advocacy) and then put them together to create an overall action plan for the phase. If you are a team, organize a meeting to discuss the action plans as a group.

Table 3 includes a template for developing the Phase II action plan; Appendix A also has a general guide for developing action plans, as well as a sample of a developed action plan.

Overall steps to take when planning this phase

1. Ask staff members to read the description of Phase II before coming to the meeting, especially the objectives, focus and activity descriptions. If staff members are experienced in planning, they can come prepared with draft action plans for their respective strategies; otherwise, plans can be done collectively.
2. As a group, briefly review the objectives and focus of the phase and make any changes or additions you feel are appropriate for your organization and the schools and community that you are engaging.
3. For the first strategy (using learning materials), develop SMART objectives (see next section).
4. On a flipchart sheet, list the chosen activities for this strategy. When choosing your activities, be guided by Table 3/Appendix A and your own experience. Select activities that will help you achieve your objectives, and remember to include ongoing activities.
5. Fill out the action plan for the first strategy. Write your objective(s) for that strategy, and list and describe each activity according to the information requested for the various columns.
6. For each strategy, repeat steps 3, 4 and 5. Be sure to remain realistic and focused on the objectives, as well as to have a variety of activities (at least one from each of the five strategies).
7. Compile the plans for all five strategies to create an overall action plan for the phase. Assess the number of activities, time frame and staff capacity to make sure your plans are realistic.
8. Organize staff development sessions to help your staff get familiar with the modules and topics — help them practice.
9. Discuss monitoring and documentation tools.
10. Start implementing Phase II.



SMART objectives

Precise work and positive outcomes come from meaningful objectives. One useful tool for developing meaningful objectives is to ask yourself: “Are they SMART?”

Specific: Does it state exactly what you want to achieve?

Measurable: How will you measure progress?

Agreed-upon: Is it agreed upon by the team?

Realistic: Is it results-oriented and achievable?

Time-bound: When will the objective be achieved?

Table 3. Template for creating a strategy action plan for raising awareness

Strategy Raising awareness activities	Description	Objective	Target audience	Action steps	Monitoring tools
Using learning materials <ul style="list-style-type: none"> - Posters - Booklets - Stickers 	Develop, disseminate and hold discussions on booklets, posters and stickers	To spark reflection on the kind of relationships adults have with children	Ordinary community members	<ul style="list-style-type: none"> - Develop a concept, structure and format - Write the content & edit - Design - Lay out & print - Develop dissemination/ action plan - Develop talking points 	Develop a monitoring tool that will help track key milestones
Strengthening capacity <ul style="list-style-type: none"> - Weekly check-ins (ongoing) - Staff development meetings (ongoing) - Staff workshop - Community activists workshop - Community activists sessions 					
Holding public events <ul style="list-style-type: none"> - Community mobilization drives (driving through community with a van) - Convening and engaging different community stakeholders — e.g., including children and ordinary community members through sports 					
Mobilizing through local activism <ul style="list-style-type: none"> - Community activist engagement - Booklet and poster clubs - Community dialogues - Community action group engagement - Film shows and discussions - Local theater and drama 					
Engaging through media and advocacy <p>Media</p> <ul style="list-style-type: none"> - Focusing the media campaign - Radio/television programs - Letters to the editor - Interviews <p>Advocacy</p> <ul style="list-style-type: none"> - Collaboration with others - Community leaders seminar - Local leader advocacy - Local court advocacy - Local government advocacy 					

Identify community action groups to work with

In the CAT, “community action groups” mean the formal and informal groups that provide leadership, services and social connections. In Phase II, you will need to identify potential action groups and initiate discussions with their leadership. Remember: In Phase I, you developed your asset list and can look among the groups you put on your list (for example, security, faith-based and business groups, among others). Your team can support and encourage the activism of the groups’ leaders and members with the ultimate aim of transforming them to become more active in preventing and responding to VAC.

For those groups interested in becoming actively involved in VAC prevention, you will begin raising their awareness on VAC, on using power positively to discipline children and on building healthy relationships with children. By the end of Phase II, you will have confirmed some of the community action groups that you will work with to mobilize the community for VAC prevention.

Engaging with groups requires energy, focus and diplomacy. Each of the recommended ideas for action groups represents a process that takes time, careful planning and determination. We recommend six categories of community action groups (see Table 4); you could support the development of all or some of these groups. You should always think ahead in terms of how best to engage action groups in a meaningful and productive way.

Table 4. Recommended community action groups


Category	Examples
Security action group	Police officers, local defense units, neighborhood watch groups, prison officials, community liaison officers
Health care action group	Doctors, nurses, clinical staff, home-based caregivers, health outreach workers, traditional healers, voluntary counseling and testing (VCT) for HIV counselors
Faith-based action group	Leaders of all faiths: priests, bishops, imams, sheiks, reverends, nuns, pastors, apostles
Local leader action group	Village leaders, clan elders, cultural leaders
Business action group	Market sellers’ associations, trade unions, farmers’ associations, teachers’ unions
Peer action group	Savers’ groups, prayer groups, fathers’ and mothers’ union groups, youth clubs, sporting groups, school clubs

Security action group

Security officials can play an important role in both VAC response and VAC prevention. For example, they can support children reporting violence, and they can send out clear messages to their colleagues and community members that VAC is not acceptable.

Recommended steps for raising awareness


1. Decide with your community mobilization team which type of security officials you would like to engage as an activist group (e.g., police officers, local defense units, neighborhood watch groups, prison officials or community liaison officers).
2. Learn about the hierarchy you must respect to get permission and buy-in from this group’s leadership. It will depend on your community whether you need to meet with officials at a national, regional or district/local level.
3. Consider how you would like to engage the chosen group. Some ideas include:
 - a. Conduct sessions 2.2 to 2.4 on understanding VAC and sessions 2.8 and 2.9 on the difference between discipline and punishment with the group.
 - b. Provide them with the VAC materials so they can do in-house trainings and include VAC prevention in their community outreach activities.

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- c. Use a dual strategy, working with decision-makers and front-line workers (perhaps engaging both groups through, for example, training sessions and quarterly meetings, while only engaging front-line staff in ongoing trainings, office visits and joint community activities).
 4. Meet with the necessary leadership. Present your ideas in a way that shows respect and talks about the professional benefits for them:
 - a. Consider the following as you speak with these leaders: Certain cases of VAC are not regarded as violence. Therefore, it might be more effective to approach the issue of VAC by focusing on concepts such as crime prevention or safer neighborhoods, families and schools in the introductory meetings with these groups.
 - b. Discuss the benefits for security officials if VAC declines (e.g., saving officers' time handling cases and fewer resources spent on follow-up, arrests and imprisonment).
 - c. Provide a written copy of the types of activities you propose, discussing each openly, welcoming their questions and never getting defensive. If the leadership has hesitations or concerns, aim to get support and buy-in for at least one small trial activity to demonstrate your professionalism and to build rapport.
 5. Conduct your activities as agreed upon with the leadership.
 6. Meet again with security leaders and officials; ask if they would like to continue as an action group—receiving ongoing training, resources and support to create change in the community through their security responsibilities.

Health care action group

Health care providers are a key group because they receive cases of VAC. They are the front-line caregivers who are essential in preventing and responding to VAC.

Recommended steps for raising awareness

1. Decide with your team which type of health care providers you would like to engage as an action group. For example, you may want to work at a district level within the formal health services, with home-based caregivers in a rural community or with traditional healers.
 2. Learn about how they are structured (e.g., the leadership, types of services, hierarchy) to understand the protocol you must observe to gain entry into this group.
 3. Consider what activities you would like to conduct with this group. Some ideas for Phase II include:
 - a. Conduct the VAC training 2.2 to 2.4 modules with the health care providers you have chosen to work with.
 - b. Spend time at the service delivery point (e.g., clinic, traditional healer's hut, hospital, homes). Observe their ways of working, ways of handling clients, sensitivity to the issues and challenges faced.
 4. Meet with leaders. Introduce VAC, remembering to use language and approach the issues in a way that is aligned with their interests:
 - a. Help them see the importance of engaging in VAC prevention for more comprehensive health benefits.
 - b. Provide a written copy of the types of activities you propose, discussing each openly, welcoming their questions and never getting defensive. If the leadership has hesitations or concerns, aim to get support and buy-in for at least one small trial activity to demonstrate your professionalism and to build rapport.
 5. Conduct your activities as agreed upon with the leadership.
 6. Meet again with health care providers and ask if they would like to continue as an action group—receiving ongoing training, resources and VAC prevention support from your organization.
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Faith-based action group

Religious leaders are critical in shifting the values and norms in a community. They often enjoy a different level of respect, reverence and loyalty than any other community leaders. Helping them understand the issues of positive discipline and VAC and integrate these issues into their faith are essential components of creating change in a community.

Recommended steps for raising awareness

1. Decide with your team which religious institutions you would like to engage as an activist group:
 - a. Consider the faiths of your own team members; sometimes, members of a religious community can more effectively engage those religious leaders.
 - b. Consider how open each faith in your community may be to engaging in community mobilization for VAC prevention.
 - c. As a team, discuss the option of creating a multi-faith group. Mixing leaders of different faiths can be intellectually and spiritually engaging for participants, and religious leaders might not have regular contact with leaders outside their faith. This approach also emphasizes the universality of peace and nonviolence, showing the community there is united, multi-faith support for preventing VAC.
2. Learn about the hierarchy and leadership structures within your chosen religious institutions. Also learn about the issues they deem important. This will help you decide whom to approach and how to shape your introduction and engagement with them.
3. Consider which activities you would like to conduct with this group. Some ideas for Phase II include:
 - a. Conduct sessions 2.2 to 2.4 on understanding VAC and sessions 2.8 and 2.9 on the difference between discipline and punishment with your chosen religious leaders and/or with select leaders and members of the congregations.
 - b. Spend time learning about the texts, scriptures and teachings of the religious institutions you have chosen to work with.
 - c. Attend masses, Friday prayers, crusades (and so on) run by your chosen leaders. Understand how they engage their congregations and think about how you could help them use their platform to open up on issues of VAC at home, at school and in the community.
 - d. Encourage the religious leaders to begin talking about VAC and positive discipline.
4. Meet with leaders. Introduce VAC, remembering to use language and approach the issues in a way that is aligned with their interests:
 - a. Remember, for example, that the language they find most friendly might be happy families, children being gifts from God, family values, peace, nonviolence, compassion and service toward others.
 - b. Remember that most religions promote the importance of strong families. Explain how VAC prevention aims to strengthen family relationships and nurture strong believers, as well as discuss how it benefits society as a whole.
 - c. Help them see the importance of engaging in VAC prevention for the sake of their congregations.
 - d. Provide a written copy of the types of activities you propose, discussing each openly, welcoming their questions and never getting defensive. If the leadership has hesitations or concerns, aim to get support and buy-in for at least one small trial activity to demonstrate your professionalism and to build rapport.
5. Conduct your activities as agreed upon with the leadership.

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6. Meet again with religious leaders/congregations, and ask if they would like to continue as an action group—receiving ongoing training, resources and VAC prevention support from your organization.

Local leader action group

Local leaders can guide and shape opinion and action that formalize community norms. These leaders are important to identify and engage for investment in VAC prevention and response.

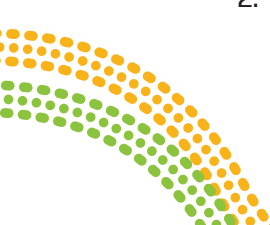
Recommended steps for raising awareness


1. Identify local leaders and decision-makers who are influential in your community. Consider which groups are most accessible and relevant to your work.
2. Learn more about the leaders you would like to engage and the groups or constituents they represent. Understand the hierarchy they operate in, as well as the protocol expected and how to follow it. Learn about any bylaws or policies that leaders use to prevent or respond to VAC.
3. Consider which activities you would like to conduct with these leaders and the groups they represent. Some ideas for Phase II include:
 - a. Conduct a series of one-on-one meetings with key leaders and representatives from the group, villages or constituents.
 - b. Facilitate sessions 2.2 to 2.4 on understanding VAC and sessions 2.8 and 2.9 on the difference between discipline and punishment.
 - c. Distribute VAC materials.
4. Meet with the leaders you would potentially like to engage. How you will do this will vary based on the type of leader:
 - a. Shape your introduction in a way that is relevant and appropriate for the leaders. For example, they might be open to language on fostering healthy relationships in families, crime prevention or increasing response options for children experiencing violence in the community.
 - b. Provide a written copy of the types of activities you propose, discussing each openly, welcoming their questions and never getting defensive. If the leaders have hesitations or concerns, aim to get support and buy-in for at least one small trial activity to demonstrate your professionalism and to build rapport.
5. Conduct your activities as agreed upon with the local leaders.
6. Meet again with the leaders and ask if they would like to continue as an action group—receiving ongoing training, resources and VAC prevention support from your organization.

Business action group

Many people work in places where they are in contact with children and/or could work to influence VAC prevention. Leaders of local markets, trade unions, farmers' associations, teachers' unions and so on can play an important role in VAC prevention. Teachers' unions, for example, can advocate for (and influence the creation of) good learning environments in schools; local markets can develop bylaws that regulate child labor in the market, raise awareness about VAC in general, and identify and report cases of VAC. Other industries and companies can make important financial and material contributions to community VAC prevention and response efforts.

Recommended steps for raising awareness

1. Identify local markets, companies, organizations and unions that are influential in your community. Choose which of these groups you would like to engage in VAC prevention as an activist group.
 2. Consider what activities you would like to conduct with this group. Some ideas to start with include:
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- a. Conduct an appropriate presentation for the groups you choose and/or facilitate sessions 2.2 to 2.4 on understanding VAC and sessions 2.8 and 2.9 on the difference between discipline and punishment.
 - b. Spend time at their businesses/union centers to understand the pressures they experience. Get to know their business/union culture and values.
 - c. Encourage leaders to lead VAC prevention activities within their places of work.
 - d. Distribute VAC prevention materials and walk them through the materials.
3. Meet with the leadership of the group and introduce VAC prevention, remembering to craft your introduction based on their interests:
 - a. Remember that most organizations want competent workers. Talk about how VAC has long-term effects on people that they carry to their workplaces, which negatively impacts their performance.
 - b. Appeal to their desire to portray a positive and socially conscious organizational identity.
 - c. Help owners/leaders understand the issues.
 4. Provide a written copy of the types of activities you propose, discussing each openly, welcoming their questions and never getting defensive. If the leadership has hesitations or concerns, aim to get support and buy-in for at least one small trial activity to demonstrate your professionalism and to build rapport.
 5. Conduct your activities as agreed upon with the leadership.
 6. With those business owners, leaders and staff who express interest in VAC prevention, ask if they would like to continue as an action group — receiving ongoing training, resources and VAC prevention support from your organization to create change in the community through their organizational responsibilities.

Peer action groups

Single-sex spaces for children and young people are important places in which they can find support, inspiration and courage. Children and young people need safe spaces with their peers to discuss issues, analyze their own situations, and feel connected to and supported by others. These groups can become powerful forces in the community, creatively and personally touching the lives of others. In this category, it may be beneficial and efficient to engage several groups if your team has the capacity to support them.

Recommended steps for raising awareness

1. Identify existing children's and youth groups in your community. Talk with others to see what groups already exist. (If there are only a few, consider having your team members and/or community activists start new groups.) Identify which groups you would like to engage as action groups.
2. Introduce community mobilization for VAC prevention to the leadership and members of the chosen groups. You may choose to have one-on-one meetings or call members together to explore the potential of their group working with the CAT ideas and activities.
3. Learn more about the groups you are engaging. Learn about their schedules, their other connections in the community, their priorities and their common activities. Discuss how members could integrate VAC prevention into their activities.
4. With interested groups, begin by facilitating sessions 2.2 to 2.4 on understanding VAC and sessions 2.8 and 2.9 on the difference between discipline and punishment. Train a few members from each chosen group so that they can then go back to their groups and facilitate the same modules with all other members.
5. Give VAC prevention materials to group members. Encourage them to use them within their group and with others. For example, they could listen to and discuss the VAC films, booklets and posters; create community dramas; and more.



Training sessions

Raising awareness is the second phase after conducting your community assessment and asset mapping. The training sessions over the two modules in Phase II primarily aim to break the silence around VAC and encourage community members to question the legitimacy of using VAC. The focus is on understanding VAC, including exploring the concepts of corporal punishment and positive discipline, children's rights, and the root cause of VAC (i.e., power analysis). The sessions are designed to help your staff understand VAC, as well as to train community activists and the community action groups to ensure they have a clear understanding of VAC and to help them become strong advocates for change.

For all sessions, start with all participants seated in a circle. You will come back to this circle for group work and group discussions as you move through the various exercises.

Module 1. Understanding the fundamentals

VAC has lived and continues to live with us. It is in our systems, and our society has justified and okayed it in many ways. VAC is hard to address because people justify it; society gives adults power that many misuse to abuse children. That is why many children experience violence at the hands of adults they know. The sessions in this module are meant to unpack and reflect on the problem of VAC and the validity of preventing it.

Sessions

- Session 2.1. Skill-building for raising awareness (3 hours)
- Session 2.2. Understanding violence against children (1 hour, 30 minutes)
- Session 2.3. Types of violence against children (1 hour, 30 minutes)
- Session 2.4. Why does violence against children happen? (1 hour, 30 minutes)
- Session 2.5. Types of power (1 hour, 30 minutes)
- Session 2.6. Responding to sexual violence (1 hour, 30 minutes)

Module 2. Nurturing disciplined children

One of the biggest challenges many parents or caregivers face is nurturing disciplined children. This may range from simple situations to difficult or defiant behavior on the part of children. No matter how easy or difficult the situation may be, it is possible for any parent or caregiver to find themselves at a loss for how to respond and instead opt to use violence as a means of disciplining their children.

The sessions in this module aim to provide parents, guardians, and other adults with a road map to calmer, more consistent ways of managing discipline problems and helping children gain the developmental skills they need to regulate their own behaviors.

Sessions

- Session 2.7. Understanding corporal punishment (1 hour, 30 minutes)
- Session 2.8. The difference between discipline and punishment (1 hour, 30 minutes)
- Session 2.9. Positive discipline responses (1 hour, 30 minutes)

Session 2.1. Skill-building for raising awareness (3 hours)

Part 1. Instruct, inform or question?

(1 hour, 30 minutes)

Participant objective

- Experience and practice effective ways of raising awareness on violence against children.

Preparations

- Tape four flipchart sheets together to create one large paper square and hang it on the wall.
- Photocopy and cut out the “Instruct, Inform or Question Statements and Responses” (making sure not to mix up the pieces) and the “Instruct, Inform or Question Mini-Scenarios.”
- Bring flipchart sheets and markers, as well as a notebook and pen for every participant (see the “First Session Prep” box).
- Prepare a flipchart sheet with the following analysis wheel and hang it on the wall:

FIRST SESSION PREP


In this first session, provide a notebook and pen for every participant. Emphasize the importance of participants keeping their notebooks to have all information in one place. At the end of every session, remind participants to bring their notebooks and pens to the following session. Also, bring extra pens and paper to every session in case participants forget their notebooks or writing utensils. observations will help you decide how to involve each activist in your work.

Analysis Wheel






Steps


1. Introduce the session:
 - a. “Welcome to the violence against children prevention training. Many times, when dealing with social issues, we say we will ‘raise awareness’ or ‘sensitize others.’ Yet many times, we are not very clear or deliberate about what that means.”
 - b. “This exercise is going to help us break down and analyze the process of raising awareness so we can be more effective activists.”
2. Write the word “analyze” in the middle of the large square you made from flipchart sheets. Ask participants to offer words and expressions on what “analyze” means (encouraging them to use their local language). (Probe: “What does it mean to analyze something?”) Record contributions on the flipchart sheet around the word “analyze.” (Possible responses: study, examine, explore, question, evaluate, consider, break down)

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3. Ask: *“Why is it important to analyze our efforts to raise awareness in order to prevent violence against children?”*
 4. Explain:
 - a. *“Analyzing our methods of raising awareness provides an opportunity to learn the strengths, weaknesses and implications of our efforts. It allows us to assess our degree of success.”*
 - b. *“In this next exercise, we will analyze three methods of raising awareness: instructing, informing and questioning. We will first practice each method in a small 5-minute role-play of one person coming to another with a problem.”*
 - c. *“Please turn to one of your neighbors to create pairs and decide who will be the person with the problem and who will be the person responding.”*
 5. Hand out the “problems” to the appropriate person in each pair. Hand out the “instructing” responses to the other person in each pair. Tell participants not to show their papers to each other.

FACILITATOR’S NOTE: Participants may have mobility, literacy or other considerations that affect their ability to participate in the activities as written. Modify activities throughout the CAT to fit your group’s needs. This could be as simple as minor changes in instructions’ wording, or it could involve larger shifts in how the activity is conducted. For example, in this activity, you could provide oral instructions to teams and conduct exclusively oral brainstorming if you are concerned about the group’s or individuals’ literacy levels affecting the exercise.

6. Explain: *“Using the problems and responses you have been given, act out a 5-minute mini role-play. The person with the problem will come to the other person, who will provide the instructing response.”*
 7. Begin the exercise, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
 8. Explain: *“We will analyze the effect of this first type of awareness-raising as a group. You will then analyze the next two types of awareness-raising with your partner.”*
 9. Hang the flipchart sheet with the analysis wheel, and explain: *“When we are raising awareness, it is important to connect with others on different levels: feeling, thinking, hearing or seeing, and doing. Note that you will adjust the ‘hearing or seeing’ category based on the type of activity. For example, hearing would be appropriate for a radio drama and seeing for a poster.”*
 10. Ask: *“The method of raising awareness in this first role-play was ‘instructing.’ Is this a common way to deal with problems in the community?”*
 11. Label the flipchart sheet with the analysis wheel “Instructing.” Record participants’ contributions in the appropriate space of the analysis wheel by asking the following questions (make sure contributions are very short — one-or two-word answers):
 - a. *“How did it make you feel?”*
 - b. *“What did it make you think?”*
 - c. *“What did you hear or see?”*
 - d. *“What could you do?”*
 12. Ask:
 - a. *“Do you think instructing is an effective method for raising awareness? Why or why not?”*
 - b. *“Does it help people change? Why or why not?”*
 13. Hand out the responses for the second awareness-raising method (informing). Have the pairs do a mini role-play with this method, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
 14. After the pairs have completed their mini role-plays:
 - a. Explain that this method is called “informing” and instruct participants to work with their partners for 5 minutes to analyze this method by using the analysis wheel and taking notes in their notebooks.
 - b. Have participants begin, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
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15. Tape another flipchart sheet to the wall. Label it “Informing” and draw another analysis wheel. In the full group, elicit participants’ contributions and record them in the appropriate space in the analysis wheel.
 16. Ask:
 - a. *“Do you think informing is an effective method for raising awareness? Why or why not?”*
 - b. *“Does it help people change? Why or why not?”*
 17. Hand out the responses for the final awareness-raising method (questioning). Ask the pairs to do a mini role-play with this method, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
 18. After the pairs have completed their mini role-plays:
 - a. Explain that this method is called “questioning,” and instruct participants to work with their partners for 5 minutes to analyze this method by using the analysis wheel and taking notes in their notebooks.
 - b. Have participants begin, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
 19. Tape another flipchart sheet to the wall. Label it “Questioning” and draw another analysis wheel. In the full group, elicit participants’ contributions and record them in the appropriate space in the analysis wheel.
 20. Ask:
 - a. *“Do you think questioning is an effective method for raising awareness? Why or why not?”*
 - b. *“Does it help people change? Why or why not?”*
 - c. *“Which of the three methods would help someone the most in making a change in her or his life and why?”*
 21. Summarize the activity:
 - a. *“The process of raising awareness is not just giving instructions or information. This rarely helps people change. The process of change begins when people think critically about an issue, how it affects their own lives and what they could do about it. All the senses — feeling, thinking, hearing and seeing, and doing — should be engaged for effective awareness-raising.”*
 - b. *“People need to feel respected and hopeful when faced with a problem. Questioning is people-centered. It helps us reach people where they are, not where we are or think they should be.”*
 - c. *“Raising awareness through questioning reminds people that they have power, that they can make decisions themselves. Personalizing issues allows people to relate the issue to their own lives and analyze what the issues mean to them. They can then make decisions themselves about what to do.”*
 22. Explain:
 - a. *“We will now practice effective awareness-raising methods for the issues of violence against children and positive discipline.”*
 - b. *“You will form groups of three people each. Each group will have a mini-scenario. In your groups, role-play the questioning method of awareness-raising using the mini-scenario provided for 5 minutes.”*
 23. Have participants form groups of three, and give each group one of the “Instruct, Inform or Question Mini-Scenarios.”
 24. Have participants begin the scenario. Alert the groups when 1 minute remains and call, “Stop!” when 5 minutes have passed.
 25. Instruct groups to use the analysis wheel to analyze their effectiveness, identify any shortcomings and then make changes to their role-play to demonstrate improved methods. Have groups work for 5 minutes, alerting the groups when 1 minute remains and calling, “Stop!” when 5 minutes have passed.
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26. Have participants return to the large circle. Ask two or three groups to role-play their situations for the full group. Have the full group analyze each using the analysis wheel: Has the activity positively engaged each part of the analysis wheel? Discuss and make improvements when necessary by having groups repeat key moments and scenes in their role-plays using feedback from the full group.
 27. Explain: *“You can use the analysis wheel to help you assess the effectiveness of any activity you conduct. Raising awareness is most effective when we engage all four aspects of the wheel using a questioning approach.”*
 28. Summarize:
 - a. *“In raising awareness, the questioning method is most effective. It is important to help people think for themselves, feel something about the issue, hear or see in your words and actions that there is hope or something positive, and imagine something practical they can do.”*
 - b. *“Raising awareness is most effective when we engage all four aspects of the wheel — feel, think, hear or see, and do — using a questioning approach.”*
 - c. *“In the CAT, we can use the analysis wheel to help us assess the effectiveness of each awareness-raising activity from every strategy: using learning materials, strengthening capacity, holding public events, mobilizing through local activism and engaging through media and advocacy. For all five of the strategies, we will be most effective in raising awareness when we use a questioning approach.”*

Part 2. Dos and don'ts of raising awareness (30 minutes)

Participant objective

- Identify the do's and don'ts of raising awareness.

Preparations

- Prepare a flipchart sheet with the title “Raising Awareness” and two columns. Label one column “Do” and the other “Don't.” Hang the flipchart sheet on the wall.

Steps

1. Welcome participants and explain: *“When raising awareness, there are many things to remember. This session will help us make a list of dos and don'ts for raising awareness.”*
2. Have participants count off from 1 to 5, and then group themselves by number. Ask each group to brainstorm as many dos and don'ts as they can think of in 6 minutes, listing their ideas in their notebooks.
3. Begin the exercise, circulating among the groups to provide support. While the participants are brainstorming, prepare a flipchart sheet with the following text:

Score:

Group 1


Group 2

Group 3

Group 4

Group 5

4. After 3 minutes have passed, ask participants to move on to the don'ts if they haven't already. When 6 minutes have passed, call, *“Stop!”*
5. Ask participants to remain in their groups and explain: *“Now, we will play a game. Each team will be asked to contribute one ‘do’ or ‘don't’ for raising awareness. Each time a group makes a new contribution, they gain one point. But no one can repeat something that has already been said.”*

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6. Begin with the “dos,” having participants call out responses and writing them down on the flipchart sheet. Either keep track of the point totals or ask one participant to do so. (Possible “do” responses: give hope, help people think for themselves, refer to their own lives, give alternatives)
 7. Proceed to the “don’ts,” explaining: “*Answers that are the dos simply stated in the negative do not count.*” (Possible “don’t” responses: give only facts, tell people what to do, blame, judge, shame anyone)
 8. When contributions have been exhausted, tally the points. Congratulate the winning team and clap for a job well done by all.
 9. Summarize: “*When raising awareness, it is very important to be aware of the dos and don’ts of effective awareness-raising.*”

Part 3. More practice for raising awareness (1 hour)

Participant objectives

- Develop skills for effective awareness-raising.
- Become comfortable doing CAT activism activities.

Preparations

- Prepare a flipchart sheet with the following issues and hang it on the wall:
 - o Children are experiencing violence in our community.
 - o The community’s silence about violence against children allows it to continue.
 - o Children are given low status in the community, which makes them vulnerable to violence.
 - o Adults in the community misuse their power to abuse children.
 - o Violence against children has long-term effects on children and the general community.

Steps

1. Welcome participants to the training and explain: “*In the next exercise, we will work in five groups to practice how to raise awareness on specific issues.*”
2. Have participants count off from 1 to 5 and then group themselves by number. Assign each issue on the flipchart sheet to a group, and explain:
 - a. “*Think as a group about how to raise awareness on the issue you have been given.*”
 - b. “*You will have 10 minutes to prepare a role-play that demonstrates your awareness-raising methods.*”
 - c. “*Then, you will present your role-play to the group. The role-play can be no longer than 4 minutes.*”
3. Ensure there are no questions, and let the groups begin. Circulate among the groups to provide support. Alert the groups when 5 minutes remain and when only 1 minute remains.
4. When 10 minutes have passed, call, “*Stop!*” Ask participants to come back to the circle.
5. Invite the groups to present their role-plays one at a time. After each role-play, ask the watching participants:
 - a. “*What did the group do well in raising awareness?*”
 - b. “*What could the group improve?*”
 - c. “*Did they cover all the areas in the analysis wheel (feel, think, hear or see, and do)?*”
6. Summarize: “*When raising awareness, it is more effective to show the benefits of change rather than focusing on the negative. Be sure not to lecture. Helping people critically think and problem solve for themselves is more effective.*”
7. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session material

Instruct, inform or question statements and responses

Problem statements



1. I am addicted to smoking. I smoke one pack every day.



2. I am overweight. I weigh over 100 kilograms.



3. I have high blood pressure.



Instructing responses



1. Stop smoking!



2. Start exercising!



3. Stop eating salt!



Informing responses



1. Smoking causes all kinds of cancer.



2. Being overweight increases your risk for diabetes.



3. High blood pressure can lead to strokes.





Questioning responses



1. How do you think smoking affects your health? Does that concern you? What might be the benefits of stopping smoking for you? What do you think you could do to stop smoking?



2. How do you think the extra weight affects your health? Does that concern you? What might be the benefits of losing weight for you? What could you do to be healthier?



3. How do you think high blood pressure affects your health? Does that concern you? What might be the benefits of lower blood pressure for you? What could you do to reduce your blood pressure?





Session material

Instruct, inform or question mini-scenarios



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A child experiencing physical violence by their parent



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A teacher using emotional violence against their student



.....

A child being afraid to share with their parent



.....

A child experiencing violence at school and sexual assault in the community as they walk home from school



.....

A parent involving their child in economic business after school



.....

A girl being pressured into transactional sex



.....

A boy being pressured by his friends to harass girls



.....

A neighbor knowing there is a child experiencing violence next door



.....

A community leader being unaware that violence against children has long-term effects on society





Session 2.2. Understanding violence against children (1 hour, 30 minutes)

Participant objective

- Identify children's rights and understand laws relevant to children's rights.

Preparations

- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.


Steps

Part 1. Human rights (30 minutes)

1. Welcome participants and begin a discussion about human rights by asking:
 - a. *"What do we mean by 'rights'?"*
 - b. *"Where do we get rights?"*
 - c. *"Who gives them to us?"*
 - d. *"Can they be taken away?"*
 - e. *"Does everyone have the same human rights, or do some people have more rights than others?"*
2. Ask each participant to draw an outline of their hand on a piece of paper. Explain this is their "handful of rights." Allow 10 minutes for the following two tasks:
 - a. Have them to fill in a right that is important to them in each finger — something they feel is essential to their lives. (Possible responses: education, shelter, health care, freedom, opinions, citizenship)
 - b. Ask participants to list the characteristics of their listed rights. (Possible responses: inherent, fundamental, inalienable, interdependent, universal, indivisible)
3. Go around the room and ask volunteers to share their "handful of rights" with the group. Ask them how they would feel if someone tried to take their hand from them.
4. Explain:
 - a. *"Just as your hand belongs to you, so do certain rights — your human rights. Human rights are something we are born with, in the same way that we were born with our hand."*
 - b. *"Human rights are inherent. It is unfair for anyone to violate another's rights. Just like our hands, human rights are part of us — no one should take what belongs to us."*

Part 2. Children's rights (30 minutes)

1. Use the following questions to hold a discussion:
 - a. *"Do you think that children have rights? If so, what are those rights?"*
 - b. *"What should they be?"*
 - c. *"Is the idea of children having rights unusual?"*
 - d. *"Do you think the idea of children's rights is a foreign concept? Is it different in different cultures?"*
 - e. *"Look at the drawing of your hand. Should children have these same rights?"*
2. Instruct participants: *"Draw another hand and fill in the fingers with the rights children should have."* Allow participants about 5 minutes to complete this task.
3. Go around the room and have participants share the rights that they believe children should have.

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4. After everyone has shared, lead a discussion by asking:
 - a. *“Do we have different rights for adults than for children? If so, why?”*
 - b. *“Do we really believe that children have these rights, or are we just saying they do?”*
 - c. *“How are children getting these rights in real life?”*
 5. Summarize:
 - a. *“Children are humans, too; they have rights just like adults. But as much as people believe that children have rights, the reality is different.”*
 - b. *“Remember, just like our hands — rights belong to us, and no one should take our rights from us. This is true for children, too.”*

Part 3. Children’s rights and legal provisions (30 minutes)

1. Explain the following (consider writing some or all of this information on flipchart sheets in advance of the session):
 - a. *“There are many international, regional and national legal provisions and conventions that uphold children’s rights.”*
 - b. *“Internationally, the United Nations Convention on the Rights of the Child is the most comprehensive document on children’s rights ever made. It has been signed by almost every country in the world. It specifically states that school discipline must be consistent with the child’s rights and dignity and guarantees that all children have:*
 - i. *The right to express opinions and views, freedom of thought and religion, and freedom to get information;*
 - ii. *The right to protection from abuse and neglect;*
 - iii. *The right to health and medical care;*
 - iv. *The right to an adequate standard of living;*
 - v. *The right to education aimed at ‘developing the child’s personality, talents and mental and physical abilities to their fullest extent’;*
 - vi. *The right to play and participate in cultural activities; and*
 - vii. *The right to be protected from work that threatens her or his health, education or development.”*
 - c. *“In December 2005, the United Nations General Assembly adopted a resolution that called for eliminating all forms of corporal punishment against children in schools and detention facilities.”*


SOURCES

International: <https://www.ohchr.org/documents/professionalinterest/crc.pdf>

Regional: https://www.achpr.org/public/Document/file/English/achpr_instr_charterchild_eng.pdf

National: <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/104395/127307/F-171961747/UGA104395.pdf>

- d. *“Regionally, the African Charter on the Rights and Welfare of the Child requires nations to ‘take all appropriate measures to ensure that a child who is subjected to schools or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child.’”*

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- e. *“Nationally, a 2006 circular issued by the Ministry of Education and Sports forbade corporal punishment in any school in Uganda. Additionally, the Children (Amendment) Act, 2016, protects children from all forms of violence and requires medical practitioners, teachers, social workers and local council councilors to report cases of violence against children. The act also provides for the right to access child protection services; provides for preventative and response services for victims of child abuse and neglect; prohibits corporal punishment in schools; and establishes the National Children Authority.”*
 2. Explain: *“The values in these and other laws come from people all over the world and from many different cultures — not just Western ones.”*
 3. Wrap up by asking participants to reflect on the characteristics of human rights and drawings they made of their hands. Ask: *“What did you learn in this session about the importance of our rights?”* (Possible responses: Everyone has rights, including children; children's rights are not dependent on responsibilities; there is widespread agreement from different cultures all over the world about children's rights; there are national legal provisions and policies that uphold these rights.)
 4. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

Session 2.3. Types of violence against children (1 hour, 30 minutes)

Participant objectives

- Understand the various types of violence against children.
- Reflect on violence that happens at school, at home and in the community.
- Create a definition of violence against children.



Preparations


- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Four categories of violence (1 hour)

1. Welcome participants and explain: *“In this session, we want to understand the problem of violence against children and why it persists.”*
2. Ask: *“What do we mean when we talk about ‘violence against children’?”* (Possible responses: anything that hurts a child; both physical or mental pain inflicted on a child; behavior that humiliates a child; being disrespectful to a child)
3. Explain: *“We are now going to do a short exercise in which we reflect on our childhood. This is a silent exercise that you will do on your own.”* Begin the exercise, pausing after each instruction or question for participant reflection:
 - a. *“Think back to your childhood and recall one or two people who treated you well or did things that made you feel good.”*
 - b. *“Where were they — for example, in class, your living room, or the teachers’ staff room?”*
 - c. *“What did they do?”*
 - d. *“How did they treat you?”*
 - e. *“What was it that they did that made you feel good? For example, did they tell you stories, were they kind to you or did they protect you?”*
4. Give participants another minute to reflect before you ask a few volunteers to share their stories.

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5. Then, instruct:
 - a. *“Now, think back to your childhood and remember one or two people who treated you poorly or did things that made you feel bad.”*
 - b. *“Where were they—for example, a school toilet, school corridor, dormitory, bedroom or community market?”*
 - c. *“What did they do?”*
 - d. *“How did they treat you?”*
 - e. *“What was it that they did that made you feel bad? For example, did they abuse you, make you work too much or beat you?”*
 6. Give participants another minute to reflect before you ask a few volunteers to share their stories. Before the discussion, explain that participants should not feel obligated to share traumatic memories; if your organization can provide support with counseling, share this information as well.
 7. Using the examples from volunteers, help participants come up with the four categories of violence against children and write them on a flipchart sheet:
 - a. Physical
 - b. Emotional
 - c. Economic
 - d. Sexual
 8. Using the examples they shared, help participants categorize the three places where violence happens:
 - a. Home (include the different spots shared at home)
 - b. School (include the different spots shared at school)
 - c. Community (include the different spots shared in the community)
 9. Divide participants into four groups, assigning each group one type of violence. Give each group a flipchart sheet and marker. Explain:
 - a. *“In the next 10 minutes, your group needs to define your assigned type of violence and list all the examples of that type of violence that you can think of.”*
 - b. *“Then, each group will have 5 minutes to present their list to everyone.”*
 10. Begin the exercise, circulating among the groups to provide support. Alert the groups when 5 minutes remain and when 1 minute remains.
 11. When 10 minutes have passed, call, *“Stop!”* Have groups come back together and present their lists. Allow participants to add to the lists if they feel something is missing, and post each list after it is presented.
 12. After all the groups have shared, hang a blank flipchart sheet next to the physical violence sheet that was just presented.
 13. Ask the following questions, writing participant ideas on the new flipchart sheet:
 - a. *“Does this form of violence happen to children at school, at home or in the community?”*
 - b. *“How does it happen?”*
 - c. *“Who commits it?”*
 14. Go through the other forms of violence, repeating these steps/questions.
 15. Hold a discussion about children’s experience of violence, asking:
 - a. *“Given what we have discussed, what are your thoughts on children’s experience of violence?”*
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- b. *“Were you aware of the amount and the nature of violence against children?”*
16. Summarize:
- a. *“There four forms of violence: physical violence, emotional violence, economic violence and sexual violence.”*
- b. *“Violence against children happens everywhere — at home, at school and in the community.”*
- c. *“Violence against children is often perpetrated by people known to children.”*

Part 2. Defining violence (30 minutes)

1. As a group, have participants work together to create their own definition of violence against children. Write this definition on a flipchart sheet.
2. Read the World Health Organization’s definition of child maltreatment (<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>), which the CAT calls violence against children: *“all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results 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.”*
3. Explain: *“Adults often think of violence against children as an event — for example, when a child makes a mistake, a parent, caregiver or teacher canes the child and then forgets about it. However, for children, violence is a process. It involves all the insults, glares, shaming, beating, unfair treatment and so on that build up and cannot be easily forgotten.”*
4. Have a discussion reviewing the concepts covered in this session. Make sure everyone understands that violence against children includes physical as well as psychological violence.
5. Lead a brief discussion by asking: *“What did you learn from the session?”* (Possible responses: Violence against children is not only physical but also occurs in many other forms, including emotional, sexual and economic violence; violence against children is not an event but a process; violence happens at home, in schools and in the general community; it is our responsibility as adults to help keep children safe.)
6. Thank the group for their participation, and remind them to bring their notebooks and pens to the next session.

Session 2.4. Why does violence against children happen? (1 hour, 30 minutes)

Participant objective

- Understand why adults use violence against children.

Preparations

- Prepare small pieces of paper with a number written on each (start with 1 and go up to however many participants you have); have a piece of tape for each number.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.




Steps

Part 1. “The Status Game” (30 minutes)

1. Welcome participants and explain: *“We have all seen violence against children occur, and it probably even happened to you as well — it is common in our communities.”*
2. Lead a brief brainstorm, asking: *“Why do you think violence against children happens?”* (Possible answers: Adults transfer violence from marital quarrels to children; people think that it is normal to be violent with children; economic conditions, frustrations, stress or alcohol spark violence; some people find it easier to be violent with children because they are a “soft target.”)
3. Explain: *“We are going to play a short game to help people understand why violence happens.”* Pass the numbered pieces of paper with tape around the room randomly. Ask participants to tape their number to a visible part of their body.
4. Explain:
 - a. *“In ‘The Status Game,’ the higher your number, the more important of a person you are.”*
 - b. *“When I say, ‘Go,’ you will go around the room and greet the other participants based on their numbers. If the other person’s number is higher than yours, you must treat that person like you would treat a member of your community who is more important than you. If the number is smaller, treat that person the way you would treat people who are considered less important in the community.”*
 - c. Say, “Go!” After about 5 minutes of greeting, stop the game.

Part 2. Power discussion (1 hour)

1. Lead a discussion about the exercise. Ask those with higher numbers:
 - a. *“How were you treated?”*
 - b. *“How did you treat others with lower numbers?”*
 - c. *“Did everyone with higher numbers treat those with lower numbers poorly?”*
 - d. *“Did they have a choice?”*
2. Ask those with lower numbers:
 - a. *“How were you treated?”*
 - b. *“How did you treat others with lower numbers?”*
 - c. *“Did everyone with higher numbers treat those with lower numbers poorly?”*
 - d. *“Did they have a choice?”*
3. Ask the full group:
 - a. *“How did it feel to be treated based on a random assignment of status?”*
 - b. *“How does this game reflect the society we live in?”*
4. Explain:
 - a. *“Violence happens because one group of people has more power than another. For example, adults have more power than children. Men have more power as a group than women.”*
 - b. *“All of us hold power over some people, and others hold power over us. In our communities, people who have more power are assigned a higher status.”*
 - c. *“Many factors — for example, alcohol use or the stresses of poverty — may contribute to violence, but they are not the root cause. Rich people also abuse children, as do nondrinkers. People often excuse their own behavior because of these factors.”*

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- d. *“The root cause of violence is the abuse of power.”*
 - e. *“All of us are part of many relationships in life. In some, we have power over others. In some, others have power over us. There are many ways we use power in our daily lives, often without knowing we are doing so. Violence happens when we misuse that power.”*
 5. Ensure participants understand the root cause of violence, answering questions as needed. Then, summarize: *“Violence usually occurs due to an abuse of power. Our society is organized in such a way that adults have power over children. We need to prevent the abuse of power over children in our community.”*
 6. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

Session 2.5. Types of power (1 hour, 30 minutes)

Participant objectives

- Create a personalized understanding of the five types of power.
- Show how **power over** is the root cause of violence.
- Differentiate between **power over** and the **power as** adults to act in children’s best interest.


Preparations

- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Power within (15 minutes)

1. Welcome participants and explain:
 - a. *“This is a session dedicated to reflection and storytelling. There will be five reflections. These reflections are a time to go deep into your mind and recall memories of past experiences.”*
 - b. *“I will read a series of statement and questions to help you think of a particular kind of past experience. I will pause between each sentence so that you have time to think. I will make these pauses longer and longer as the reflection becomes more detailed, giving you more time to think and remember.”*
 - c. *“It is important to stay relaxed and, if you are comfortable, keep your eyes closed until I tell you the reflection is over.”*
2. Ask participants to close their eyes or soften their gaze for the first reflection. Then, read the following slowly and calmly, with 5-second pauses between each sentence:
 - a. *“Think of a time when you were young that an adult showed they cared and made you feel strong inside. [pause] Through their kindness and guidance, they made you feel like you were a good person, a capable person, with so many possibilities before you. [pause] Maybe it was a religious leader. [pause] Maybe it was a parent or an aunt or uncle. [pause] Maybe it was a doctor.” [pause]*
 - b. *[Begin longer pauses] “Who was that person? [pause] What was that moment? [pause] What did they do that made you feel so strong inside? [pause] What did they say? [pause] Why did that mean so much to you?” [pause]*
 - c. *“How did that make you feel? [pause] Do you still feel those good feelings now? [pause] Do you have moments of feeling proud and capable, with many possibilities before you? [pause] What else makes you feel that way?” [pause]*
 - d. *“Please take a deep breath and open your eyes when ready.”*



FACILITATOR'S NOTE: Instructions in the CAT mention that participants can close their eyes or soften their gaze. This is meant to accommodate participants who are uncomfortable closing their eyes around other people (for example, due to past trauma). The most important thing is that participants are fully concentrating on the exercise and not looking around the room, checking their phones, or engaging in other distractions.


3. Wait for all participants to open their eyes. For 10 minutes, invite volunteers to share what they were remembering, ensuring that everyone listens with respect and without judgment.
4. Explain: “We all have **power within** ourselves, that sense of strength, self-worth and self-confidence that allows us to be our best and try new things.”
5. Tape a flipchart sheet to the wall and write **power within** on it, leaving space underneath. Ask for five volunteers to go up to the flipchart sheet and write some of the emotions that come with feeling one's **power within**. Read what they write aloud.

Part 2. Power with (15 minutes)

1. Ask participants to close their eyes or soften their gaze for the second reflection. Then, read the following slowly and calmly, with pauses between each sentence:
 - a. “Think of a time when you needed and received the support of others. [pause] Maybe there was a big job to do. [pause] Maybe you were feeling weak and sad, at a time when you needed strength. [pause] Maybe you were facing a great challenge in your life, and you could not see the solution.” [pause]
 - b. [Begin longer pauses] “What was that moment when you needed and received the support of others? [pause] Who were those people? [pause] What did they do for you? [pause] What did they say? [pause] How did that make you feel?” [pause]
 - c. “How did they help you to do something you are proud of? [pause] How did they help you do something you could not have done alone? [pause] Have you ever given that same kind of support to someone else? [pause] How did that feel?” [pause]
 - d. “Please take a deep breath and open your eyes when ready.”
2. Wait for all participants to open their eyes. For 10 minutes, invite volunteers to share what they were remembering, ensuring that everyone listens with respect and without judgment.
3. Explain: “We can do great things when we join our **power with others**’ by providing each other with support, encouragement, resources and friendship.”
4. Tape a flipchart sheet to the wall and write **power with** on it, leaving space underneath. Ask for five volunteers to go up to the flipchart sheet and write some of the emotions that come with feeling one's **power with others**’. Read what they write aloud.

Part 3. Power to (15 minutes)

1. Ask participants to close their eyes or soften their gaze for the third reflection. Then, read the following slowly and calmly, with pauses between each sentence:
 - a. “Think of a time when you did something courageous that you are proud of — large or small. [pause] Maybe you spoke out against an injustice. [pause] Maybe you took the lead in organizing something for your community. [pause] Maybe you decided to follow an idea or dream despite the challenges ahead.” [pause]
 - b. [Begin longer pauses] “What was that courageous act? [pause] How did it feel when you did it? [pause] What was challenging? [pause] What was energizing?” [pause]
 - c. “Did you know you were capable of such a thing, or did you surprise yourself? [pause] Did it change how you handled other situations? [pause] How did you feel about yourself?” [pause]
 - d. “Please take a deep breath and open your eyes when ready.”
2. Wait for all participants to open their eyes. For 10 minutes, invite volunteers to share what they were remembering, ensuring that everyone listens with respect and without judgment.


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3. Explain: “We all have the **power to** take action, that sense of great courage and conviction that drives us to do something positive and bold.”
 4. Tape a flipchart sheet to the wall and write **power to** on it, leaving space underneath. Ask for five volunteers to go up to the flipchart sheet and write some of the emotions that come with using one’s **power to** take action. Read what they write aloud.

Part 4. Power over (15 minutes)

1. Ask participants to close their eyes or soften their gaze for the fourth reflection. Then, read the following slowly and calmly, with pauses between each sentence:
 - a. “Think of a time when someone in your life tried to show you that they had more status and power by mistreating you. [pause] Maybe they mistreated you with physical force. [pause] Maybe they mistreated you emotionally with harsh words. [pause] Maybe they mistreated you sexually or economically — taking control of what is rightfully yours.” [pause]
 - b. [Begin longer pauses] “Who was that person? [pause] What was that moment? [pause] What did they say? [pause] What did they do?” [pause]
 - c. “How did that make you feel? [pause] After this incident, were you angry? [pause] Did you feel weak or scared? [pause] How did you feel about yourself?” [pause]
 - d. “Please take a deep breath and open your eyes when ready.”
2. Wait for all participants to open their eyes. For 10 minutes, invite volunteers to share what they were remembering, ensuring that everyone listens with respect and without judgment. If no one wants to share these more private memories, let them pass without judgment.
3. Explain: “We have all had someone use their **power over** us in a hurtful way, by mistreating us physically, emotionally or in other ways.”
4. Tape a flipchart sheet to the wall and write **power over** on it, leaving space underneath. Ask for five volunteers to go up to the flipchart sheet and write some of the emotions that come with having someone use their **power over** you. Read what they write aloud.
5. Explain:
 - a. “Using **power over** others is like pouring water over a fire. When someone uses their **power over** us, we struggle to grow and thrive — we struggle to feel our **power within**.”
 - b. “In many ways, our society teaches people to abuse power in this way, making it difficult to know the alternative.
 - c. “The CAT shows how there is an additional type of power that especially applies to adults like administrators, teachers and parents — and respects their unique role in children’s lives.”

Part 5. Power as (30 minutes)

1. Ask the group to close their eyes or soften their gaze for the last reflection. Then, read the following slowly and calmly, with pauses between each sentence:
 - a. “Think of yourself as a child. [pause] Now, think of an adult who taught you a hard and important lesson without harming you physical or emotionally. [pause] Maybe you misbehaved, and instead of beating and shaming you, they found other ways to teach you right from wrong. [pause] Maybe you were feeling nervous and confused at a critical moment, and they gave you the skills and confidence to take action. [pause] Maybe you made a dangerous mistake without knowing, and they stepped in to protect and teach you without blaming or punishing you.” [pause]
 - b. [Begin longer pauses] “Who was that person? [pause] What was that moment? [pause] Did you expect them to hurt you or yell at you? [pause] Were you surprised when they didn’t?” [pause]
 - c. “How did you feel in that moment? [pause] How did you feel about them? [pause] How did you feel about yourself?” [pause]
 - d. “Please take a deep breath and open your eyes when ready.”

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2. Wait for all participants to open their eyes. For 10 minutes, invite volunteers to share what they were remembering, ensuring that everyone listens with respect and without judgment.
 3. Explain: *“Since children are still growing their capacities and independence, adults have the **power as** teachers or **power as** parents and guardians to guide, teach, discipline or make decisions on children’s behalf when necessary.”*
 4. Tape a flipchart sheet to the wall and write **power as** on it, leaving space underneath. Ask for five volunteers to go up to the flipchart sheet and write some of the emotions that come from someone using their **power as** an adult to teach hard and important lessons with kindness. Read what they write aloud.
 5. Summarize:
 - a. *“**Power over** is taking charge in a way that weakens the power within others.”*
 - b. *“**Power as** is taking charge in a way that strengthens the power within others. By using our **power as** adults, we can make children stronger inside and help them become more successful adults.”*
 - c. *“Learning to change from **power over** to **power as** is not easy, but there is lots of support for this in the Community Activism Toolkit.”*
 - d. *“The toolkit also includes many activities for increasing experiences of **power within**, **power with**, **power as** and **power to** for everyone.”*
 6. Conduct a closing discussion using the following questions:
 - a. *“What do you think about these power concepts?”*
 - b. *“Does this framing make you think about things differently? How?”*
 - c. *“What type of power do you find most interesting?”*
 - d. *“What type of power would you like to have more of in your own life?”*
 - e. *“What types of power are you most interested in seeing more of in your community?”*
 7. Wrap up by explaining: *“We all have power! We can choose to use our power positively or negatively by weakening other people’s power.”*
 8. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

Session 2.6. Responding to sexual violence (1 hour, 30 minutes)

Participant objectives

- Analyze popular myths about sexual violence.
- Discuss the implications of not responding to sexual violence.
- Identify the responsibilities of communities and individuals in preventing, handling and reporting sexual violence.

Preparations

- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Examining myths (45 minutes)


1. Welcome participants and explain:
 - a. *"In this session, we are going to explore beliefs about sexual violence against children."*
 - b. *"I am going to read a statement. If you agree with it, remain seated. If you disagree with it, stand up ready to speak out against it. If you are not sure, get up from your chair and move to the middle of the circle."*
2. Read the first statement slowly and clearly: *"Sexual abuse always involves physical force."*
3. Ask one participant who has remained seated to explain why they agree. Ask one participant who stood up to explain why they disagree. If no one agrees/disagrees, provide a sample argument.
4. Once the participants have spoken, ask if any of the participants who have moved to the middle want to change their mind. If not, other participants can make additional points to help convince those in the middle.
5. When you feel there has been enough discussion, repeat the process for the rest of the statements (see the "Statements on Sexual Violence" box).

STATEMENTS ON SEXUAL VIOLENCE

- Sexual abuse always involves physical force.
- Children may not tell you if something bad happens to them.
- Boys do not experience sexual abuse.
- Sexual abusers do not have to be drunk or mentally ill.
- Teasing about sex or making sexual comments is sexual violence.
- Sexual abusers are usually strangers.
- Sexual violence only happens in other communities. We don't have that problem here.
- Girls who wear short skirts are not asking to be abused.
- Children lie about sexual abuse to get attention.
- You cannot tell just by looking at a child that the child has been sexually abused.
- If a girl doesn't say no, then it means she wants to have sex.
- Words alone can never be considered sexual violence.

Part 2. What about our community? (45 minutes)

1. Lead a discussion by asking:
 - a. *"Is sexual violence against children a problem our community should address?"*
 - b. *"Does it happen in our community?"*
 - c. *"Would local leaders know about it if it were happening?"*



FACILITATOR'S NOTE: The aim of this discussion is to help the participants realize that sexual violence is everywhere. Just because children may not be talking about it does not mean it isn't occurring. If need be, remind the participants that sexual violence includes teasing, unwanted sexual attention, and harassment.

2. Divide the participants into four groups and have them address the following questions:
 - Group 1: What is the *community's* responsibility to prevent and respond to sexual violence? What specific actions should the community take?
 - Group 2: What is the *local council's* responsibility to prevent and respond to sexual violence? What specific actions should local councils take?
 - Group 3: What is the *parent's or guardian's* responsibility to prevent and respond to sexual violence? What specific actions should parents and guardians take?
 - Group 4: What is the *child's* responsibility to prevent and respond to sexual violence? What specific actions should children take?
3. Have groups begin, and circulate to provide support. Alert the groups when 10 minutes remain and when 5 minutes remain. When 20 minutes have passed, call, "Stop!"
4. Ask one person from each group to present their group's ideas, and allow others to make comments or suggest additional ideas.

FACILITATOR'S NOTE: Be alert to the possibility that some participants may say (especially for Group 4) that sometimes children provoke violence by "seducing" adults or their teachers. If this happens, remind participants that sexual violence against children is not justified under any circumstances.

5. Ask participants to think of everything they have discussed and to commit to doing something about sexual violence in their community. As a group, decide what will be done. Assign someone to follow through after the training.
6. Ask for volunteers to summarize the session. (Possible responses: Sexual violence can happen to any child, and it is often perpetrated by someone the child knows; if a community fails to take action on sexual violence, children may drop out of school and this behavior may become normalized as students learn it from their peers; there are some specific things we can do as a community and as individuals to deal with sexual violence.)
7. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session 2.7. Understanding corporal punishment (1 hour, 30 minutes)

Participant objectives

- Explore our beliefs about corporal punishment.
- Develop a common understanding of corporal punishment.
- Identify ways that corporal punishment is harmful to children.

Preparations

- Read the cartoon booklet *What Is Wrong With Corporal Punishment?* (https://raisingvoices.org/wp-content/uploads/2013/03/downloads/GoodSchool/Good_School_Toolkit/goodschool_imagine_booklet_corporalpunishment.pdf); you can also give copies to participants.
- Create three signs, labeled “Agree,” “Disagree” and “Not Sure.” Place them around the room (such as on three different walls).
- Print and cut out the “Five Types of Consequences of Corporal Punishment.”
- Create flipchart sheet(s) with the “Policies and Instruments That Prohibit Corporal Punishment of Children.”

Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.


Steps

Part 1. What do you think? (30 minutes)

1. Welcome participants and explain:
 - a. *“For this exercise, I will read a statement. You can then decide if you agree with it, disagree with it or are not sure.”*
 - b. *“After I read each statement, you must race to stand under the sign that describes how you feel. You must decide fast, as the last one to reach each sign will have to defend their reason.”*
2. Read the first statement and say, “Go!” After everyone races to a sign, ask the last person under “agree” to say why they agree and the last person under “disagree” to say why they disagree. After they each state their reasons, those who are under the “not sure” sign may choose to go under a new sign if they wish. Those who disagree and agree may try to convince those who are not sure to come to their side.
3. Repeat the exercise with many statements.

Part 2. Definition of corporal punishment (15 minutes)

1. Ask the group what they think of when they hear “corporal punishment.” Write down all their ideas on a flipchart sheet, using these to create a common understanding of corporal punishment.
2. Explain that the following definition of corporal punishment by the United Nations Committee on the Rights of the Child (https://www.unicef-irc.org/portfolios/general_comments/GC8_en.doc.html) is the most widely agreed upon understanding of what we mean by corporal punishment and read it aloud:
 - a. *“[Corporal punishment is] any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children with the hand or with an implement — a whip, stick, belt, shoe, wooden spoon, et cetera.”*

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- a. *“But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).”*
 - b. *“...In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the [Convention on the Rights of the Child]. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”*
 3. Explain:
 - a. *“Corporal punishment is an abuse of power. It is an example of an adult (such as a teacher, parent or caregiver) using their **power over** children—disregarding their rights and weakening their **power within**.”*
 - b. *“By contrast, we will learn about positive discipline, which allows adults to use their **power as** educators, parents and caregivers to teach and discipline children while strengthening their **power within**.”*
 4. Display the flipchart sheet(s) with the “Policies and Instruments That Prohibit Corporal Punishment of Children.” Explain the different policies and instruments, and then lead a discussion by asking: *“Despite signing onto international and regional instruments and developing national policies, Uganda still has children who continue to experience corporal punishment. Why?”*

Part 3. Consequences of corporal punishment (45 minutes)

1. Explain: *“There are many consequences of using corporal punishment. We are going to do an exercise to help understand a few of those consequences.”*
2. Have participants count off from 1 to 5 and then group themselves by number. Then, explain:
 - a. *“Each group will get a slip of paper with one of the consequences of corporal punishment. With your group, read the paper, and then discuss what you think about it.”*
 - b. *“Then, share with each other real-life incidents of corporal punishment that happened to you, that you witnessed or that you performed, resulting in the consequences on the paper.”*
 - c. *“From these stories, agree on a scenario that you will turn into a short play to illustrate the idea on your slip of paper. You’ll have 20 minutes to work, and each group will have 3 to 5 minutes to present their short play.”*
3. Give each group one of the “Five Types of Consequences of Corporal Punishment” and begin the exercise. Alert the groups when 5 minutes remain and when 1 minute remains.
4. After 20 minutes, call, “Stop!” and begin the presentations.
5. After all the short plays have been completed, lead a discussion by asking:
 - a. *“Was it difficult to think of a scenario that fit the consequence?”*
 - b. *“Did coming up with a play based on the scenario make you think about the situation differently?”*
 - c. *“How did it feel for the person playing the child?”*
6. Summarize:
 - a. *“Even though adults know that corporal punishment hurts children, that it is an abuse of power, many adults still give various reasons for using it.”*
 - b. *“It is good to take time to reflect on the reasons we give for using corporal punishment and to think more deeply about the consequences.”*
7. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session material

Five types of consequences of corporal punishment



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Corporal punishment has physical consequences. Many children suffer physical injury as a result of corporal punishment. It can lead to broken bones, infections and other physical illness.



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Corporal punishment has emotional consequences. When children are beaten, they often feel anger, shame, and humiliation. When they are teased, ridiculed, belittled or threatened, they can experience depression or have thoughts of suicide, revenge or aggression.



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Corporal punishment has cognitive consequences. Children become fearful of trying new things and of asking questions. They often feel ashamed of themselves due to regular humiliation. They may become slower at learning social and academic skills. Their performance at school may get worse because they are afraid.



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Corporal punishment has behavioral consequences. Many children end up bullying other students or continuing the cycle of domestic violence in adulthood. This is because they learn that violence is an acceptable way of imposing their views on someone less powerful than themselves.



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Corporal punishment has relational consequences. Many children have difficulty trusting adults who abuse them repeatedly. They have a hard time building relationships with teachers, other adults and even fellow children.





Session material

Policies and instruments that prohibit corporal punishment of children

FACILITATOR'S NOTE: Write the following table on flipchart sheet(s) to display at the front of the room.

Policy/instrument	What it says
Universal Declaration of Human Rights	<ul style="list-style-type: none">- Children have the right to human dignity and physical integrity.
United Nations Convention on the Rights of the Child	<ul style="list-style-type: none">- Children must be protected from all forms of violence.- Discipline in schools must respect children's dignity.- Children must not be subjected to cruel or inhumane treatment.
United Nations Committee on the Rights of the Child	<ul style="list-style-type: none">- Corporal punishment must be completely prohibited.
African Charter on the Rights and Welfare of the Child	<ul style="list-style-type: none">- Children must be treated with dignity and respect when disciplined at home or at school.
African Charter on Human and Peoples' Rights	<ul style="list-style-type: none">- Children are entitled to respect for their lives and integrity of their person.- Children have a right to be protected from degrading punishment.
Constitution of Uganda	<ul style="list-style-type: none">- Children have a right to be educated without humiliating and degrading treatment.
Uganda Children (Amendment) Act, 2016	<ul style="list-style-type: none">- Parents, community members and teachers have a responsibility to protect children from discrimination, violence and neglect.



Session 2.8. The difference between discipline and punishment (1 hour, 30 minutes)

Participant objective

- Identify and understand the difference between punishment and discipline.

Preparations

- Read pages 44 and 45 of *Positive Discipline: Alternatives to Corporal Punishment* (https://raisingvoices.org/wp-content/uploads/2013/03/downloads/resources/goodschool_learn_positivediscipline.pdf); you can distribute copies of the booklet (or photocopies of pages 44 and 45) to participants as well.
- Read the cartoon booklet *What Is Positive Discipline?* (https://raisingvoices.org/wp-content/uploads/2013/03/downloads/GoodSchool/Good_School_Toolkit/goodschool_imagine_booklet_positivediscipline.pdf).
- Write the following questions on a flipchart sheet:
 - o Did you experience corporal punishment or positive discipline as a child?
 - o How might your life have been different if you had experienced positive discipline instead of corporal punishment?
 - o If you had been encouraged with positive discipline, what personal qualities might you have developed?
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Exploring the difference (45 minutes)

1. Welcome participants and ask them to briefly share childhood experiences of how they were punished or corrected at home or school, either physically or verbally.
 - a. As they share, write anything that was a violent response to the child's behavior (e.g., caning; slapping; pinching; forcing them to carry heavy loads, stand in the sun, or do humiliating things; denying food or forcing ingestion) on one side of a flipchart sheet. On the other side, write nonviolent responses (e.g., extra work at home or school, counseling, losing privileges).
 - b. If the list of nonviolent responses is small, prompt participants to come up with examples in which they were not beaten or humiliated. (For examples, see the *What Is Positive Discipline?* cartoon booklet.)
2. Ask participants if they can identify the differences between the two lists. Point out that one is a list of punishments and the other includes attempts at developing discipline.
3. Lead a discussion by asking:
 - a. "How do punishment and discipline differ?"
 - b. "Do we use these words interchangeably? If so, in what ways?"
4. Divide the participants into two groups, providing each with a flipchart sheet and marker. Then:
 - a. Ask one group to discuss **punishment** and list as many characteristics as they can think of that explain what punishment means.
 - b. Ask the other group to discuss **discipline** and list as many characteristics as they can think of that explain what discipline means.
5. Let groups work for 15 minutes, alerting groups when 5 minutes remain and when 1 minute remains.

6. After 15 minutes, call, “Stop!” and ask each group to tape their list to the wall and present their characteristics. After both groups present, ask if anyone wants to add characteristics to either list. As a facilitator, try to draw out some of the differences in the following table:

Punishment...	Discipline...
Is a short-term strategy that stops the behavior right away, but doesn't stop it from happening in the future.	Is a long-term process that aims to build children's ability to make good judgments.
Involves associating misbehavior with pain rather than an understanding of what is wrong with the behavior.	Is focused on helping children learn from their mistakes.
Presents no opportunity for learning from the mistake.	Is gradual and cumulative and involves learning and changing over time.
Is associated with fear and shame.	Does not create fear or shame.
Reduces confidence.	Builds confidence and skills.
Is about being told what not to do rather than what to do.	Recognizes effort and good behavior.
Encourages children to follow rules because they are scared.	Provides consistent rules.
Humiliates children.	Is respectful of the child, not humiliating.
Is controlling, shaming and ridiculing.	Allows children to make choices about their behaviors.
Has consequences that are illogical.	Has logical consequences.
	Is proportionate to the offense.
	Involves listening to the child.
	Focuses on correcting the behavior, not judging the child.

7. Lead a discussion about the two lists, asking:
 - a. “Is there a clear difference?”
 - b. “What is the purpose of corporal punishment?”
 - c. “Is punishment or discipline most commonly used in homes? Why?”
 - d. “Is it difficult to focus on discipline rather than punishment? Why?”

Part 2. What did discipline mean for you? (45 minutes)

1. Post the flipchart sheet with three questions at the front of the room. Instruct participants: “You will now get into groups of four and discuss these questions for 30 minutes, reflecting on your experiences as children.”
2. Have participants break into groups. Begin the exercise, circulating among the groups to provide support. Alert the groups when 5 minutes remain and when 1 minute remains.
3. After 30 minutes, ask participants to come back to the larger group. Allow participants who want to share their experiences to do so briefly.
4. Ask participants to continue reflecting on these issues during their day and to think about how they can use these ideas to become better teachers, parents or guardians, and community members.
5. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session 2.9. Positive discipline responses (1 hour, 30 minutes)

Participant objectives

- Identify goals when disciplining children and potential disciplinary responses.
- Equip community leaders with ideas for influencing parents, caregivers and other adults to adopt positive responses when disciplining children.

Preparations

- Write the “Discipline Questions” (see the box in Part 1) on a flipchart sheet.
- Have copies of the cartoon booklet *What Is Wrong With Corporal Punishment?* (https://raisingvoices.org/wp-content/uploads/2013/03/downloads/GoodSchool/Good_School_Toolkit/goodschool_imagine_booklet_corporalpunishment.pdf) for all participants.
- Read *Positive Discipline: Alternatives to Corporal Punishment*, positive discipline cartoon booklet, and poster (https://raisingvoices.org/wp-content/uploads/2013/03/downloads/resources/goodschool_learn_positivediscipline.pdf) for more ideas.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.


Steps

Part 1. Discussing the goals of positive discipline (30 minutes)

1. Welcome participants and lead a brief brainstorm by asking, “*What is the goal of disciplining a child?*” Write participants’ responses on a flipchart sheet. (Possible responses: to help children learn from their behavior, make better choices, stop a certain behavior or understand that their behavior has consequences)

FACILITATOR’S NOTE: If any participants say statements like “to make them pay for their mistake” or “to punish them,” be prepared to lead the group through a discussion about whether this perspective is consistent with the concept of positive discipline.

2. Then, ask: “*When adults try to stop using the cane, they may struggle with what else to do. What are some challenges of using alternative methods of discipline?*” (Possible responses: The cane is easy — it’s right there; adults don’t know what else to do; adults have experienced it themselves and don’t see anything wrong with it; adults are overwhelmed with too much work — they need immediate responses; parents have the best intentions and intend to correct, not harm, them.)
3. Guide participants in brainstorming alternative methods of discipline. Write their ideas on the flipchart sheet.
4. Congratulate participants on their brainstorm and say: “*It is difficult to think of alternatives for adults faced with misbehavior. To make it easier, we can organize ideas for disciplining children into several categories. We call all of these ‘positive discipline’ — that is, discipline that helps children learn and grow versus simply punishing the behavior.*”
5. Explain the following, writing the category names on a flipchart sheet as you present each:
 - a. “**Imposing time** helps children reflect on their actions and the implications they might have had.”
 - b. “**Light work that improves the environment** involves tasks such as cleaning a small part of the compound, cleaning the toilets or mopping the floor. The work must be productive, not punitive, and appropriate for the child’s age, size and physical abilities. The penalty must be related to the offense and must not be excessive or humiliating. The aim is to create an opportunity for the child to think about their behavior while they are performing the task and to learn a new response for the future.”


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- c. **“Withdrawal of privileges** involves taking away an activity that the child enjoys, such as watching TV.”
 - d. **“Disciplinary talk with the child** involves setting a time to meet with the child to discuss their behavior and to set a course for correcting it.”
 - e. **“Replace or repair’** means that if the offense is accidental, the child must help repair the damage they caused—for example, erecting a new fence, chopping wood, or repainting a wall.”
 - f. **“Finally, there is referral.** For serious offenses (such as related to drug misuse), the parents may have to refer this child to a professional who can provide the needed assistance, such as a counselor, person from an NGO, community member, probation officer, social worker or religious leader.”
6. Explain: “Every time someone chooses to discipline a child, they should think about the intentions behind their actions. We can ask ourselves some questions when trying to make good disciplinary decisions.”
 7. Post the flipchart sheet with the “Discipline Questions” and say a few out loud.
 8. To close, ask for one participant to summarize the purpose and outcome of this part of the session. (Possible response: to identify our goals when disciplining students/children and to learn about responses other than corporal punishment)

DISCIPLINE QUESTIONS

- Have I tried to find out why the child is misbehaving?
- Is discipline truly necessary, or are there other actions I should be taking?
- What is my goal in disciplining this child?
- Is the child learning from their mistake with this form of discipline?
- Does the child know why what they did was wrong?
- Is the discipline logical? Can the child understand it?
- Is it humiliating to the child?
- Is it proportional to the offense?
- Am I acting as a role model?
- Do I provide positive attention for positive behaviors?
- Do I use rewards to motive positive behavior?
- Are the rules clear?
- Am I consistent and fair with the way I discipline my children?

Part 2. Turning ideas into action (1 hour)

1. Explain:
 - a. “As we discussed earlier, adults often find it very easy to use violence to punish children rather than use positive discipline.”
 - b. “Adults give many reasons for using corporal punishment—for example, that it is fast and convenient, that it bears quick results or that they experienced it themselves and see nothing wrong with it.”
2. Distribute the *What Is Wrong With Corporal Punishment?* booklets to participants. Read and discuss the arguments that characters give for using corporal punishment; this will put participants in a better position to hold discussion with other adults about why they should not use corporal punishment. The group can also brainstorm other arguments they can share with parents, guardians and teachers on why they should not use corporal punishment to discipline children.

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3. Divide participants into three groups, assigning each group one of the following topics to discuss over 15 minutes:
 - At an individual level, what can be done to promote the use of positive discipline?
 - At a family level, what can be done to promote the use of positive discipline?
 - At a community level, what can be done to promote the use of positive discipline?
 4. Begin the exercise, circulating among the groups to provide support. Alert the groups when 5 minutes remain and 1 minute remains.
 5. Call, “*Stop!*” when 15 minutes have passed. Ask participants to come back to the larger group and have each group briefly present on what they discussed. Add in the ideas used in the “Possible Steps to Promote Positive Discipline” box as applicable.
 6. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

FACILITATOR’S NOTE: Be sure to let participants know in this session — and others, as needed — that when doing violence against children prevention work in the community, it is very likely that community members (including children) will approach you with cases of violence against children. Whether you are an organization or individual activist, you need to be prepared to support children experiencing violence. The CAT provides tips on how to manage and respond to cases of violence against children (see the guide in Appendix G).



POSSIBLE STEPS TO PROMOTE POSITIVE DISCIPLINE

Individual

- Personally commit to never using corporal punishment.
- Invest time to learn about positive discipline.
- Talk to other parents about the benefits of positive discipline.
- Get creative; try out innovative ideas of disciplining children rather using a stick.
- Take time to listen to your children and build good relationships with them.
- Act as a role model for your children (so that they can pick up on your positive attributes).
- Act as a role model for other parents who want to use positive discipline.

Family (actions for parents/caregivers)

- Set family rules — together with children — that guide how people behave and relate with each other.
- Instill values in children that will guide their behavior.
- Ensure expectations of each family member are clear.
- Create opportunities for children to air out their concerns and receive feedback from you.

Community (for community activists)

- Engage parents in understanding and appreciating the use of positive discipline. Consider forming drama groups that use music, dance and drama (MDD) to demonstrate these ideas to the community.
- Advocate for community leaders to pass bylaws/ordinances prohibiting any form of corporal punishment in the community.
- Engage religious, traditional, police and political leaders to include positive discipline topics in their public addresses.
- Use the media and other public platforms to talk about how parents discipline their children.



Phase III.

Building Networks

(at least 6 months)

This phase brings different groups of community members together to build support and momentum for change. After learning about the community in Phase I, you used that information to raise awareness in Phase II on VAC prevention, why VAC happens and the negative consequences it has for children, families, schools and the community. At this point, VAC is probably discussed in public spaces, more children are coming forward to receive services and support, people are reporting cases of VAC to authorities, and awareness and interest in VAC prevention is growing within the general community and local institutions.

In this phase:

- Efforts will build networks of individuals and groups who can provide support for each other as they prepare to act against VAC.
- The focus is on helping community members imagine alternatives that are more supportive of children's rights and contribute to preventing VAC.
- The energy and interest sparked in the first two phases are used to bring more groups of community members together, groups that will work to prevent VAC by supporting each other and planning how they will act.
- The organization will help build supportive networks among community members and suggest practical ideas that can contribute to healthy relationships between adults and children at home, at school and in the community.

This phase corresponds to the third step in the stages of change theory: **preparation for action**. Bringing people together in supportive networks allows change to happen more quickly and effectively and makes change more sustainable over time.


Overall objectives

- Encourage and support different groups and relevant sectors in the community to prevent VAC.
- Prepare community members, including parents, guardians and teachers, to take action — personally and publicly — against VAC.
- Strengthen community infrastructure to respond to and prevent VAC.
- Increase the number of activities happening in the community.

Guiding information and practical ideas on Phase III

Focus: Supportive networks and practical suggestions for change

Phase III (building networks) focuses on changes that can be made individually and collectively to prevent VAC. In any effort to prevent VAC, a full range of people (including children) need to take responsibility for the violence that occurs in the home, school and community. Certainly, parents, caregivers and teachers who use VAC are responsible for their actions and must be held accountable. But all community members influence the standards and values that are commonly held, and as such, all have a role to play in preventing VAC.



Clear and consistent messages and actions—from a variety of individuals and groups in the community—can change the operational culture and make VAC unacceptable. No longer will those who use violence feel they can do so without negative social consequences for themselves. If a community comes together, denounces VAC and refuses to accept it as a legitimate part of raising and nurturing children, there will be meaningful change. Therefore, this phase focuses on creating a culture of nonviolence by building supportive networks and offering practical suggestions for change.

Approach: Uniting, encouraging, suggesting

In Phase III, the approach to activities and to working with community members and leaders involves uniting, encouraging, and suggesting. Through activities and materials, the organization can bring community members together and encourage existing groups to join efforts to prevent VAC. You should emphasize community responsibility and suggest practical alternatives to the actions and behaviors that lead to, cause and sanction VAC. The aim is to significantly influence the culture in the community so that there are negative consequences (i.e., social, legal and/or economic) for those who commit violence and so that support exists for children who experience it.

Key topics for discussion in this phase

These topics are carefully thought out, systematically arranged and aligned with the phase's objective (building networks for collective VAC prevention). They can be used when implementing the activities for this phase—for example, they can be themes for coalition discussions, stakeholder engagement, community dialogues, media campaign messages and more. See the strategy action plan template for building networks (Table 5) and the tips on how to carry out these activities in the “Strategies That Can Be Used in All Phases” section.


Key topics include:

- Everyone should care about children and how they experience their childhood.
- Disciplining children should aim to teach and guide instead of involving corporal punishment.
- Children are full human beings with feelings, just like adults.
- Violence is a choice. Those who use VAC are responsible for their actions.
- Violence is never an acceptable response to a child's mistake, failure or anger.
- All community members contribute to shaping community norms and beliefs.
- Everyone is a member of a community and is influenced by the attitudes and behaviors of their peers.
- All community members have a responsibility to work toward creating safety for the entire community.
- Nonviolent families, schools, and communities benefit everyone.
- Everyone has a right to safety and a responsibility to respect the right of others.
- There are alternatives to the behaviors that perpetuate VAC.

Monitoring and documentation

Ensure that regular monitoring activities are conducted, and consider using the following documentation to keep written records of your progress (also see the appendix for templates):

- **Meeting notes** document the weekly supervisory meetings held with each strategy team and help monitor progress and accountability.
- **Activity reports** are simple forms completed by staff members, resource persons, community volunteers, and other individuals conducting activities that track detailed information about each activity's implementation, outcomes and lessons learned.

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- **End-of-phase strategy summary reports** can be written by the team or individual responsible for each strategy at the end of each phase. This report provides a summary of activities conducted, identifies successes and challenges, and proposes recommendations for the next phase. Strategy summary reports can be compiled by the team coordinator to create an overall narrative phase report.
 - **Departmental summary reports** document the lessons learned in each phase. These reports are important in documenting the development of VAC prevention work.

Overall steps to take when planning this phase

1. Ask staff members to read the description of Phase III before coming to the meeting, especially the objectives, focus and activity descriptions. If staff members are experienced in planning, they can come prepared with draft action plans for their respective strategies; otherwise, plans can be done collectively.
2. As a group, briefly review the objectives and focus of the phase and make any changes or additions you feel are appropriate for your organization and the schools and community that you are engaging.
3. For the first strategy (using learning materials), develop SMART objectives.
4. On a flipchart sheet, list the chosen activities for this strategy. When choosing your activities, be guided by Table 5/Appendix A and your own experience. Select activities that will help you achieve your objectives, and remember to include ongoing activities.
5. Fill out the action plan for the first strategy. Write your objective(s) for that strategy, and list and describe each activity according to the information requested for the various columns.
6. For each strategy, repeat steps 3, 4 and 5. Be sure to remain realistic and focused on the objectives, as well as to have a variety of activities (at least one from each of the five strategies).
7. Compile the plans for all five strategies to create an overall action plan for the phase. Assess the number of activities, time frame and staff capacity to make sure your plans are realistic.
8. Organize staff development sessions to help your staff get familiar with the modules and topics – help them practice.
9. Discuss monitoring and documentation tools.
10. Start implementing Phase III.

Table 5. Template for creating a strategy action plan for building networks

Strategy - Building networks activities	Description	Objective	Target audience	Action steps	Monitoring tools
Using learning materials <ul style="list-style-type: none"> - Distribution of learning materials (ongoing) - Murals - Posters - Stickers and badges - Booklets 					
Strengthening capacity <ul style="list-style-type: none"> - Weekly check-ins (ongoing) - Staff development meetings (ongoing) - Community activist sessions (ongoing) - Staff workshop - Community activists workshop 					
Holding public events <ul style="list-style-type: none"> - Public declarations 					
Mobilizing through local activism <ul style="list-style-type: none"> - Community activist engagements (ongoing) - Community action group engagements (ongoing) - Booklet cubs (ongoing) - Creating supportive environments - VAC watch groups - Community dialogues - Family discussion groups/champions - School outreach 					
Engaging through media and advocacy <p>Media</p> <ul style="list-style-type: none"> - Radio programs (ongoing) - Follow-up with journalists and editors (ongoing) <p>Advocacy</p> <ul style="list-style-type: none"> - NGO collaboration and coalition meetings (ongoing) - Local leader advocacy (ongoing) - Bylaw advocacy - Strengthening service provision 					



Training session

Building networks calls for collective power. After raising awareness on VAC and identifying community activists and community action groups, you need to link these activists so they can work together and work with other stakeholders. This module's training session focuses on bringing different groups of community members and stakeholders together to build support and momentum for change. It is designed to help your staff facilitate trainings with the community activists and the leads in the identified community action groups so they can come up with a list of stakeholders to bring on board for collective VAC prevention.

For the session, start with all participants seated in a circle. You will come back to this circle for group work and group discussions as you move through the various exercises.

- Session 3.1. Collective power (1 hour)

Session 3.1. Collective power (1 hour)

Participant objectives



- Be able to describe “collective power” and understand its importance.
- Be able to list possible ways to engage other stakeholders to prevent violence against children and to plan community/stakeholder engagement.

Preparations

- On separate flipchart sheets, write “Who do we need to work with in the community to prevent violence against children?” and “How can we reach out to these different groups to take collective action to prevent violence against children?” at the top.
- Photocopy “Validation Questions and Collective Power Planning” for all participants.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

1. Introduce the session:
 - a. *“Welcome to the violence against children prevention training. In this session, we will explore how communities can collectively take action to prevent violence against children.”*
 - b. *“After you have raised awareness about violence against children and helped the community learn about the problem, it is important to strategically plan collective action to prevent violence against children.”*
2. Reveal the first flipchart sheet and ask: “Who do we need to work with in the community to prevent violence against children?”
3. Write down participant responses on the flipchart sheet. (Possible responses: police, probation and social welfare officers, local leaders, other organizations doing child protection work, schools, district leaders, influential community leaders)
4. Thank participants for the brainstorm. Check if they have left out other important groups and, if so, add them to the list.
5. Explain: *“It is very difficult to change community or social norms through a single organizational effort. It is hard to work independently as a community-based organization to reach everyone or every corner of the community. We need collective effort — collective power — to effectively prevent violence against children.”*
6. Reveal the second flipchart sheet and ask: “How can we reach out to these different groups to take collective action to prevent violence against children?” Write down participants' responses.

- 
7. Explain: *“We are going to divide into groups to brainstorm ideas on how we can reach out and work with others to prevent violence against children.”* Have participants count off to form groups, ensuring that all groups have at least five people each. Give each group a flipchart sheet, marker, and two or three of the brainstormed groups to engage. Give each participant a copy of “Validation Questions and Collective Power Planning.”
 8. Explain: *“Together, answer the two questions at the top of the handout in the context of your groups. Then, use your flipchart sheet to create your own collective power plan using table provided as an example. You’ll have 20 minutes to work and then will briefly present your plan.”*
 9. Begin the exercise, monitoring the groups to ensure they understand the questions and to guide them further. Alert the groups when 5 minutes remain and when 1 minute remains.
 10. When 20 minutes have passed, call, *“Stop!”* Have each group briefly present their plan. (Possible responses: form a community coalition of professionals interested in violence against children prevention—e.g., other NGOs, community-based organizations, and probation and social welfare agencies; plan strategic meetings with district leadership, police, etc.; build relationships, networks and collaborations on community events for violence against children prevention; develop a contact list of influential people/groups and involve them in your activities)
 11. Summarize:
 - a. *“As we plan to implement community activities to prevent violence against children, it is important that we first map our communities to be sure that we involve the right people, groups or institutions that will help us influence action to prevent violence against children.”*
 - b. *“Community activism for preventing violence against children is a strategic approach that requires building strategic networks and collaborating with existing community structures—for example, working with community leaders and faith-based leaders, working with the police and probation and social welfare officers, and engaging district leadership, schools and community members.”*
 12. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.
- 

Participant handout

Validation questions and collective power planning

Validation questions

- What is collective power?

.....

.....

.....

- List two possible ways to engage stakeholders to prevent violence against children.

1.

2.

Sample collective power planning template

Action (activities you plan to do)	Who you intend to engage	Timeline	Resources required	Person responsible
1. Booklet discussion	School	Two engagements per month for six months, ending 20 October 2022	<ul style="list-style-type: none">- Booklets- Transport for two staff- Snacks & sodas for club members	Program staff
2. Coalition meeting	Faith-based groups	Quarterly meetings between 15 February & 12 November 2022 (four total)	<ul style="list-style-type: none">- Transport for two staff- Notebooks & pens- Snacks & sodas for coalition members- Communication materials to disseminate	Advocacy officer
3. Stakeholders meeting	District leaders	Quarterly meetings between 15 February & 12 November 2022 (four total)	<ul style="list-style-type: none">- Transport for two staff- Notebooks & pens- Snacks & sodas- Communication & coordination costs	Program staff
4. Community dialogue	Community leaders	Two dialogues per month between February & November 2022	<ul style="list-style-type: none">- Transport for two staff- Notebooks & pens- Snacks & sodas- Communication & coordination costs	Program staff



Phase IV.

Integrating Action

(at least 1 year)

Thus far, you have worked hard to engage many individuals, families, groups, schools and sectors, as well as to create a supportive infrastructure and a culture of collective responsibility, to prevent VAC. In the previous phase, you built networks of supportive groups and helped them prepare to take action by suggesting practical alternatives for change.

In Phase IV, people start taking action to prevent VAC, and these actions become part of everyday life in family, school and institutional policies and in community practices. Your organization's role grows from one in which you conduct most of the activities to one in which you support and facilitate the efforts of others. In this phase:

- It is important to continue intensive engagement with these groups so the community recognizes the diverse people committed and actively working to prevent VAC.
- Integrating action means moving beyond having the different groups and sectors organize activities in isolation. At this point, you are bringing these groups and sectors together to function as one.
- Each activity builds on and contributes to a community-wide effort for change.
- Your organization's role will continue to evolve, and you will play more of a coordinating and supporting role for the diverse activities occurring in your community.

This phase corresponds to the fourth step in the stages of change theory: **action**. In this stage, individuals are ready to take action and are trying out various options. If the community fails to support those who are taking action to change their behavior, the individuals may end up feeling frustrated, losing motivation and even abandoning the process. Thus, it is important that they see consistent messages and receive encouragement from a variety of sources that sustain their resolve and support new ways of thinking and being.

Overall objectives

- Bring groups together to collectively focus their action on preventing VAC.
- Inspire and support individuals and groups in taking action that prevents VAC.
- Coordinate the activities and involvement of various groups within the community to support positive change.
- Give practical assistance to groups making changes in their homes, schools and community/ workplaces.



Guiding information and practical ideas on Phase IV

Focus: Encouraging and supporting action

By Phase IV, individuals and groups know the basics on VAC, why it happens and its negative consequences. Many are now convinced that change needs to occur, and community members, teachers and parents alike can see those around them thinking differently and imagining new ways of relating with children. At this point, many groups are making (or are prepared to make) changes in their words and actions to positively influence the community culture toward more respect for children and their rights. In this phase, the focus is on action! Moving people from talking about change to making it is challenging, and your organization needs to support and encourage this process.

Approach: Recognizing, supporting, celebrating

In Phase IV, your organization is aiming to maintain momentum for community-wide change. This requires that everyone—all the individuals, families, schools, institutions, organizations, and sectors that you have built relationships and worked closely with—continue to feel supported, especially as they begin to make practical changes in their homes, schools, and community. Part of this process is taking time to recognize both small and large efforts by individuals, schools and groups. You should provide plenty of positive feedback, as well as recognize that change is difficult while highlighting the positive impact of change. You should also celebrate community members' energy, commitment, and resolve to make their homes, schools and community safer for children.

Key topics for discussion in this phase

These topics are carefully thought out, systematically arranged and aligned with the phase's objective (integrating action for collective VAC prevention). They can be used when implementing the activities for this phase—for example, they can be themes for coalition discussions, stakeholder engagement, community dialogues, media campaign messages and more. See the strategy action plan template for integrating action (Table 6) and the tips on how to carry out these activities in the "Strategies That Can Be Used in All Phases" section.

Key topics include:

- Change is possible, especially with the support of the community.
- Taking action requires courage and resolve.
- Change is a process. Along the way, there will be obstacles and setbacks.
- There are many alternatives to the thoughts and behaviors that violate children's rights.
- There are positive ways of nurturing and disciplining children.
- Creating homes, schools and communities free from VAC might be challenging, but it is achievable and has rewards for everyone.
- Everyone in the community has a role to play in creating safe homes, schools and communities for children.
- Adults can raise responsible children without using violence.
- The community can work together to change attitudes and behaviors that hurt children and violate their rights.



Monitoring and documentation

Ensure that regular monitoring activities are conducted, and consider using the following documentation to keep written records of your progress (also see the appendix for templates):

- **Meeting notes** document the weekly supervisory meetings held with each strategy team and help monitor progress and accountability.
- **Activity reports** are simple forms completed by staff members, resource persons, community volunteers, and other individuals conducting activities that track detailed information about each activity's implementation, outcomes and lessons learned.
- **End-of-phase strategy summary reports** can be written by the team or individual responsible for each strategy at the end of each phase. This report provides a summary of activities conducted, identifies successes and challenges, and proposes recommendations for the next phase. Strategy summary reports can be compiled by the team coordinator to create an overall narrative phase report.
- **Departmental summary reports** document the lessons learned in each phase. These reports are important in documenting the development of VAC prevention work.

Overall steps to take when planning this phase

1. Ask staff members to read the description of Phase IV before coming to the meeting, especially the objectives, focus and activity descriptions. If staff members are experienced in planning, they can come prepared with draft action plans for their respective strategies; otherwise, plans can be done collectively.
2. As a group, briefly review the objectives and focus of the phase and make any changes or additions you feel are appropriate for your organization and the schools and community that you are engaging.
3. For the first strategy (using learning materials), develop SMART objectives.
4. On a flipchart sheet, list the chosen activities for this strategy. When choosing your activities, be guided by Table 6/Appendix A and your own experience. Select activities that will help you achieve your objectives, and remember to include ongoing activities.
5. Fill out the action plan for the first strategy. Write your objective(s) for that strategy, and list and describe each activity according to the information requested for the various columns.
6. For each strategy, repeat steps 3, 4 and 5. Be sure to remain realistic and focused on the objectives, as well as to have a variety of activities (at least one from each of the five strategies).
7. Compile the plans for all five strategies to create an overall action plan for the phase. Assess the number of activities, time frame and staff capacity to make sure your plans are realistic.
8. Organize staff development sessions to help your staff get familiar with the modules and topics — help them practice.
9. Discuss monitoring and documentation tools.
10. Start implementing Phase IV.

Table 6. Template for creating a strategy action plan for integrating action

Strategy					
- Integrating action activities	Description	Objective	Target audience	Action steps	Monitoring tools
Using learning materials <ul style="list-style-type: none"> - Distribution of learning materials (ongoing) - Newsletters - Posters - Booklets - Stickers - Community collaborations - Sharing lessons learned 					
Strengthening capacity <ul style="list-style-type: none"> - Weekly check-ins (ongoing) - Staff development meetings (ongoing) - Community activist sessions (ongoing) - Staff workshop - Community activist workshop - Training of resource persons workshop and follow-up support - VAC watch group workshop 					
Mobilizing through local activism <ul style="list-style-type: none"> - Community activists (ongoing) - Community action groups (ongoing) - VAC watch groups (ongoing) - Film shows and discussions - Booklet clubs (ongoing) - Creating supportive environments (ongoing) - Community dialogues - Coordination meetings - Local theater and dramas 					
Engaging through media and advocacy Media/events <ul style="list-style-type: none"> - Radio programs (ongoing) - Follow-up with journalists and editors (ongoing) - Success stories - March and rally Advocacy <ul style="list-style-type: none"> - NGO collaboration and coalitions (ongoing) - Local leader advocacy (ongoing) - Strengthening service provision (ongoing) - School outreach (ongoing) - Lobbying - High-profile stories 					



Training sessions

After raising awareness and building networks of community members and other stakeholders, your efforts are geared toward strengthening a culture of acting to prevent VAC. The training sessions in this module aim to bring groups and stakeholders together to function as one. These sessions will help your team to facilitate trainings with the community activists, community action groups and other stakeholders to strengthen actions on VAC prevention.

For all sessions, start with all participants seated in a circle. You will come back to this circle for group work and group discussions as you move through the various exercises.

- Session 4.1. Understanding the everyday activist (1 hour, 30 minutes)
- Session 4.2. Understanding activism (1 hour, 15 minutes)
- Session 4.3. Supporting one another to prevent violence against children (1 hour, 45 minutes)
- Session 4.4. Joining power with others (1 hour, 45 minutes)

Session 4.1. Understanding the everyday activist (1 hour, 30 minutes)

Participant objectives

- Be introduced to the concept of “having the responsibility to take action” — stimulating a focus on action.
- Examine our beliefs and whether we are living them.
- Recognize opportunities for taking action in our everyday lives.

Preparations

- Photocopy six sets of the “Living Our Beliefs: Activist Images.”
- Photocopy the “Living Our Beliefs: Self-Analysis Worksheet” for all participants.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps


Part 1. The everyday activist (10 minutes)

1. Introduce the session:
 - a. *“Welcome to the violence against children prevention training. This session is about inspiring a positive change in our communities.”*
 - b. *“For individuals and communities to change, they must acknowledge their responsibility to take action. This session explores the responsibility that everyone has to take action and create community-wide change in confronting violence against children.”*
2. Write the word “action” in the middle of the large flipchart sheet.
3. Ask participants to take turns contributing words or expressions that mean “action,” encouraging them to use their local language. Write all the words and expressions on the flipchart sheet around the word “action,” keeping this process at the pace of a fast brainstorm. (Possible responses: movement, activity, work, effort)
4. Explain: *“In addressing the issue of violence against children in our communities, we need to take specific actions that increase prevention. Everyone has the responsibility to take action to create positive change.”*





Part 2. Living our beliefs (50 minutes)

1. Explain: *"In this exercise, we will examine the importance and the challenges of practicing what we believe in. The most essential part of being activists is living our beliefs."*
2. Ask: *"What does it mean to 'live your beliefs'?"* (Answer: to act in a way that matches your values and opinions)
3. Have participants count off from 1 to 6 and then group themselves by number. Then, explain: *"Each group will receive the same set of images about an environmental activist. Take a few minutes within your groups to examine the images closely."*
4. Give each group a set of the "Living Our Beliefs: Activist Images." After 4 minutes, lead a brief full-group discussion (no more than 10 minutes) on the following questions:
 - a. *"What is the activist doing that shows us she believes in caring for the environment?"*
 - b. *"What is the activist doing that contradicts her belief in caring for the environment?"*
 - c. *"Does the conflict between her behaviors and beliefs make her activism have a stronger or weaker impact on others?"*
5. Explain: *"Often, what we say that we believe is different than how we choose to act in our daily lives. It is often hard to have our beliefs match our behaviors. People involved in activism must constantly evaluate whether they are living their beliefs because they are role models for others."*
6. Lead a brief discussion, asking: *"How might the challenge of living our beliefs affect our work on preventing violence against children?"*
7. Instruct:
 - a. *"Think quietly about your own life and your own relationships with children for a few minutes. What was the last time you spent time with a child? What was your interaction like?"*
 - b. *"Did your behavior match your beliefs? Are there times when it doesn't?"*
 - c. *"Try to think of one time recently when you lived your beliefs in your interactions with a child and another time when you didn't."*
8. After 3 or 4 minutes of silent reflection, instruct: *"Turn to your neighbor and share these two situations. This is a private discussion with you and your neighbor. I encourage you to be honest. You will not have to share these thoughts with the rest of the group."*
9. Allow the pairs to talk, alerting participants when 1 minute remains. After 3 or 4 minutes have passed, call, *"Stop!"*
10. Give each participant a copy of the "Living Our Beliefs: Self-Analysis Worksheet." Explain:
 - a. *"Review the statements on the left and check off the sentences that represent your beliefs."*
 - b. *"For each statement that you checked off, fill in the column on the right by listing any of your behaviors that do NOT match the corresponding belief."*
 - c. *"This evaluation is only as helpful as you are honest. List as many examples as possible of contradicting behaviors. The more examples you list, the more helpful the worksheet will be to you."*
 - d. *"Also, in the blank rows provided, add your own belief statements and explore the behaviors that may contradict those beliefs."*
 - e. *"Looking for contradictions between your beliefs and behaviors is a common activity among activists, even among community activists. It is natural to have contradictions in our lives. Your success depends on your ability to be honest with yourself and on your efforts to eliminate whatever contradictions you discover."*
11. Read the belief statements aloud. Ask participants if they have any questions.

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12. Conduct the exercise. After 10 minutes or when all participants are finished writing (whichever comes first), invite participants to share some of the contradictions they discovered. Conduct this discussion for about 10 minutes.
 13. Ask:
 - a. *“What are some of the risks and concerns you have about living your beliefs?”*
 - b. *“What are some of the reasons we don’t always want to live our beliefs?”* (Potential responses: makes life harder, always have to be aware, could be judged or teased by others)
 14. Summarize:
 - a. *“The effectiveness of our activism increases when we are living what we believe. By simply living what we believe, we influence others. This is shown in the fearful and aggressive behaviors people might sometimes display toward us as activists. Not everybody likes the idea of change. Some people think it is easier to keep everything the same.”*
 - b. *“Everything we do—all our words and actions—have an influence on other people and on our whole community. In a community, everybody influences everybody, often without realizing it.”*
 - c. *“Our behaviors, particularly how we relate with children and discipline them, may seem private and personal. However, the personal decisions and behaviors of each community member create the community’s ‘norms’—the attitudes and behaviors considered normal. They influence who we are as friends and neighbors, and they eventually influence the values, priorities and even policies in a community and in schools.”*

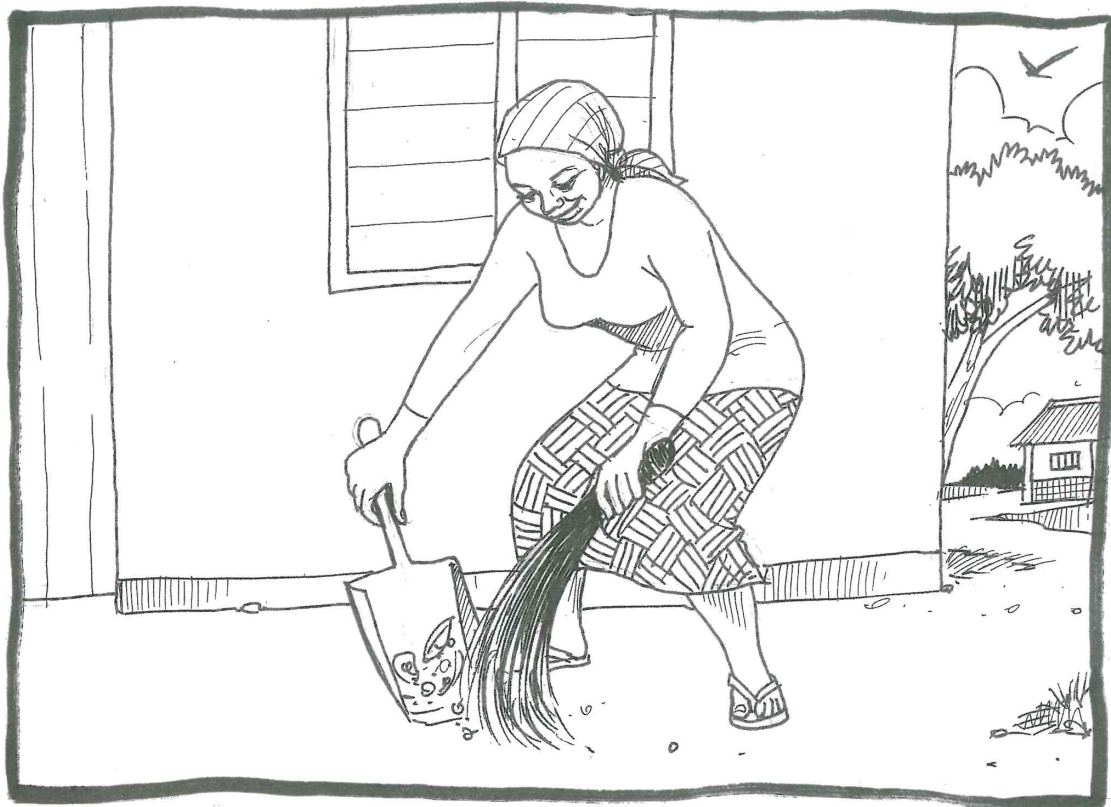
Part 3. Everyday activist opportunities (30 minutes)

1. Explain:
 - a. *“We interact with many people every day. With all these people, we could be fostering change through our words and actions. Yet often, we are not aware of this and feel that activism can only be some large or well-planned activity.”*
 - b. *“Our attitudes and actions affect others. Our choices can inspire others to also create positive change in their own lives. We may think that we have little power to make a difference, but in reality, we can be a spark that lights a fire! Many times, the most effective activism happens in the course of normal life.”*
 - c. *“I am going to read you a simple story. Please make yourself comfortable and listen carefully.”*
2. Once everyone is ready, read the following:
 - a. *“John is a businessman. He lives in a small community. It’s a Friday during the school term, so he has to take his children to school. He and his family get up at 6 a.m., bathe and have breakfast.”*
 - b. *“From 7 to 8 a.m., he takes his children to school and their teachers are waiting to receive them. On the way to work, he stops by the fuel station to fuel his car.”*
 - c. *“At 9 a.m., he reaches his workstation and starts to work. Here, he meets with several people at his business station.”*
 - d. *“At 4:30 p.m., John goes to pick his children up from school—it is Friday, so he is not rushing.”*
 - e. *“At 6 p.m. the whole family is back at home. They find some of their neighbors are already home as well. The family members help each other prepare dinner and get the youngest children to sleep early. Some neighbors’ older children come by, and they all share food.”*
 - f. *“The whole family eats supper at 8 p.m. and goes to bed at 9 p.m.”*

- 
3. Debrief the story:
 - a. Explain: *“The story about a day in the life of John is a simple one. It focuses on the social interactions John had on a Friday. This could have been a story about any woman or man living in your community. Let’s review John’s day and the social interactions that he had.”*
 - b. Write “6 a.m.” on a flipchart sheet and ask: *“What social interaction did John have first thing in the morning?”* Write the answer on the flipchart sheet next to the corresponding time (e.g., “breakfast with family”).
 - c. Review John’s full day like this, writing down the time and the corresponding social interaction. Reread parts of the story if needed to help participants remember.
 4. Summarize: *“Everybody has social interactions each day. Every social interaction is an opportunity for activism. Remember that activism can be personal or public.”*
 5. Instruct:
 - a. *“Please choose a day from the past week. In your notebook, write out your day and its social interactions like we have done for John.”*
 - b. *“Write down both formal and informal interactions, personal (with family) or public (with community members, colleagues, and so on).”*
 - c. *“For each social interaction, write down a way you could have used that social interaction for activism.”*
 - d. *“Take 5 minutes to do this independently.”*
 6. Begin the exercise. Alert participants when 1 minute remains and call, “Stop!” after 5 minutes have passed.
 7. Instruct:
 - a. *“Please turn to your neighbor to discuss your work. Explain your day and its opportunities for personal or public activism.”*
 - b. *Be specific. Work together to ensure you have named specific ways to take action for each social interaction.”*
 - c. *“You will have 6 minutes for this discussion. After 3 minutes, I will tell you to switch roles and begin working on the other person’s opportunities for everyday activism.”*
 8. Ask participants to begin. After 3 minutes, ask participants to switch roles. When 6 minutes have passed, call, “Stop!”
 9. Debrief by asking:
 - a. *“What did you learn from this exercise?”*
 - b. *“Did the exercise help you think differently about your day and your role as a community activist? If so, how? If not, why not?”*
 - c. *“What times of day or types of social interaction were the most challenging for identifying how to take action?”*
 10. Summarize:
 - a. *“Everyone can take action. Action comes in many forms. Activism does not have to always be a large or organized event. We can be activists in our everyday interactions and relationships. Every choice we make throughout a day allows us to live and demonstrate our beliefs.”*
 - b. *“It is actually when our activism becomes part of our everyday life that we will begin to see social change.”*
 - c. *“It is possible for everyone to reach many people. The more people we reach out to, the more we will be able to effect social change. If each of you reach 10 people, and those people each reach 10 people and those people each reach 10 more, we will soon create a critical mass — a large enough number of people committed to nonviolence for nonviolence to become a community norm.”*
 11. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.
- 

Session material

Living our beliefs: Activist images







Participant handout

Living our beliefs: Self-analysis worksheet

Belief statements	Conflicting behaviors
I believe that children have agency and they just need guidance from adults.	
I believe that children are full human beings and deserve to be respected just like adults.	
I believe that children should be free to contribute their views at home, at school, and in my community and that their views should be respected.	
I believe that all children are equal and should not be discriminated against.	
I believe that violence is unacceptable.	
I believe violence against children is unjustifiable whether it is perpetrated by a parent or by a teacher.	
I believe using power over children is an abuse of power.	
I believe that we all have a responsibility to take action and prevent violence against children.	
I believe that positive change for the community is possible.	



Session 4.2. Understanding activism (1 hour, 15 minutes)

Participant objectives

- Understand the importance of small, personal actions.
- Differentiate among effective, ineffective, and harmful activism.
- Have an opportunity to practice activism.

Preparations

- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks; be sure to have enough blank flipchart sheets for the groups to use in Part 3.

Steps

Part 1. Small actions mean big change (15 minutes)

1. Welcome participants and explain:
 - a. *“Often, we think that the small things we do cannot really make a big change, and yet it is often the small things that have the largest impact. In this exercise, we will do a calculation to demonstrate this.”*
 - b. *“Let’s think of an environmentalist who saves water by washing her dishes in a basin, instead of under the running tap. How much water do you think she could save that way?”*
(Answer: five liters)
 - c. *“That is not much! Is it really worth making the effort to use a basin to save only five liters? Let’s continue our calculation. How many times a day do you think she does the dishes?”*
(Answer: three times)
 - d. *“Assuming she does the dishes three times a day, she already saves 15 liters per day. Multiplying by 365, that makes 5,475 liters a year — or about 27 200-liter drums of water.”*
 - e. *“So, she can already accomplish a lot alone through a small action. But what if others joined in and started saving water? Let’s say she can convince ten people to also save water when washing dishes: her mother, her mother-in-law, two neighbors, two relatives, her son, her daughter and two friends. Then, an extra 54,750 liters would be saved a year — or 274 drums of water — because of her!”*
 - f. *“Can you imagine the change if the ten people she convinced went on to each convince ten others and so on?”*
2. Debrief by asking:
 - a. *“What can we learn from this calculation?”*
 - b. *“How can this idea apply in our work to prevent violence against children?”*
3. Summarize:
 - a. *“Everybody has a role to play in the community. This role can seem very small on its own, but if we imagine all the people in the community playing their small role, we see that eventually this becomes a big change.”*
 - b. *“Part of activism is not only changing ourselves but also encouraging others to also create change.”*



Part 2. Effective activism (30 minutes)


1. Hang three blank flipchart sheets on the wall, adding one of the following titles to each:
 - Harmful Activism
 - Ineffective Activism
 - Effective Activism
2. Explain:
 - a. *"We have been talking a lot about activism. Activism is when you take responsibility to make positive change. This exercise will help us focus on being effective activists."*
 - b. *"I am going to read some descriptions of different types of activism — some effective, some ineffective and some harmful."*
 - c. *"Please close your eyes or soften your gaze. Imagine what I describe."*
3. Read the following guided imagery, taking a long pause after each section:
 - a. *"Picture this first image. A man carries a sign that says, 'Stop corporal punishment.' He is yelling and shouting and marching through the streets of his village. He stops at the house of a man known to cane his children. He bangs on the door and window. He's yelling, 'Stop the beating! This means you!' He posts a sign on the door that says, 'Child-beaters must leave.'" [long pause]*
 - b. *"Picture a second image. A woman and a man are posting signs that read, 'Prevent violence against children.' These signs send a familiar message that many have seen before. The image on the poster is generic and could advertise any number of things. They hang the posters on a wall far from the road and walkways. Many people are walking through the streets, going to town, going to the market, and going to school and work. No one notices these signs. Sometimes, people glance toward the signs, but no one stops to read them." [long pause]*
 - c. *"Picture a third image. It is a local festival. There is a simple stage, and many people are standing around it listening carefully. There are two young adults sitting on the stage. Everyone knows them, and everyone knows they once lived on the street. To raise awareness, they are telling their personal stories about how they ran from home due to violence, what they have learned from the experience and the support they found along the way. Some people are whispering and gossiping, shocked that children could do that. Others are making faces as the less pleasant details of the speakers' stories are revealed. But the area is packed with people, despite all the other activities and music." [long pause]*
4. Instruct participants to open their eyes. Debrief the guided imagery:
 - a. Ask: *"The first story about the man yelling and shouting was an example of harmful activism. What made this style of activism harmful?"* Write their ideas on the "Harmful Activism" flipchart sheet. (Possible responses: aggressive behavior, abusive language, destruction of property, labeling)
 - b. Ask: *"The second story about the woman and man hanging posters was an example of ineffective activism. What made this style of activism ineffective?"* Write their ideas on the "Ineffective Activism" flipchart sheet. (Possible responses: familiar message, inappropriate location, boring image)
 - c. Ask: *"The third story about the young adults who once lived on the street telling their personal stories was an example of effective activism. What made this style of activism effective?"* Write their ideas on the "Effective Activism" flipchart sheet. (Possible responses: moderate risk, ideal setting, provocative and personal message, raw truth combined with optimism, role models for taking responsibility to act)

5. Summarize:

- a. *“Activism is when you take responsibility to make positive change. Effective activism uses innovative approaches to provoke people’s thinking without using any form of emotional or physical violence.”*
- b. *“Effective activism makes the issue feel just safe enough for people to engage, while still pushing people to grow in their ideas and perspectives. Effective activism is the strongest form of taking responsibility to take action.”*

Part 3. Getting practical: Practicing our activism (30 minutes)

1. Write the following on a flipchart sheet: “The Benefits of Adults Using Positive Discipline.”
2. Explain: *“In the last exercise, you came up with all these original ideas. Now, let’s put them into action!”*
3. Ask: *“Why do we have different strategies for our activism?”* (Answer: Every group of people will have their own interests; what is suitable for one group may not be suitable for another.)
4. Explain:
 - a. *“In this next exercise, you will work in groups. Each group will be given a certain type of community member to engage through activism and a certain topic or activity to engage them on.”*
 - b. *“You will have 25 minutes to work with your group to create an appropriate activity for these community members and to adapt and practice it. Think carefully about where you might find them, their characteristics and their interests.”*
 - c. *“Each group will then be given 5 minutes to engage everyone else in part or all of their activity. All the other participants will take on the identity of the specific group being engaged.”*
5. Have participants count off from 1 to 6 and then group themselves by number. Assign each group one of the following types of community members:
 - Young men working at a carpentry
 - Group of elders/traditional leaders
 - Women’s group doing microcredit activities
 - Members of a church or mosque
 - Young women in a youth group
 - Men who hang out together at a drinking joint/tea shop
6. Explain: *“Through your activity, you must address the following topic: ‘the benefits of adults using positive discipline.’ Think about your type of community members and this topic, and create an activity that would engage them. Please ask me if you need flipchart sheets and markers for your activity.”*
7. Ensure there are no questions and begin the exercise. Inform the groups when 5 minutes remain and when 1 minute remains. Offer the groups flipchart sheets and markers as needed.
8. When 25 minutes have passed, call, *“Stop!”* and have the groups come back together.
9. Ask one group to volunteer to go first. Before each group starts their activity, they should tell the other participants:
 - a. What type of community members that participants should pretend to be (e.g., young women in a youth group).
 - b. Where the activity is being conducted (e.g., school, someone’s home).
 - c. When the activity is being conducted (e.g., on a weekday after school, Saturday afternoon).

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10. Begin the activities. Make sure they do not exceed 5 minutes each. After each group, ask all participants:
 - a. *“In what way was this activity effective?”*
 - b. *“In what way was this activity ineffective?”*
 - c. *“What could have been done differently to strengthen the activity?”*
 - d. *“Was the time and place of the activity appropriate?”*
 11. After discussing all presentations, summarize:
 - a. *“Activism can be formal or informal. There are many opportunities for activism. Planning out and practicing our activism can help us be more effective.”*
 - b. *“All community members can be reached. It is up to us to figure out who to reach, how to reach them, and where and when.”*
 12. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

Session 4.3. Supporting one another to prevent violence against children (1 hour, 45 minutes)

Participant objectives

- Stimulate participants’ focus on support.
- Introduce the concept of “joining **power with** others” in relation to support.
- Increase participants’ understanding of three important groups they can support when preventing violence against children.
- Review and practice communication skills for providing effective support.

Preparations

- Prepare four flipchart sheets, each with one of the following titles:
 - o Open, Not Closed
 - o Encourage, Don’t Push
 - o Support, Don’t Judge
 - o Listen More, Speak Less
- Prepare four flipchart sheets, copying one of the four scenarios in Part 3 onto each.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Collaboration: Supporting others to take action (10 minutes)

1. Welcome participants and explain:
 - a. *“This session is about inspiring a positive change in our communities. For individuals and communities to change, they must feel supported in making that change.”*
 - b. *“This session explores how we can provide support to those confronting issues of corporal punishment, sexual violence and other forms of violence against children.”*
2. Write the word “support” in the middle of a flipchart sheet. Ask participants to think of words or expressions that mean “support,” encouraging them to use their local language. Keep this process at the pace of a fast brainstorm, and write all the words and expressions on the flipchart sheet around the word “support.” (Possible responses: encourage, reassure, help, assist)

3. Explain:

- a. *To address issues of violence against children in our communities, we must provide support to those trying to change, and to others who are speaking out in the community. Providing support to someone is one way of joining our **power with** theirs."*
- b. *"This training session will explore specific options and considerations for joining our **power with** others:"*

Part 2. Situations for support (30 minutes)

1. Explain:

- a. *"When considering the concept of joining **power with** others, we are not looking at the **power within** a person or someone's **power over** another person. We are talking about how people can join their **power with** others' power to be stronger together and reach a certain goal."*
- b. *"In this part of the session, we will talk about supporting people in four situations: first, children experiencing violence; second, parents and teachers using violence; third, parents and teachers trying to build healthy relationships with children; and fourth, community members speaking out publicly on violence against children."*
- c. *"For this exercise, you will form four groups. Each group will brainstorm ways to support people in one of these situations. Groups will have 10 minutes to come up with practical ideas for providing support."*

2. Have participants count off from 1 to 4 and then group themselves by number. Assign each group one of the four types of people needing support.

3. Have groups begin the discussion. Alert the group when 5 minutes remain and when 1 minute remains.

4. After 10 minutes, call, "Stop!" and have participants return to the full group. Ask each group to present their ideas one at a time. After each presentation, thank the presenters and ask the other participants:

- a. *"Do you agree with these suggestions? Why or why not?"*
- b. *"Are there other suggestions to add?"*
- c. *"Why is it important that we think in advance about different kinds of support for people in these types of situations?"*

5. Summarize:


- a. *"Support means joining **power with** others. In mobilizing the community to prevent violence against children, there are four critical groups to support: children experiencing violence, parents and teachers using violence, parents and teachers trying to build healthy relationships with children, and community members speaking out publicly on violence against children."*
- b. *"There are many ways to join **power with** others. Discussing them in advance allows us to be more creative and effective in the support we provide."*


Part 3. Skill-building: Communication basics (1 hour, 5 minutes)

1. Explain: *"Support providers have the **power to** let others feel accepted for who they are. Support providers achieve this by showing interest and listening. This is harder than it seems and requires specific communication skills. In this exercise, we will practice some of those skills."*

2. Explain the following, hanging the flipchart sheet with the relevant communication skill after you describe it:

- a. *"I will briefly explain each skill and then everyone will have an opportunity to practice them."*

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- b. *The first is 'Open, Not Closed.' For this, mind your body language. By uncrossing your arms, looking at the other person, and leaning forward, you can show that you are interested in communicating."*
 - c. *"The second is 'Encourage, Don't Push.' Give people time to think. Make small comments like, 'Tell me more about that,' or ask, 'What was that like for you?' — even just nod your head. That can help people feel safe and open up."*
 - d. *"The third is 'Support, Don't Judge.' Simply reminding people that we are there to support them, without judging, can help people feel accepted."*
 - e. *"The fourth is 'Listen More, Speak Less.' Giving people the opportunity to speak can make them feel heard and important."*
 3. Explain:
 - a. *"You will form three groups. In your group, you will act out four scenarios, one after another."*
 - b. *"For each scenario, one group member will be the person experiencing or confronting violence, another group member will be the person providing support, and the remaining group members will be observers. There is no advance practicing. Actors will perform just for the observers in their groups."*
 4. Ensure there are no questions, and continue explaining:
 - a. *"After 2 minutes of role-playing each scenario, I will call, 'Stop!' At that point, two observers will become the actors. They will finish the scenario starting from the point at which the former actors stopped."*
 - b. *"At the end of each scenario, the observers will share with the actors in their groups what went well and what could be improved in their use of the four communication skills."*
 - c. *"As you move through the scenarios, ensure every group member has an opportunity to participate."*
 5. Ask participants to count off from 1 to 3 and then group themselves by number.
 6. Explain the four scenarios, hanging the written description after you read each:
 - a. *"Scenario 1 is about a woman who hears her neighbor beating their child as they shout, 'You hopeless child! You will never amount to anything!' When the woman hears the neighbor stop, she decides to visit and offer support. She knows it will be difficult to talk with her neighbor because society accepts such behavior against children."*
 - b. *"Scenario 2 is about a girl who shares with you that a renowned man in the community is pressuring her friend into an intimate relationship. Her friend is worried the man might force her into having sex because he has been giving her gifts and money. The friend has no way of refusing the gifts and fears no one will believe her because the man is highly respected in the community."*
 - c. *"Scenario 3 is about a child who shares with his parents about the violence that he suffers at school. He says most of his teachers are rude, are abusive and cane them for every small mistake. He has started hating school, and his grades keep dropping. The child's mother is your friend, and she shares her child's experience with you. She says that she is afraid of confronting the school."*
 - d. *"Scenario 4 is about a community leader in your area who has started talking about violence against children at community meetings. When the leader starts to talk at a meeting, others complain, insult and make fun of her or him. You are sitting in the meeting."*
 7. Explain: *"The groups will work through these role-plays and rotations simultaneously. I will keep time and tell you when to start and stop, switch actors, switch scenarios and share feedback."*

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8. Guide the role-plays:
 - a. Give each group 1 minute to decide who the actors will be for the first 2 minutes and who the actors will be for the final 2 minutes of the first role-play.
 - b. Announce: *“Start with Scenario 1.”*
 - c. After 2 minutes have passed, call, *“Stop and switch roles.”* Pause while the second set of actors take their places before saying, *“Go!”*
 - d. After another 2 minutes have passed, call, *“Stop! Observers, please briefly share your feedback with the actors about their use of the four communication skills. You have 2 minutes.”*
 - e. After 2 minutes of discussion, call, *“Stop and proceed to Scenario 2.”* Pause while the next set of actors take their places before saying, *“Go!”*
 - f. Repeat these steps until the groups have completed all scenarios.
 9. At the end of the exercise, gather participants in a large circle and have two people from each group role-play one of the scenarios while the other participants observe. Let each scenario continue for 3 minutes.
 10. After each scenario, ask:
 - a. *“Which of the communication skills did you recognize?”*
 - b. *“Do you have any comments on the skills used?”*
 11. After all groups have completed their role-play, debrief by asking:
 - a. *“How did it feel being the person providing support? What was easy, and what was difficult?”*
 - b. *“How did it feel being the person receiving support? What was easy, and what was difficult?”*
 12. Conclude: *“These communication skills take practice, but they will come naturally over time. You can practice these skills when talking with friends and family.”*
 13. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session material

Giving and receiving support role-plays



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Scenario 1 (for pair): A teenage girl is trying to ask for support from her mother.



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Scenario 1 (request for support): “A boy at school was grabbing my breast when no one was looking. I want you to come with me to report this situation to the headmaster.”



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Scenario 2 (for pair): A woman is seeking support from a community activist.



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Scenario 2 (request for support): “My partner insults and beats me in front of our children. I feel ashamed, and I can see it is affecting our children. I am afraid they might pick up violent behaviors or get emotionally hurt.”



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Scenario 3 (for pair): A teacher is seeking support at an NGO that runs programs on preventing violence against children.



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Scenario 3 (request for support): “At the school where I teach, teachers use corporal punishment to discipline children. They cane, insult, shame and humiliate children. The learning environment is very unfriendly, and the administration seems not to care. Could you please intervene?”



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Scenario 4 (for pair): A group of girls visit a religious leader to ask for support.



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Scenario 4 (request for support): “On our way home from school, the boda boda men throw sexual comments at us. It makes us feel bad and very uncomfortable. We do not have any other route to dodge them. We want to feel safe walking to and from school. We need your support.”



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Scenario 5 (for pair): A community member wants support raising the issue of child labor at a community meeting.



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Scenario 5 (request for support): “Many families in my community make children miss school during planting or harvesting seasons. Others send them to work on tea plantations, and the children end up dropping out of school. I want to raise this issue at the next community meeting but want others to be with me.”





Session 4.4. Joining power with others (1 hour, 45 minutes)

Participant objectives

- Experience joining **power with** others to provide support.
- Identify why it is important to support activists.
- Examine what it means to encounter and overcome resistance in the community.
- Practice providing effective support to activists.

Preparations

- Photocopy and cut out the “Public Power Role-Play Scenarios.”
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

Part 1. Power of many (15 minutes)

1. Welcome participants and explain:
 - a. *“We will begin with a very short exercise to practice joining our **power with** others’. We can do great things when we join our **power with** others’ through support, encouragement, resources and friendship.”* (You can refresh participants on the types of power discussed in Phase II as needed.)
 - b. *“Let’s pretend there is a person in our group who broke her or his legs and needs to be transported from one end of the room to the other. Her or his feet cannot touch the floor.”* Choose a volunteer to play this person.
 - c. *“Now, I need one other volunteer to transport our friend from one side of the room to the other side.”* Choose a volunteer to play this person and clearly indicate the start and end points.
 - d. *“Now, your task is to move the injured person across the room. And remember, her or his feet cannot touch the floor.”*

FACILITATOR’S NOTE: Be sure not to choose a petite participant to be the person who broke her/his legs or a tall/strong person to be the volunteer helping transport them.

2. When the volunteer has tried but been unsuccessful, choose another volunteer to come help move the “injured person.” Continue in this way until enough people have joined to be able to successfully move the “injured person” to the other end of the room.
3. Debrief the exercise:
 - a. Ask the first helper: *“How did you feel when you were trying to move the injured person alone?”*
 - b. Ask the second helper: *“How did you feel when you were trying to move the injured person just the two of you?”* Drawing on answers from the first two participants, summarize for the group that the second participant did not feel completely alone but still could not accomplish the task.
 - c. Ask all participants involved in the exercise: *“How did all of you feel when you successfully moved the injured person to the other side of the room?”* Prompt participants until the words “power” and “support” are among the contributions.
4. Summarize:
 - a. *“With this exercise, we have shown that by joining our **power with** others’, everyone can feel supported.”*
 - b. *“When a person gives or gets support, she or he feels a sense of power.”*
 - c. *“Supporting others creates unity, allowing people working together to accomplish more than they could alone.”*



Part 2. Public power (1 hour, 30 minutes)

1. Explain:
 - a. *"In community mobilization to prevent violence against children, we are focused on becoming activists. Activists are people who take action, who try to bring about change when they see injustice."*
 - b. *"In the beginning, we focused on preparing ourselves to begin addressing the problem of violence against children. In the raising awareness phase, our activism included speaking out about violence against children. Then, we built networks with groups and other stakeholders doing child protection work."*
 - c. *"In the integrating action phase, we have learned about how to be effective support providers—providing support to children experiencing violence, as well as supporting those who are trying to change how they relate with children. Yet we also need to join **power with** others in our families and community who are speaking out about these issues to consolidate our efforts."*
2. Ask (recording contributions on a flipchart sheet):
 - a. *"What do you think are the fears and obstacles around speaking out about these issues in the community?"*
 - b. *What prevents people from being activists?"*
 - c. *"Why is it important to provide support to activists?"*
3. Explain:
 - a. *"In this exercise, we will practice providing support to activists in the community. We will recognize the common obstacles and try to build skills to overcome them."*
 - b. *"There will be five groups. Each group will create a role-play based on a specific scenario provided, which they will present to the full group. The role-play should be no longer than 5 minutes, and you will have 10 minutes to prepare."*
4. Have participants count off from 1 to 5 and then group themselves by number. Give one of the "Public Power Role-Play Scenarios" to each group.
5. Begin the exercise. Alert participants when 5 minutes remain and when 1 minute remains.
6. Call, "Stop!" when 10 minutes have passed. Invite the groups to present their role-plays.
7. After all the role-plays have been presented, facilitate a discussion by asking:
 - a. *"What did you learn from the role-plays?"*
 - b. *"How did it feel to be the activist?"*
 - c. *"How did it feel to be the supporter?"*
 - d. *"How did it feel to play those community members resisting change by ignoring or insulting the activists?"*
 - e. *"What can we learn about power and its importance in providing support?"*
 - f. *"Why is it so important to provide support to activists?"*
8. Brainstorm: "What kinds of practical support can we provide to activists?" Record participants' contributions on a flipchart sheet.
9. Summarize:
 - a. *"It takes energy and courage to be a support provider, but it can be a very powerful experience."*
 - b. *"As activists, it is helpful to find support from others before you support an adult using violence or considering change."*
 - c. *"As bystanders, our actions make a difference when one person is trying to support another person using violence or a child experiencing it. Whether we are ridiculing, remaining silent or supporting the activist can deeply influence the outcome."*
10. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session material

Public power role-play scenarios



Scenario 1

A woman hears her neighbor beating his child and threatening to strangle him. Many other people in the compound hear the violence as well. The woman decides to go to the local leader. Several community members insult her for this, saying the neighbor was disciplining his child—that is how children learn to respect elders, and not beating children is a Western idea. One other woman decides to support her.



Scenario 2

At a parents' meeting at school, the issue of corporal punishment is raised. A man advocates for caning children, arguing that today's children are becoming spoiled and that caning helped children learn in his day. One parent decides to speak up, saying that caning only instills fear in children and affects their learning and that, "We probably would have been better adults if we had not been subjected to caning." The parent tells his story of how he used to dodge class and almost dropped out of school. Some community members jeer him; a few support him.



Scenario 3

An adolescent girl decides to participate in the village meeting to talk about violence affecting girls in the community. She explains how they are assaulted in the market and on their way home from school by male community members. She wishes the market and the general community could be safe for girls as well. On the day of the meeting, one of her friends decides to support her. Others are negative and mention that nothing will be done about it.



Scenario 4

An adolescent boy sees a male teacher harassing girls. He knows the girls are scared. Other boys join in and laugh when this teacher makes sexual comments about the girls. The boy decides to speak up at the school. He is made fun of by other students, and the adults tell him he is a troublemaker. One person supports him.



Scenario 5

An auntie notices that her niece has been receiving presents and seems to have money. A longtime male family friend has been around lately. She sees him treating her niece in inappropriate ways. She calls a family meeting to discuss it. Many family members don't believe the auntie or accuse her of being jealous. One person supports her.





Phase V:

Consolidating Efforts

(at least 1 year)

Phase V is a time to strengthen actions and activities on preventing VAC to ensure their sustainability, continued growth and progress. In the previous phases, you assessed the community's needs, raised awareness on VAC, brought together various groups committed to making positive change, and supported and coordinated activities and actions in the community to prevent VAC. You facilitated a process of change with individuals, families, schools and groups.

In this final phase:

- You will work to sustain these efforts for change.
- Since consolidation means unifying and strengthening, you will work to solidify community efforts and strengthen the long-term sustainability of the community's achievements.
- You will focus on helping the community and chosen sectors to further develop long-term, sustainable practices. This includes creating mechanisms to ensure that children's priorities become a regular part of decision-making processes.

This phase corresponds to the final step of the stages of change theory: **maintenance**. At this stage, community members can see the benefits of change and are motivated to sustain it. However, supportive mechanisms need to be put in place to institutionalize these changes so they become a regular part of everyday life. Long-term mechanisms include changing policies and practices in the schools and community systems to ensure they prevent VAC at all levels.

Overall objectives

- Develop strategies to maintain the community's capacity to prevent VAC on a long-term basis.
- Assist chosen sectors to build on and sustain structural changes that prevent VAC and promote children's rights.
- Assist community members to sustain mechanisms that advocate for children's priorities within community decision-making processes and resource allocation.

Guiding information and practical ideas on Phase V

Focus: Institutionalizing change

In Phase V, there is considerable momentum in the community for change and action. Things are happening within different sectors based on all the work you have done so far with individuals, schools, community groups and institutions. An important aspect to stress in this last phase is that for the positive changes to last, specific measures must be taken to ensure that VAC remains on the community's agenda. Policy changes and monitoring mechanisms must be valued for their intended purpose rather than used to maintain a superficial image of change while the old behaviors continue as before. Therefore, this phase focuses on institutionalizing change. With each strategy, you are striving to incorporate changes that will continue to function in the community for many years to come.



Approach: Strategizing, solidifying, sustaining

Over the last four phases, all the investment and energy put into VAC prevention – by your organization, community members, schools, and professional sectors – have brought about positive changes in the community. In this last phase of consolidating efforts, the aim is to sustain these positive changes and further develop ways of promoting safe homes, schools and communities for children. This requires strategic thinking. It is important to work closely with each group to understand their environment (e.g., the home, the community, schools or police stations) from their perspective. You should draw on your wealth of experience and knowledge of the community and local institutions to help groups and schools solidify and sustain the efforts and achievements. Going through a long, detailed process of change with a community requires endurance, especially for this final work creating mechanisms to institutionalize change. Focused efforts in this phase will help protect and enhance the substantial investment you and your community partners have made thus far.

Key topics for discussion in this phase

These topics are carefully thought out, systematically arranged and aligned with the phase's objective (consolidating efforts for collective VAC prevention). They can be used when implementing the activities for this phase – for example, they can be themes for coalition discussions, stakeholder engagement, community dialogues, media campaign messages and more. See the strategy action plan template for consolidating efforts (Table 7) and the tips on how to carry out these activities in the “Strategies That Can Be Used in All Phases” section.

Key topics include:

- Change can become regular practice if certain practical measures are put in place that standardize and enforce change.
- Change requires regular reinforcement to become normalized.
- Nonviolence benefits children, families, schools and the community, but ultimately it is an issue of justice and children's human rights.
- We all experience practical, long-term gains when violence against children ends.
- We must recognize and celebrate nonviolent practices with children.

Monitoring and documentation

Ensure that regular monitoring activities are conducted, and consider using the following documentation to keep written records of your progress (also see the appendix for templates):

- **Meeting notes** document the weekly supervisory meetings held with each strategy team and help monitor progress and accountability.
- **Activity reports** are simple forms completed by staff members, resource persons, community volunteers, and other individuals conducting activities that track detailed information about each activity's implementation, outcomes and lessons learned.
- **End-of-phase strategy summary reports** can be written by the team or individual responsible for each strategy at the end of each phase. This report provides a summary of activities conducted, identifies successes and challenges, and proposes recommendations for the next phase. Strategy summary reports can be compiled by the team coordinator to create an overall narrative phase report.
- **Departmental summary reports** document the lessons learned in each phase. These reports are important in documenting the development of VAC prevention work.



Overall steps to take when planning this phase

1. Ask staff members to read the description of Phase V before coming to the meeting, especially the objectives, focus and activity descriptions. If staff members are experienced in planning, they can come prepared with draft action plans for their respective strategies; otherwise, plans can be done collectively.
2. As a group, briefly review the objectives and focus of the phase and make any changes or additions you feel are appropriate for your organization and the schools and community that you are engaging.
3. For the first strategy (using learning materials), develop SMART objectives.
4. On a flipchart sheet, list the chosen activities for this strategy. When choosing your activities, be guided by Table 7/Appendix A and your own experience. Select activities that will help you achieve your objectives, and remember to include ongoing activities.
5. Fill out the action plan for the first strategy. Write your objective(s) for that strategy, and list and describe each activity according to the information requested for the various columns.
6. For each strategy, repeat steps 3, 4 and 5. Be sure to remain realistic and focused on the objectives, as well as to have a variety of activities (at least one from each of the five strategies).
7. Compile the plans for all five strategies to create an overall action plan for the phase. Assess the number of activities, time frame and staff capacity to make sure your plans are realistic.
8. Organize staff development sessions to help your staff get familiar with the modules and topics — help them practice.
9. Discuss monitoring and documentation tools.
10. Start implementing Phase V.

Table 7. Template for creating a strategy action plan for consolidating efforts

Strategy - Consolidating efforts activities	Description	Objective	Target audience	Action steps	Monitoring tools
Using learning materials <ul style="list-style-type: none"> - Distribution of learning materials (ongoing) - Newsletter (ongoing) - Engage local governing sector - District education/information sector - Probation and social welfare sector - Police and child/family protection sector 					
Strengthening capacity <ul style="list-style-type: none"> - Weekly check-ins (ongoing) - Staff development meetings (ongoing) - Community volunteer sessions (ongoing) - VAC watch group workshop 					
Mobilizing through local activism <ul style="list-style-type: none"> - Community activists (ongoing) - Community action groups (ongoing) - VAC watch groups (ongoing) - Booklet clubs (ongoing) - Creating supportive environments (ongoing) - Independent volunteer programs 					
Engaging through media and advocacy <p>Media/events</p> <ul style="list-style-type: none"> - Radio programs (ongoing) - Follow-up with journalists and editors (ongoing) - International/national children's day celebrations - Positive stories <p>Advocacy</p> <ul style="list-style-type: none"> - NGO collaboration (ongoing) - Local leader advocacy (ongoing) - Strengthening service provision (ongoing) - School outreach (ongoing) - Lobbying (ongoing) - Professional bodies - Tools for professionals - Knowledge sharing meetings 					



Training sessions

In the last phase, the focus was on institutionalizing change. The sessions here aim to incorporate changes that will keep functioning in the community for many years to come. They will help your team to facilitate sessions with the community activists, community action groups, and other stakeholders to maintain the change and a violence-free culture in the community.

For all sessions, start with all participants seated in a circle. You will come back to this circle for group work and group discussions as you move through the various exercises.

- Session 5.1. Activists unite (1 hour)
- Session 5.2. Sustaining activism efforts (2 hours)
- Session 5.3. Motivators and obstacles in our activism (1 hour)

Session 5.1. Activists unite (1 hour)

Participant objective


- Envision the challenges and opportunities of working together as activists.

Preparations

- Bring six pieces of standard-size paper.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

Steps

1. Introduce the session:
 - a. *“Welcome to the violence against children prevention training. In this session, we will focus on how to join with others who are showing public support for change, particularly about violence against children.”*
 - b. *“When activists work together, they strengthen their activism. They act as both support seekers and support providers—offering support to each other and needing support from each other. The group will now participate in an exercise in which everyone will be a support seeker and a support provider at the same time.”*
2. Divide the group into two teams. Ask both groups to stand at one end of the room (the same end).
3. Explain:
 - a. *“Each group will receive three pieces of paper. Each group must move all its team members from one side of the room to the other without touching the floor directly.”*
 - b. *“You can only touch the floor under two conditions: You can touch the floor if you are stepping on paper. If you have already reached the other side, you have the freedom to go back and help other participants in any way.”*
 - c. *“If a team member breaks these rules, she or he must go back to the beginning.”*
 - d. *“The game begins with all team members touching the wall on one side of the room, and the game ends with all team members touching the wall on the other side of the room. Team members cannot let go of the first wall until they are following the rules about touching the floor.”*
 - e. *“The first team to entirely reach the other side wins. One person from each team should be a judge for the other team, ensuring that they follow the rules.”*
4. Give three pieces of paper to each team, and provide teams with 5 minutes to brainstorm their strategy. Alert participants when 2 minutes remain and when 1 minute remains.

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5. When 5 minutes have passed, call, “Stop!” Ask all team members to touch the wall before giving the signal to begin.
 6. Begin the game. When it is over, congratulate the winning team and ask participants to return to their seats for a discussion.

FACILITATOR’S NOTE: In the game, any approach is acceptable for getting across the room as long as participants are following the game rules. If the race extends beyond 10 minutes, you may choose to end the exercise and begin the discussion.

7. Debrief the exercise with the full group:
 - a. *“Describe your experiences strategizing before the game began. What happened?”*
 - b. *“Tell me about your experiences crossing the floor.”*
 - c. *“Tell me about the type of support you provided for each other.”*
 - d. *“How did it feel when you needed support?”*
 - e. *“How did it feel when you provided support to someone else?”*
 - f. *“When we see others working together and accomplishing something, how does it inspire and challenge us to do the same?”*
 - g. *“What did you learn from the exercise in terms of how it feels joining power with others?”*
8. Summarize:
 - a. *“By joining with others, you can achieve much more than you can alone. As activists we are also stronger together than alone.”*
 - b. *“When working in groups or under pressure, it can sometimes feel like working alone is faster and easier than joining with others. Also, when working with others or under pressure, it can be difficult to slow down and ensure everyone is in control.”*
 - c. *“As activists, there is often group work with lots of coordination and tight timelines, such as when organizing community events. It is in these high-pressure times that we must help each other.”*
 - d. *“When activists join with others and work together, they can increase the impact of their prevention efforts and make their actions concrete.”*
9. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.



Session 5.2. Sustaining activism efforts (2 hours)

Participant objective

- See the value of breaking down activism into smaller steps and short-term goals.

Preparations

- Bring 10 sheets of blank standard-sized paper and five copies of “How to Make a Paper Hat.”
- Make one hat (following the “How to Make a Paper Hat” instructions) for display during the session.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks.

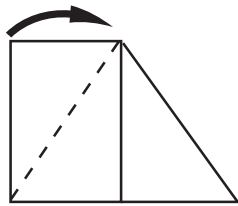
Steps

1. Welcome participants and explain: *“The process of change takes time — it does not happen overnight. As activists, we need to recognize this and maintain our energy and focus. This session will help us learn techniques for sustaining our activism efforts and for not losing hope.”*
2. Have participants count off from 1 to 10 and then group themselves by number. Give each group one piece of blank paper.
3. Set out the model paper hat and explain:
 - a. *“Each group will be asked to create a paper hat with their piece of paper. Half the groups will receive instructions, and half will not.”*
 - b. *“All groups need to make the same type of paper hat, just like the model presented here. No one can touch or unfold this model paper hat.”*
4. Hand out the instructions to five of the groups and begin the exercise. Ensure all groups with instructions are following the instruction to clap and cheer after each step.
5. Once all the groups with instructions have completed their paper hats, end the exercise. Ask everyone to return to the larger group.
6. Debrief:
 - a. Ask participants from the groups without instructions:
 - i. *“How did it feel not having the instructions?”*
 - ii. *“How did it feel when the other groups cheered?”*
 - b. Ask participants from the groups with instructions:
 - i. *“How did it feel having the instructions?”*
 - ii. *“How did it feel each time you cheered?”*
7. Conclude:
 - a. *“Although this exercise was made up, the emotions and experiences it provoked can teach us something about how to stay motivated in our activism over the long term.”*
 - b. *“Following through on our activism takes dedication over a long period of time. If we tackle it all at once, the experience will be more frustrating and difficult, with no chance to celebrate our success until we reach our ultimate goal.”*
 - c. *“If we break activism down into small steps, it is easier to maintain our motivation and celebrate successes along the way. We can increase our effectiveness and maintain our enthusiasm by breaking down an activity into small steps and finding support.”*
8. Thank the group for their participation and remind them to bring their notebooks and pens to the next session.

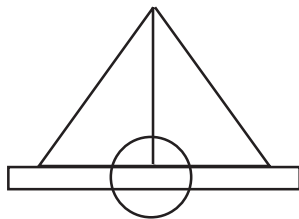
Participant handout

How to make a paper hat

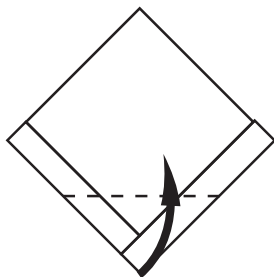
1. Take a piece of rectangular paper - with the shorter edge to the sides. Fold in to half width and unfold - this marks your center line. Fold it in half lengthwise so the top meets the bottom - with the fold at the "top" of the piece of paper. When this step is completed clap and cheer for yourselves!



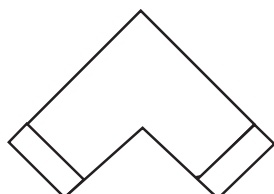
2. Fold bottom edge up about half an inch (1.5 cm). This makes a paper hat shape. When this step is completed clap and cheer for yourselves!



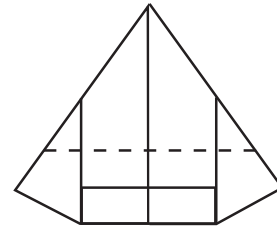
3. Grasp the hat shape in the center. Do this at the point where the diagonal creases meet. When this step is completed clap and cheer for yourselves!



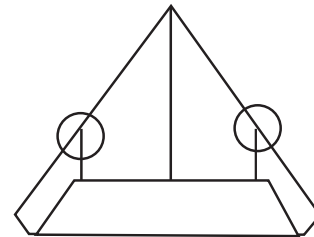
4. Pull apart the paper and flatten. You should end up with a diamond-shaped piece of paper. When this step is completed clap and cheer for yourselves!



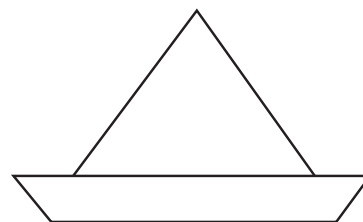
5. Fold the bottom edge up. Leave about a 1/4 of an inch border between the top edge and the edge of portion that has been folded-up. Flip the paper ship over and repeat. When this step is completed clap and cheer for yourselves!



6. Hold the paper ship in the middle of the bottom edge. Pull it apart and flatten. Fold bottom edge up at about half an inch (1.5 cm). Flip and repeat. When this step is completed clap and cheer for yourselves!



7. Take the left and right triangular portions and pull apart. When this step is completed clap and cheer for yourselves!



8. Put your hat on someone in the group! Cheer!



Session 5.3. Motivators and obstacles in our activism (1 hour)

Participant objectives



- Learn what motivates us in our activism.
- Identify potential obstacles to activism and how to overcome them.

Preparations

- Prepare two flipchart sheets, each with one of the following questions:
 - o What motivates you to be an activist working to prevent violence against children?
 - o What are or could be obstacles that prevent you from being an activist?
- Bring about 200 postcard-size pieces of paper or cards, as well as tape.
- Bring flipchart sheets and markers, as well as spare paper and pens in case any participants forget their notebooks. Have five blank flipchart sheets ready for the activity.

Steps

1. Welcome participants and explain: *“Speaking out about sensitive issues is challenging. If we recognize the motivations behind our activism, as well as some of the obstacles, we can help each other stay focused and committed to our work.”*
2. Hang the flipchart sheet titled “What motivates you to be an activist working to prevent violence against children?”
3. Instruct: *“Please think quietly to yourself about this question: What motivates you to be an activist working to prevent violence against children? Write three of your ideas on the paper/cards that I provide. Write one idea per paper/card and write in large letters.”*
4. Give three papers/cards to each participant and have them begin.
5. After 5 minutes, ask participants to share their three motivators with the group and tape them to the wall. When participants are taping their papers/cards to the wall, ensure that they group similar contributions together.
6. Lead a discussion by asking:
 - a. *“How can knowing our own motivators help us?”*
 - b. *“How can understanding the motivators for fellow activists help community activism?”*
 - c. *“Are there ways that we as a group can help each other stay motivated?”*
7. Explain: *“While there are many motivations for our work, there are also obstacles that block us and prevent us from being activists.”*
8. Hang the flipchart sheet titled “What are or could be obstacles that prevent you from being an activist?”
9. Ask: *“Please think quietly to yourself about this question: What are or could be obstacles that prevent you from being an activist? Write three of your ideas on the paper/cards that I provide. Again, write one idea per paper/card and write in large letters.”*
10. Give three more papers/cards to each participant, and have them begin.
11. After 5 minutes, ask participants to share their three obstacles with the group and tape them on the wall. When participants are taping their papers/cards on the wall, ensure that they again group similar contributions together.
12. Lead a discussion by asking:
 - a. *“How can it help us to know our own potential obstacles to being activists?”*
 - b. *“How can understanding the potential obstacles for fellow activists help community activism?”*

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13. Explain: *“We will divide into five groups. I will assign each group one of these obstacles. In your groups, brainstorm ways of overcoming this obstacle. Record your ideas on a flipchart sheet. Each group will have 10 minutes to do this work.”*
 14. Have participants count off from 1 to 5 and then group themselves by number.
 15. Choose five major obstacles from those participants shared and assign one to each group. Give each group a flipchart sheet and a marker.
 16. Begin the exercise, alerting participants when 1 minute remains. Call, *“Stop!”* after 10 minutes have passed.
 17. Ask each group to present their ideas for overcoming their obstacle. Discuss all presentations.
 18. Summarize:
 - a. *“There are many ways to overcome the obstacles to activism. We can work with others to keep supporting and motivating each other. We can also celebrate achievements — big and small! — and take action in steps.”*
 - b. *“Remember to be creative. Doing the same activities over and over will become boring. Spice up your activism! Also be convinced of the value of your activism.”*
 - c. *“Taking action might not be easy, but it results in a lot of benefits. Not only will you feel good about yourself, but also the community will look up at you.”*
 19. Thank the group for their participation over the course of the training sessions.
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Strategies That Can Be Used in All Phases

The CAT proposes five strategies useful for engaging and mobilizing communities for VAC prevention: using learning materials, strengthening capacity, holding public events, mobilizing through local activism, and engaging through media and advocacy. The proposed strategies engage community members, parents, local leaders, religious leaders, teachers, and children in reflecting and talking about issues concerning VAC.

1. Using learning materials

The CAT contains thought-provoking and engaging learning materials on VAC prevention (e.g., booklets, posters and information sheets). The materials are designed to help people reflect and spark a conversation on preventing VAC. Organizations can disseminate them in their community and/or use them to facilitate discussions with small groups in the community. They can be the perfect “leave-behind” for people to share with friends, neighbors and workmates.

These materials are among the most flexible activities in the CAT. They are easy to use anywhere with almost any group. They:

- Include images, making them useful for audiences with low or mixed literacy levels.
- Simplify a message into plain language, making them useful for groups with mixed levels of knowledge and education.
- Often tell a story by showing pictures of people doing and saying things, making them memorable and connected to everyday life.
- Are playful and creative, appealing to all ages.
- Can defuse anxiety and defensiveness by introducing humor.
- Can be used for entertainment, as well as for motivating change.

A. Posters

The posters can be a great resource for community engagement. They provide simple, visually appealing messages encouraging action against VAC. Posters are an effective supplement to a broader campaign on VAC prevention, as they are easily used by programs and easily understood by viewers.

Tips for using posters

- Distribute the posters to all the groups you work with — particularly the community activists and volunteer groups you have identified. Encourage them to use the materials to start discussions with others.
- Develop question guides that relate to the poster. They can help focus a discussion and ensure that key points are being addressed.
- Use the posters as tokens of appreciation or prizes in other activities in which community members actively participate and contribute. For example, at a community drama, give a poster to each community member who contributes to the discussions in the drama breaks.
- Encourage community activists to use the posters when talking about VAC in their community. For inexperienced facilitators, communication materials can provide courage and confidence as they break the ice with community members and focus the discussion.



B. Booklet

The CAT has a booklet that aims to help people understand VAC through popular stories. All types of community members can appreciate the booklet, which can be shared with individuals for personal reading and reflection. However, the booklet is most helpful when engaging community members, especially children, who can block off time for a booklet discussion.

Some people connect to ideas through social interactions (like participating in a community drama), and some connect to ideas through visuals (like looking at and discussing a poster). Others connect to ideas through stories they can relate and react to, as well as reflect on privately without the pressure to make any immediate comments. The booklet is useful for all of these individuals.

Tips for using the booklet

- Always have copies of the booklet in your office for drop-ins, as well as on hand when facilitating activities.
- Give the booklet to teachers who want to have booklet clubs in their schools, as well as to any community members who want to make a presentation on VAC issues. Also provide the booklet to all team members and community activists so they can refresh their knowledge as needed and share the information with others.
- Prepare ten to 15 open-ended questions that can be used for discussions, avoiding “yes-or-no” questions or asking more than one question at a time. During discussions, don’t be afraid to deviate from the prepared questions if the conversation is flowing naturally in another direction. Also consider using examples that relate to the stories in the booklet as a discussion prompt.
- Pick out specific messages or images from the booklet and ask group members to comment on them. Encourage group members to share how they relate to the stories in the booklet (“Do you know of any children who have had similar experiences?”), and ask the group for reflections on the booklet’s relevance to them and on its stories.
- Avoid dominating the discussion. Share your thoughts and ideas briefly, and then ask group members to share or comment.
- Feel free to find other creative ways to use the booklet.

C. Stickers

Stickers usually carry a specific message that is clear and easy to understand in order to help people reflect upon that message. The sticker is very handy and appreciated by most community members. Unlike booklets and posters, stickers are good at creating wide awareness of an issue because they can be displayed in various places where many people can interact with the message.

Tips for using stickers

- Always have stickers in your office for drop-ins and on hand when facilitating activities.
- Remember that stickers are easily translated into local languages.
- Use stickers as rewards while carrying out other community activities (e.g., community dramas and film shows and discussions).
- Distribute stickers to community members (including to influential individuals and to offices and institutions like the police, schools, churches and mosques).

Table 8. Communication materials

Communication material	Location (to be added)
VAC booklet. The booklet explains the problem of VAC in simple ways and can be used to facilitate discussions in smaller groups.	
“A Violence-Free Home” poster. This is visual in nature, presenting children’s ideas on what a violence-free home means to them. It can be used to facilitate discussions in the community.	
“A Violence-Free Community” poster. This poster presents children’s ideas on what a violence-free community means to them. It can be used to facilitate discussions in the community.	
Footprint stickers. These come in different sizes, with the message posed as a question (“ <i>What kind of footprint are you living in children’s lives?</i> ”) to spark reflection on adults’ relationships with the children in their lives. The stickers come in handy as leave-behinds after an activity, and they can be intentionally placed in public places like banks and shared taxis.	
Heart-shaped stickers. These stickers are designed in different sizes, with the message posed as a question (“ <i>What are you doing to prevent violence against children?</i> ”). The stickers come in handy as leave-behinds after an activity, and they can be intentionally placed in public places like banks and shared taxis.	
VAC info sheet. This has key information on VAC, including what individuals and communities can do to prevent VAC. It can be shared with journalists and in organized workshops.	

2. Strengthening capacity


Strengthening capacity involves the continuous support, understanding and skill development of community members and professional sectors to prevent VAC. This could include, for example, organizing sessions with your staff to understand the concept of VAC and to practice the activities before going into the community; conducting a community activism discussion for community volunteers; and holding ongoing, structured dialogues with various professionals that you engage with on preventing VAC.

Begin each of the CAT’s five phases by training your staff and the core team of community activists. Then, identify additional groups that may benefit from the training. Encourage all training participants to conduct all or some of the sessions with others, such as fellow community members, colleagues, peers or social groups.

In trainings, the goal is to get personal – to help people internally process their relationships with children and VAC-related issues, as well as feel these issues are directly related to their own lives. When training, we achieve this effect by using participatory learning techniques. Here are some dos and don’ts for facilitating participatory learning:

Dos

- **Do ensure that training modules are limited to 30 people per session.** A maximum of 30 participants allows facilitators to ensure everyone’s active engagement.
- **Do bring the right materials.** Facilitators should always bring tape, at least ten markers, and extra flipchart sheets, standard-sized paper and pens.
- **Do have participants sit in a circle or semicircle,** preferably without desks or tables in front of them. Desks and tables create barriers between people, take up space and block the flow of discussion, movement and exchange.

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- **Do prepare yourself for facilitating the sessions.** Go through the sessions before the training. Run through the exercises in your head, talk with your co-facilitators (if any) and create a plan for how you will facilitate. Make sure all required preparations are complete.
 - **Do develop trust in the group.** Participants need to trust you, your facilitation skills and your leadership style before they can learn effectively. Create this safe space by being prepared, respectful, open and honest. Be friendly and create a comfortable, informal environment through your words and actions.
 - **Do use energizers.** Pay attention to the body language and energy level of the group. If you feel participants are tired or distracted, or if a session is particularly intense or heavy, do an energizer to pick up the mood. Energizers get people laughing and moving – encourage participants to share the energizers they know with the group.
 - **Do write down only appropriate responses when capturing participants' contributions on a flipchart.** For inappropriate responses, prompt the participant and group with questions to provoke debate and discussion, ultimately leading the group to an appropriate response.
 - **Do keep the flipchart sheets organized.** The visual impact of the accumulated flipchart sheets is an important aspect of training. Well-organized flipchart sheets hanging throughout the room will track the progress of the discussion and be a resource throughout each session.
 - **Do remember the following when facilitating debate and discussion:**
 - o Gather various perspectives and opinions from around the room.
 - o Ask open-ended questions.
 - o Ask leading questions that will guide participants toward the desired discussion points/answers.
 - o Gently challenge participants to examine their ideas.
 - o Periodically ask for opinions and ideas from those who are not raising their hands.
 - o Aim to resolve each topic while the group's energy is still high.
 - o Always summarize to ensure that all participants understand the correct explanations.

Don'ts

- **Don't be overly relaxed or unstructured.** Participatory learning requires a facilitator to structure and guide the process. Be open, flexible and responsive, but also clear about the objectives and exercises.
- **Don't shy away from conflict.** When a group is discussing sensitive issues, a facilitator must sometimes mediate or moderate conflicts. If you try to avoid conflicts or ignore tension, participants will lose trust in the process and unhealthy group dynamics can develop.
- **Don't force any participants to share their thoughts.** By respecting participants' personal boundaries, you will create an honest and powerful discussion. Avoid calling on participants who have not volunteered. This creates more safety in the process and allows even shy members to feel more comfortable and, thereby, able to contribute on their terms.
- **Don't leave the room, talk on the phone or sit down alone during group work.** Group work is not a facilitator's break! It is an important time for you to engage with smaller groups, interjecting ideas and ensuring people are clear and on track.
- **Don't forget to summarize.** At the end of the day, summarize what has been learned. At the beginning of a new day, begin by reviewing the previous day of training. Review and reflection is an important part of the learning process.



3. Holding public events

This strategy involves organizing or participating in events such as fairs, exhibitions or marches. Many people enjoy public events because they provide a social space for connecting with others and learning about shared interests. Combining activism with public events is a great way to gain the participation and attention of hard-to-reach community members, especially those who avoid small-group activities.

The CAT's four programmatic phases (Phases II to V) recommend an appropriate public event in each of the four. The three secrets to planning and facilitating successful public events are organization, teamwork and publicity. Here are some tips for all three:

A. Organization

- Talk to people who have organized similar events before. They will have learned a lot from experience and can make your job easier.
- Use your imagination while planning. Imagine the event day. For every detail, imagine all the associated tasks and, eventually, the people and timeline for each. For example, if you imagine a banner at your march, you might first decide on details: who will make the banner, what it will say, the logistics of hanging it (where, how and who will help), and what materials you can afford and are appropriate for where you will hang it. Second, you would create a sample mini-banner on paper and get feedback from your team; third, buy the materials; fourth, create the real banner; and fifth, hang it for the event.
- Always allow twice the time you think you will need to organize the event. There will always be many unexpected tasks. Plan to have tasks completed earlier than necessary in case something takes longer to do than you expected.
- Get a notebook to write down all your notes, tasks and ideas in one place. Write down everything!
- On the day of the event, have an easy-to-carry bag filled with everything you might need for the type of event you are running. Depending on the event, this bag may include some of the following: tape, string, paper, pens, watch, scissors, agenda, original copies of handouts, cell phone and airtime, a first aid kit, water, snacks and contact information for key organizers.

B. Teamwork

- Keep your team happy and energized. When unexpected things happen, share a positive perspective and help the team problem-solve with optimism and confidence. When things go well, celebrate as a team; in between, give lots of thanks and recognition for everyone's efforts.
- Match people's roles to their strengths and interests.
- Engage the team in developing the complete list of tasks. Delegate clear, specific tasks to team members, and put this information in writing so everyone is very clear on who is doing what and when.
- Check in regularly with team members and encourage them to ask for help whenever needed.
- Have a motivational team meeting right before the event.
- Have a team celebration after the event. Discuss lessons learned after the celebration.



C. Publicity

- Encourage team members to talk casually and positively with others about the event. Word of mouth is the most powerful form of publicity.
- Get all team members involved in publicizing the event. Ask each team member to prepare announcements or posters for all the groups they are directly involved in (e.g., their neighborhood, school committee, workplace, religious community or savings group). People are more likely to come to an event when invited by someone they know.
- If you have to trim costs or time, don't let it affect the quality of your advertising. A great event will have little impact if no one shows up.
- Remember that for every ten people you tell about the event, you should expect only one to come — meaning you have to spread the word to far more people than you think. Also keep in mind that you should expect to tell people at least three times (in three different ways) before they will think about whether to attend.

4. Mobilizing through local activism

Local activism is another important strategy to mobilize the community for VAC prevention. It involves encouraging community members to actively participate in preventing VAC in their community. This can include, for example, engaging community volunteer networks, forming VAC watch groups, engaging community members through open theater and dramas, holding film shows and discussions, and having community dialogues or poster and booklet discussions. This section focuses on three types of local activism efforts in the CAT: community dramas, film shows and discussions, and community dialogues.

A. Community dramas

Dramas are not simply for entertainment; they also aim to educate and inspire discussion. The community dramas use a facilitator to conduct discussions with the audience after each scene, turning the dramas into an interactive experience. You can design discussion questions to provoke, inspire and motivate community members to think about and do things differently. In this way, dramas take deep-rooted issues of VAC and open them up for public discussion and debate.

To begin, identify community-based drama groups in your area (or just “regular” community members interested in performing). Train them on understanding VAC, share themes that they can use to develop drama scripts and work with them as they practice and perform these dramas in your community.

Here are some dos and don'ts for community dramas:

Dos

- **Do choose a facilitator who is dynamic, outgoing and comfortable speaking in front of a crowd.** This facilitator also needs to be knowledgeable about the issues in order to manage controversial discussions and reinforce the ideas of the drama.
- **Do conduct a discussion after a scene.** We have found that it is better to ask questions throughout the drama, as well as at the end, instead of saving up all the questions for the end. People often leave right after a drama is finished. Provoking discussion during the drama allows more opportunities to get people talking and involved.
- **Do work with local actors.** The audience will be far more interested and influenced by actors from their own community than by perfectly polished professional actors. With local actors, your impact will go well beyond the drama itself. People will begin to see the actors as activists for children's issues, and local actors will be around long after the drama itself to raise awareness and support community members.

- **Do portray all characters with dignity.** While the drama is meant to entertain, sometimes drama troupes do this at the expense of people's dignity. Portraying children as victims and adults as monsters will not help any community members identify with the characters. Good drama helps people to see themselves in the characters and situations. Show characters that are thoughtful, capable and real.
- **Do model the positive.** Dramas can inspire individuals and communities to change. You can use your dramas to show characters thinking about and responding to issues in new, positive ways.
- **Do, if possible, train the troupe to act out some of the ideas the audience is likely to discuss.** This will increase the audience's engagement and strengthen their connection with the characters.
- **Do raise the actors' awareness of the issues.** Don't assume that a drama troupe knows about VAC. Take time to help them understand these issues, and use the CAT training sessions in Phase II (Sessions 2.2 to 2.8). This will ensure that they maintain important meaning as they plan, act out and improvise the scenes. Visit practices and performances to ensure the drama's key idea remains clear and focused.
- **Do encourage audience participation.** Dramas attract a wide range of people, who become a "captive audience." Talk to them! Ask people what they think. Spark debate and discussion, and encourage them to get involved.
- **Do have a clear take-home idea.** Many people can watch the same drama but have a different understanding of what they saw. Explaining the drama's main idea at the beginning and the end allows people to have a shared language on what they just experienced. It also helps people feel more comfortable talking about the drama later, without fear of having misunderstood its meaning.

Don'ts

- **Don't show extreme violence.** Performances are supposed to be dramatic, but sometimes this goes too far, especially when dealing with VAC. Showing a child being badly beaten or sexually assaulted is dehumanizing to all children. Showing a parent or teacher acting extremely drunk or violent is dehumanizing to all adults. It is not necessary to show graphic violence. Use interesting dialogue and creative characters to engage your audience instead. Drama troupes can let the audience know that violence has happened by (for example) showing an injury, shouting off stage, depicting fear or referring to violence.
- **Don't only reflect negative reality.** We all know that children experience violence at home, at school and in the community. We all know these situations are difficult, hurtful and sad. Showing only how bad things are in the community will not help anyone to think differently about the topic or to make changes. Introduce hope into the story and portray positive attitudes and behaviors that show people claiming their resilience and agency.
- **Don't cover too many issues.** Often, drama troupes have so many issues important to them that the troupe will try to pack them all into one drama. This is overwhelming to the audience, who will leave wondering what the drama was all about. Stick to one main issue and try to avoid going into too many side stories or complicated twists and turns.
- **Don't offer overly simplistic solutions.** It is often tempting to act out a whole story from the beginning of a problem to its end. This is usually very difficult because it is unrealistic. Change takes time, and if we show dramas in the community in which all the problems are solved seemingly overnight, we aren't promoting or supporting meaningful real-world change. It is OK to leave a story hanging and not solve all the problems in one short drama. An unresolved problem is an excellent way to involve the audience in discussion: Ask them for suggestions on how the characters should deal with the challenges and how they would help the characters if the characters were their friends, colleagues or neighbors.



B. Films shows and discussions

The films allow for maximum flexibility with different groups and situations. Film is a powerful tool for engaging community members because it is a form of entertainment that attracts many, but can educate at the same time. Before you go out to show a film, watch it beforehand and understand its key message. Develop open-ended questions to guide the discussion; the questions should aim to help people get the gist of the film and relate to the story.

Here are some dos and don'ts for film shows and discussions:

Dos

- **Do introduce the film and let the audience know that there will be an opportunity to discuss it.** Letting people know beforehand shows respect and consideration.
- **Do first ask the audience about what they watched to see if they got the key message.** This will help you guide the discussion.
- **Do let other people give their opinions and share their thoughts.** It is OK if their opinions are very different from what is depicted in the film! Ask others who might bring out the right perspectives and build on that.
- **Do ask provocative questions.** Introduce alternative perspectives, but do not force your opinion on others.

Don'ts

- **Don't prolong the film discussion.** Usually, most people want to leave after the film is done. Keep it short.
- **Don't get into arguments with members of the audience.** Pose another question that will help the audience think about the idea differently.


C. Community dialogues

Dialogues are an effective way to engage communities, especially groups of community, faith-based/religious or cultural leaders, among others. Successful community dialogues take good mobilization, organization and preparation: First, you need to understand the group of people you are holding a dialogue with (e.g., their beliefs and attitudes). Once you understand this, choose a topic of discussion that fits the group and prepare your questions accordingly. Have examples and scenarios that can help drive home your point without explaining too much. Remember, it is a dialogue—you want to give people the liberty to share their opinion even when it is far different from yours. That is OK. It can help you know where people are at, and it gives you an opportunity to get to where you want to go—change is a process!

Here are dos and don'ts for community dialogues:

Dos

- **Do prepare and send out invitations early enough.** This shows that you respect the people you are inviting, and they will take the dialogues more seriously.
- **Do choose a facilitator who is dynamic and comfortable speaking in front of people.** The facilitator also needs to be knowledgeable on the topic and the people you are holding a dialogue with to manage controversial discussions and reinforce the ideas you are trying to promote.
- **Do give people a chance to share their opinion.** Even when it is different from yours, stay focused and hear from others. If no one shares your view, provide it and give them a chance to react to it.
- **Do keep your cool!** Even when the discussion gets hot, remember to never insult or degrade anyone's position. You can disagree with humor more effectively than with anger.

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- **Do ensure that everyone in the group has a chance to participate.** Avoid having one person dominate the discussion.

Don'ts

- **Don't react immediately to everyone's opinion.** This will make it look like a debate, and some people might be offended and shut out the discussion. Appreciate their opinion and build from others who share your opinion.
- **Don't own the discussion.** Allow as many people as possible to share and discuss. Come in with examples and scenarios that can guide and drive home your points.
- **Don't draw out the discussion for too long if people are losing interest.** Watch participants' body language. Be aware of how they are feeling and stop the discussion before it loses energy.

5. Engaging through media and advocacy

As we engage community members, it is important to influence community structures and policies that facilitate VAC prevention efforts to effectively sustain positive change. Organizations need to organize advocacy activities that focus attention on children's needs and encourage positive change — for example, lobbying district and other community leaders or holding discussions with professional groups (e.g., police and probation officers, social welfare workers, health care providers or school professionals). They also need to focus on media to create public forums to explore and discuss the problem of VAC — for example, participating on radio and TV talk shows, writing opinion articles in newspapers and engaging on social media. The media presents an opportunity to reach the wider community since it is hard to engage every member of society individually.

Media and advocacy are powerful tools for influencing what people consider normal and acceptable. Although journalists alone cannot change community norms, they can provoke a dialogue that leads to change. Likewise, leaders and policymakers alone cannot change community norms, but they can develop policies and procedures that inspire or even mandate community members to make changes in their own lives. As activists, the effectiveness of your media and advocacy work will depend on your relationships with journalists, editors, radio and television producers, leaders, and policymakers.


Although media and advocacy are often addressed separately, the CAT combines them into one strategy because of their strong interconnection. Leaders and policymakers closely follow media to gather information and assess public opinion, and the media often turns to leaders and policymakers as experts on the latest news topics and as community spokespeople. Individuals working in media and in leadership roles are present and interact in the three places where VAC happens (at home, at school and in the community). By creating allies among the media and among leaders, you will significantly strengthen the long-term impact of your VAC prevention efforts.

A. Engaging the media

Media is one way to reach a wider audience, as many people depend on the media as their trusted source of information. Getting people get to engage with your message in different places and from different individuals (e.g., the community, school, friends and family members) — and hearing it in the media — they are likely to believe it and potentially act on it.

General tips on engaging with the media

- Working with the media takes courage and persistence. It may take a lot of effort to get exposure in the media, but once you succeed, the influence of media exposure on community norms can be very powerful.
- Ask members of the media for feedback. As you build relationships with people in the media, ask them their preferences for communication (e.g., email or phone). They will appreciate your interest in making their work easier.

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- Spread the word. When you get media exposure, tell everyone you know to watch or listen. Make copies of articles and hand them out at events. Get creative to gain lots of value from your success!
 - File all media coverage, whether it's recordings of an interview or copies of articles.

Steps to getting started

1. Track media coverage

- Start by listening to the radio, watching television, reading newspapers and magazines, and browsing news apps on your phone.
- Notice which journalists and shows are covering which subjects and what type of stories each media outlet seems to cover.
- Use a media tracking form (see Table 9) to document the kinds of stories that are being covered related to VAC and by whom; be sure to use a different form for each media outlet. This form will assist you in analyzing the quality of reporting and in identifying the quality journalists and media outlets to develop relationships with.

Table 9. Sample media tracking form

Media Outlet:

Date	Headline/title (of news item, online video, magazine spread, tweet from news organization, etc.)	Summary	Journalist's/ host's name and contact information	Quality of coverage*
15/03/21	"More children dropping out of school"	Cited new studies showing increased attrition in East Africa; interviews with local NGO workers, government education officers, children who dropped out of school. Discusses how bullying/corporal punishment play a role.	Abubaker, H. Tel: XXX-XXX-XXX Email: XX@XX.org	4

**Rate each item based on the accuracy of information, the sensitivity to VAC and the inclusion of a pro-child perspective (1=poor, 2=fair, 3=good, 4=very good, 5=excellent).*

2. Build relationships with journalists

Often, our partners approach us to discuss the potential for sustained media engagement but say it is very expensive. We recognize that it can be costly to buy space in the newspaper or airtime on the radio or TV. However, community-based organizations can explore other ways of working with the media.

Begin by building relationships with journalists. (You will later want to develop relationships with newspaper editors and the producers of select radio and/or television shows.) This starts with consuming media while actively looking and listening for "news holes"—segments, sections, columns and so on where your story might be a fit. Keep track of these news items in the media tracking form, along with reporters' and hosts' names so you can easily find their contact information.

With your list of journalists in the media tracking form, you can initiate relationships. For example:

- Contact them when they write a story related to VAC. If you like a story, send a letter or email thanking them for the quality work to help create rapport. If a journalist missed a crucial point, send a letter or email first thanking them for covering the topic and then professionally identifying the missing or incorrect information for future stories.
- After building rapport, invite your key media contacts for get-togethers (e.g., a breakfast meeting, lunch or chat over coffee) to strengthen the relationships. Share with them about your work—presenting yourself as a resource—and show them how you are all working toward a similar goal.
- Explore possibilities for participating on their live talk shows as a guest speaker on issues concerning VAC in the community and in school.
- Share articles for newspaper publication.
- Share pitches for newsworthy stories when you have them. Build an awareness of what is newsworthy to them—this helps you to pitch your story in a manner that interests them.
- Interest them in your work and invite them to cover some of your noteworthy community activities (e.g., community dialogues).

- Piggyback on international celebrations that focus on children (e.g., International Day of the African Child, World Children's Day, International Day of the Girl Child and Human Rights Day) to pitch your story at a time when you are likely to get media attention.
- Prepare on how to communicate messages when reporters or presenters show interest.
- Be sure to provide journalists with your contact information whenever you meet them.

3. Create a press kit

A press kit is a folder that you can create and have on hand for all of your events at which media will be present. This press kit will have information about your organization, as well as specific information about the event, issue or story that you are trying to get covered in the media. It is usually a folder with two pockets. The left pocket can hold all the information about your organization, including:

- An info sheet with the history and accomplishments of your organization
- Copies of articles or transcripts of interviews from previous media coverage
- Informational brochures
- Your latest annual report
- Your contact information (clip or staple a business card to this pocket, if desired)

The right pocket can include all the information about the issue, event or story you are introducing to the media, including:

- A press release on the specific event or launch you are announcing.
- Info sheets on VAC with statistics and historical background (you could adapt information provided in Section II of the CAT).
- Relevant details (e.g., include a one-paragraph biography for each speaker at a news conference, with their full names and titles; include the detailed schedule for events).

General tips on planning your communications

- Develop your communication goal. Be clear about what you want your audience to come away with at the end of the communication. For example, are you raising awareness that VAC is a problem that people need to pay attention to? Are you encouraging action from community members in supporting schools to prevent VAC? What point are you trying to drive home?
- Develop key communication messages/ideas that are guided by your goal: What are the main issues you want to pitch? What is the most important message you want people to learn?
- Keep your message simple and easy to understand.
- Know your audience — the people you want to reach — and the kind of media channels and communication tools that speak to them. Our audience when doing community activism to prevent VAC in the community, schools and homes may include children who are directly affected by the problem, parents and guardians caring for the children, teachers who are directly involved in the education of children, community members in general and other stakeholders who have a vested interest in children's welfare.
- Decide on the media channels that are accessed by your target audience (TV, radio, newspapers, magazines, megaphones, SMS, the internet and online media, social media or any other media channel that is popularly used by the target audience).
- Choose the dissemination method (e.g., talk shows, radio dramas, spot ads, DJ mentions, storytelling, newspaper articles, letters to the editor, news releases, fact sheets or social media).



ADDITIONAL ADVICE

News releases: These outline the story for a reporter and allow small news organizations to repurpose content as needed. Reporters could write an entire story based on some news releases. All news releases must answer the five “W” questions (who, what, when, where and why) and the one “H” question (how).

Follow-up phone call: After you send your pitch or news release, make a follow-up call to everyone who received it. Here are some tips for making successful follow-up calls with media contacts:

- Never call a journalist late in the day. Everyone in the newsroom is on deadline, and no one will have time to talk to you. Make your calls in the morning before everyone gets too busy. Avoid calling newsrooms during their morning meeting (typically at 9 a.m.).
- Realize that you are competing with all the other people calling the media with their own story ideas.
- Think twice about calling on breaking news days. If a major news event is taking place that day, postpone your follow-up until the news cycle has ended.
- Accept that your call will be answered by a rushed person who believes they have no time to talk to you about your idea. You have about ten seconds to capture their interest.
- Before making the call, practice the two to three sentences summarizing why your story is important. Write out some talking points.
- Avoid asking “yes-or-no” questions. Don’t ask if your information was received. Instead, ask what they thought of your idea.
- Be conversational during your pitch.
- Do not call repeatedly; you will only annoy the person you are calling. If your first call is not returned, take the hint. Remember, reporters are human, too. It’s OK to call at a later date.

Social media: Facebook, Twitter, blogs, YouTube: In today’s ever-changing media landscape, it is increasingly important to consider social media in your media relations efforts. It is also important to realize the impact social media can have — both positive and negative. Here are a few helpful tips for effective media relations on social media:


- Find out how traditional media outlets engage with social networking tools. For example, search for and follow local reporters on Twitter and retweet stories they publish that are relevant to preventing VAC and to your followers. Subscribe to RSS feeds for those that maintain blogs. If they are receptive, find ways to engage in the social media realm (e.g., pitch a reporter your story in a direct message on Twitter).
- Don’t email-blast bloggers. Instead, start reading their posts regularly and become a part of the community by commenting on posts you find interesting. Read their “About Me” page to determine if the blogger is open to pitches. If so, customize your pitch to suit their interests.



B. General tips on advocacy

It is important to identify the key individuals and sectors you are likely to engage in your advocacy strategy. Remember that advocacy does not have to mean working with national leaders or government. A great deal of useful and often overlooked advocacy can be done at the local level within any of the sectors or institutions found in your community.

- **Do a stakeholder mapping.** Map out institutions or groups you want to engage and work with.
- **Develop your advocacy/stakeholder management strategy:**
 - o Set your objectives: What is your advocacy/influencing goal? What is the identified stakeholders' stake in VAC prevention? The power they have to influence? What motivates them?
 - o Clarify what you need from them.
 - o List the risks involved if you don't engage them.
 - o Determine how you plan to engage them (plan activities that can engage them).
 - o Think of the best ways to communicate with them.
 - o Develop indicators to help measure the impact of your advocacy.
- **Create a list of leaders.** Develop a list of all the community leaders with whom you could possibly work. You may already have done this as part of your community asset mapping activity. Alternatively, you can hold a brainstorming session with your team leading community mobilization. Encourage everyone to think big. Leaders on your list could include — for example — government officials (local/district, provincial/regional and national), cultural and religious leaders, elders and staff from other NGOs. For each person on your list, include their name and position/title.
- **Identify the leaders key to VAC prevention.** Once you have completed the list, decide which leaders you will contact to tell them about your VAC prevention work. Ask yourself: Which leaders seem to have the most to offer us in our VAC prevention work? Which leaders are already active in VAC prevention? Which leaders might we need to approach to gain access to important groups or institutions?
- **Arrange to meet with key leaders.** First, decide whether to meet with leaders individually or as a group. One-on-one meetings allow you to build individual relationships with leaders, while a larger discussion could help you learn the dynamics between leaders and the roles they play in group situations. Then, call each leader, introduce yourself and explain that you would like to schedule a time to discuss a community project that your organization will be facilitating. Be sure to draft a list of questions to ask the leaders, remembering that the purpose of this meeting is to establish a relationship and to learn as much as you can about their perceptions of the community and the problem of VAC. Some possible questions include:
 - o How would you describe your leadership role in our community? What are your responsibilities and duties? What kinds of problems do people bring to you?
 - o What does the term “violence against children” mean to you?
 - o Do you see VAC as a problem in the community? Why or why not?
 - o If a child came to you about violence they were experiencing at home, at school or in the general community, how would you help them?
 - o What support services are there for children in our community? Can you suggest organizations, individuals or other leaders with whom we should speak?
 - o What policies or procedures are in place on VAC? From your point of view, what additional policies or procedures would be useful? Are there any that should be changed or discarded?

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- o What do you think adults in the community could do to begin addressing VAC?
 - o What do you think you or other leaders in the community could do to address VAC?
 - o What can we do to help you in your work on VAC? What might you be able to do to help us in ours?
- **Conduct the meeting.** Begin by introducing yourself, explaining your intentions, and introducing your community mobilization project for VAC prevention. Explain that you would like to ask them some questions to better understand their roles in the community and how you might help each other in your work. Also mention that you welcome any questions they may have in return and say you will provide an information folder (i.e., your press kit) at the end of the meeting that includes some written information about your organization, a brochure on VAC and your business card. Then, proceed with the discussion. Keep it friendly and professional. When answering questions, be direct and clear with your answers, and do your best to maintain positive and inclusive language. If you don't know the answer to a question, tell the leaders that you will do some research and come back to them with the information. At the end of the meeting, thank leaders for their time and insights and give them the folder; invite them to contact you at any time and ask if you can contact them about this work in the future.

Tips for talking with leaders

In many of our communities, terms like “violence against children,” “abuse” and “corporal punishment” still sound unfamiliar. Supplied with knowledge on your community’s attitudes and beliefs, take some time to consider the most appropriate language to use with women and men in leadership roles. Remember, the goal is to build strong working relationships with these individuals — not to alienate or intimidate them. For example, sometimes talking about VAC in terms of building healthy relationships and creating a good learning environment is more useful than talking about children’s rights. Think about it!

After the meeting, consolidate your findings and discuss them with your team members. The leaders’ answers will help you to establish which leaders to work with and where to seek change at the policy and procedural level.

What to do after you talk with community leaders

1. **Conduct a policy scan and assessment.** Knowing the existing policies and procedures in your community will help you understand the support systems already in place for children experiencing violence. This knowledge will also help you see where the gaps exist so you can begin advocating for filling them.
2. **Create a list of possible policies.** First, ask yourself what policies might exist and who would know about them. Consider policies at all levels: the local level (e.g., bylaws and formal and traditional policy on VAC); the institutional level (e.g., probation and social welfare procedures, health care center policies and police procedures); and the national level (e.g., education policies, mental health policies and laws on VAC).
3. **Gather information on existing policies.** Your meetings with community leaders will have yielded some useful information on what policies exist, what policies are missing and what policies are weak or unfriendly to children. Build on that list by speaking with your team members, community members and others who may have valuable information. Call, email or visit government and institutional offices to have your questions answered. Seek out national policies in resource centers or speak with journalists who cover human rights issues for the local newspaper or radio station.
4. **Analyze existing policies.** Once you are confident that you have uncovered a reasonably representative list of policies and procedures in your community, use the guiding questions in Table 10 to help you conduct an analysis of each key policy. At the end of this analysis, you will be able to clearly see which policies are useful to children in your community and which are not. Decide whether preventing VAC will best be achieved by lobbying leaders to strengthen the less useful policies or by lobbying them to create new policies.

Table 10. Guiding questions

Category	Guiding questions
Policy name	What is the official name of the policy?
Developed by	What institution, ministry, agency, etc., developed the policy?
Content	What is the content of the policy?
Relevance	How relevant is this policy to our VAC prevention efforts?
Perspective	Is it pro-children? (For example: Does it acknowledge and respect children's right to live free of violence? Does it acknowledge and address the unique challenges that girls and boys face at home, at school and in communities?)
Usefulness	Will the policy be useful to our work of preventing VAC, or will it hinder our work?
Awareness	Is this policy well known to community members and leaders?
Application	Is it being implemented correctly/appropriately?
Responsibility	Who is responsible for enforcing this policy?
Recommendations	Is there anything that should be done to revise or strengthen this policy? What?

5. Create a plan for your advocacy work. You are now almost ready to begin the process of longer-term engagement with the policymakers and leaders in your community. Your last step before doing so is to begin planning. The following questions can help structure your planning process:

- **What policy need will be the focus of your advocacy efforts?** Will you lobby for a new policy or for revising an existing policy? Is there already advocacy being done on this policy? If so, is it effective?
- **Whom will you aim to engage?** Which relevant policymakers and leaders are the most open to working with you? Which would have the greatest impact on VAC? Which would be the biggest asset to your advocacy work?
- **Who else in the community might be interested in participating in this advocacy work?** Are there other NGOs or community groups that might be interested in participating? Would a coalition of NGOs or leaders help you to accomplish more, or would it be more appropriate to primarily work on your own? How can you involve children in your community? (Some possibilities include collecting their ideas in schools and meeting them in the community spaces created for them.) How can you involve community members — teachers, parents and other adults in the community? (Some possibilities include inviting them to meetings with leaders and asking people to sign petitions, write letters or ask leaders questions about VAC at public meetings.)
- **How can you reach the policymakers or leaders in your community most effectively?** What is important to the leaders — for example, are they concerned with what the voting public thinks, interested in generating positive publicity or driven by a desire to see safe homes and schools for children in the community? How do the leaders like spending their time (for example, holding community meetings, making presentations, writing policies or hosting public debates)? How might you get and keep the leaders' attention — maybe by presenting the issues in a new way, by suggesting innovative solutions, by talking about how the leaders would benefit from addressing it or by approaching the topic in a positive, energetic way?
- **How will you structure your advocacy work?** Consider the process in the “Structuring Advocacy Work” box for engaging policymakers and leaders through the community mobilization phases for VAC prevention.



STRUCTURING ADVOCACY WORK

You might choose to have general engagement with policymakers and leaders: facilitating a process of raising awareness, building networks, integrating action and consolidating efforts on preventing VAC (CAT Phases II to V). You might also address a specific policy need based on your policy analysis; this is more appropriate in communities where little or no policy exists on these issues. It may also be helpful to structure your advocacy on a specific policy need according to the phases. However, remember that advocacy processes are dynamic and your team will need to be responsive to the pace and other influences or opportunities in your community.

- Your goal for the raising awareness phase of your work (CAT Phase II) is to educate the relevant policymakers or leaders about the problem of VAC. How will you communicate about these topics with them? How will you ensure that they understand?
- Your goal for building networks phase of your work (CAT Phase III) is to build a supportive network and momentum for change. What kind of structures do they have that can be used for VAC prevention? How can they build synergies to strengthen the VAC prevention field?
- Your goal for the integrating action phase of your work (CAT Phase IV) is to get leaders to begin thinking about what they and the broader community can do to create a more supportive environment for children and activists confronting issues of VAC. How will you help them think this through? What changes would you suggest at the policy and procedural level? How will you help the leaders implement these changes?
- Your goal for the consolidating action phase of your work (CAT Phase V) is to inspire the leaders to begin taking action on creating policies and procedures that prevent VAC. What kinds of actions might they decide to take? How will you help them with this work?

For each phase, draw ideas and tools from all five CAT strategies and create some of your own.



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Appendix. Sample Tools to Guide Planning and Monitoring Activities

A. Action plan column guide and sample action plan

Action plan column guide

The following descriptions will guide you in completing the action plan. Amend the process to fit your needs.

#	Activity	Activity objective	Brief description	Time frame	Resources required	Outcomes/indicators	Implementers	Monitoring notes
Number each activity in each phase.	Write the title of each activity.	Write a brief objective for each activity.	Identify the group that the activity aims to reach and where it will be conducted; also include any other details that will help you plan.	Indicate when and how often each activity will be conducted (or an estimated completion date for longer activities).	List resources needed for each activity.	Briefly state the expected outcomes or indicators that will indicate the success of each activity.	Identify who is primarily responsible for implementing each activity.	Initially leave this blank. As you implement activities, make notes that will help you write the phase report (e.g., progress, obstacles, lesson learned, key allies identified).

Sample action plan

Phase: II (raising awareness)

Strategy: Mobilizing through local activism

Date: 10 January 2021

#	Activity	Activity objective	Brief description	Time frame	Resources required	Outcomes/ indicators	Implementers	Monitoring notes
1	Open theater	Engage community members in dialogue and problem-solving discussion	Interactive and entertaining play staged in all 26 zones of Kawempe, followed by a discussion	Four shows per month for six months (from 15/7/21 to 15/12/21); intensify during International Day of the African Child month – at least four per week (36 total)	<ul style="list-style-type: none"> Transport for two staff for field visit Transport for drama groups 	Approx. 3,000 people reached	Program staff and drama group members	
2	Community dialogues	Engage community members in dialogue and experience-sharing discussion	An open meeting in all 26 zones; a small presentation and discussion	Four dialogues per month for six months (from 15/7/21 to 31/12/21); intensify to four per week during International Day of the African Child month (30 total)	<ul style="list-style-type: none"> Transport for two staff for 30 visits Announcements on local radio 	Reaching about 75 people per meeting x 30 dialogues (2,250 people)	Local Activism (LA) staff and community volunteers	
3	Booklet clubs	Create a local forum for sharing ideas, experiences and learning about VAC	Small groups of about ten people each (women, men and youth) meet and discuss the story in the booklet clubs	Four booklet discussions per month for six months (from 15/7/21 to 31/12/21); intensify to four per week during International Day of the African Child month (30 total)	<ul style="list-style-type: none"> 52 booklet clubs meeting weekly for at least six months Transport Snacks and sodas for beginning meetings 	Reaching out to about 520 people within the period, who shall reach others within the community	Community volunteers, with support from Local Activism (LA) staff	
4	Public events	Celebrate the community's participation and success	Community gathering: speeches, exhibitions and testimonies from adults and children who have experienced VAC	Once on international children's days (16/06/21 and 11/10/21)	<ul style="list-style-type: none"> Venue Tents and chairs Sodas and snacks Learning materials Guest speakers 	Creating a shared sense of achievement and progress within the community; at least 500 people attending	All staff	
5	VAC watch groups	Establish new groups of people providing community-based support to children	New groups (five to ten people each) formed of men, women and youth to participate in VAC prevention	Each zone's community volunteer to identify new people to form groups from August to December 2021	<ul style="list-style-type: none"> Venue for selection meeting and workshop Stationery Refreshments Transport 	Forming eight VAC watch groups in the four parishes	LA staff	



B. Meeting notes template

Title/theme for the meeting (what the meeting is about):

DATE:

PARTICIPANTS (IF MANY, ATTACH REGISTRATION FORM WITH NAMES):

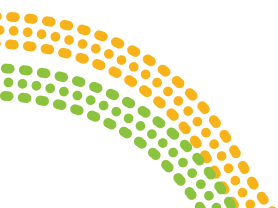
.....

.....

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Agenda

Agenda item	Key discussion point	Action required	Person responsible	Time frame	Monitoring notes





C. Activity report template

Activity completed

By/department.....

Date/time.....

Location.....

Attendance (number of people)

Learning materials distributed (type and number)

.....

.....

Objectives

-
-
-

Successes

-
-
-
-

Challenges

-
-
-
-

Lessons learned

-
-
-
-

Follow-up needed (if any)

-
-



D. End-of-phase strategy summary report template

Phase:

Time period:

Activity	Number of times carried out	Location	Number of materials distributed (by type)	Number of people reached





E. Departmental summary report template

Major successes

-
-
-
-

Major challenges

-
-
-
-

Additional information/notes

.....

.....

.....

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.....

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F. Survey tools

The CAT tools are key to facilitating learning from your community mobilization work. They can be used for assessment at baseline and between phases to help you track progress, refine your work and learn how to engage better.

CAT survey: Children

Facilitator script

Thank you for agreeing to be part of this interaction today—I am very happy to speak with you. We really value the ideas you will share with us as a member of this community. We are interested in knowing what you think about the experiences of children in our community. Please feel free and be honest while sharing your point of view, regardless of whether you agree or disagree with what you hear. It is very important that we hear your honest opinions. Let me know if you need to stop for any reason. If there are any questions you don't feel comfortable answering, please let me know.

First, I will read the question. Then, think about it and decide how you feel about it. Please say “yes” or “no” for each question. There are no right or wrong answers, and no one will know how you responded. Please try to answer as honestly as you can.

Is it OK for us to proceed? Yes..... No.....



	Question	Yes	No
1	Have you heard about violence against children?		
2	Would you say that violence against children is common in our community?		
3	Are boys treated better than girls in our community?		
4	Are there differences in the way children who are in school are treated compared to children out of school?		
5	Are children with disabilities treated differently compared to those without disabilities?		
6	Has anyone ever explained to you what “violence” means?		
7	Do you have any ideas on what our community laws for protecting children should be?		
8	Do you believe the physical environment of our community helps you live a comfortable life? (Think of the water-gathering places, compounds and toilets.)		
9	Do you enjoy being at home? (Think of how you feel when you are at home — anxious, good, confident or afraid.)		
10	Do children in our community have an opportunity to say or contribute their ideas on how their home is managed?		
11	Do children in your household try to help when parents or caregivers are mistreating other children at home?		
12	Do children in our community try to stop and help whenever they see other children mistreating fellow children?		
13	Do boys and girls get the same encouragement to enroll in and complete school?		
14	Do parents in our community encourage girls to prepare for the career they want most, even if it is uncommon for women?		
15	Do parents in our community encourage boys to prepare for the career they want most, even if it is uncommon for men?		
16	Do the local leaders in our community intervene when they see or hear of children experiencing violence?		
17	Do you know about programs in our community that help create awareness on violence against children?		
18	Do the local leaders in our community protect children (for example, children who are mistreated, bullied or sexually harassed)?		
19	Does our community have written rules or policies that are enforced to protect children from violence against children?		

Note: For cases in which a child discloses violence during a survey, see the guidance in Appendix G (in the section “Specific to Children’s Disclosure”).

CAT survey: Community members

Facilitator script


Thank you for agreeing to be part of this interaction today — I am very happy to speak with you. We really value the ideas you will share with us as a member of this community. We are interested in knowing what you think about the experiences of children in our community. Please feel free and be honest while sharing your point of view, regardless of whether you agree or disagree with what you hear. It is very important that we hear your honest opinions. Let me know if you need to stop for any reason. If there are any questions you don't feel comfortable answering, please let me know.

First, I will read the question. Then, think about it and decide how you feel about it. Please say “yes” or “no” for each question. There are no right or wrong answers, and no one will know how you responded. Please try to answer as honestly as you can. Is it OK for us to proceed?

Yes.....

No.....

	Question	Yes	No
1	Have you heard about violence against children?		
2	Would you say that violence against children is common in our community?		
3	Are girls and boys treated the same way in our community? For example, do they get the same amount of help from community members?		
4	Are girls and boys in our community given the same opportunity to attend and complete school?		
5	Do boys and girls have equal time for school alongside their domestic chores? (These chores might include washing dishes, cooking, fetching water or taking care of their siblings.)		
6	Are children with disabilities in our community as valued and treated with as much love as other children — for example, given equal opportunities for education and health care?		
7	In your opinion, is our community a good community?		
8	Do children have places to report violence that happens to them?		
9	Do you believe that if you are kind to children and build their confidence, then you can still help them grow and earn their respect?		
10	Do children in our community have an opportunity to say what they think and contribute their ideas on how laws or policies on children's affairs should be regulated?		
11	When children propose ideas in their homes or communities, are these ideas taken seriously and used to better the situation of children?		
12	When there is violence against children in a home in our community, do other community members get involved?		



13	Would you say that members of our community take action when children are experiencing violence in the community, such as on the way to school, the well or places of worship?		
14	In our community, do you discuss the welfare of children in different fora — for example, local council, religious or school meetings?		
15	Do you know of any specific bylaws on violence against children in our community?		
16	(If 15 is “yes”) Would you say the bylaws on violence against children in our community are being implemented to promote the welfare of children?		
17	In our community, do people know that it is their responsibility to prevent violence against children beyond looking to leaders, government or NGOs?		
18	Do you imagine that one day violence against children will be reduced in communities and schools?		
19	Do parents in our community act as role models to children?		
20	Do you think members of our community consider violence against children to be a serious problem in our community?		
21	Do community members report violence against children?		
22	In our community, are there organizations that are doing work to sensitize the community and create awareness on violence against children?		



6. VAC case management

When doing violence against children prevention work in the community, it is very likely that community members (including children) will approach you with cases of violence against children. Whether you are an organization or individual activist, you need to be prepared to support children experiencing violence. The CAT provides tips on how to manage and respond to cases of violence against children.

General preparations

- Develop a referral directory that you update regularly. This could be a list of contact information for (among others):
 - o Organizations that provide response services to children (e.g., legal aid, psychosocial support, shelter, education sponsorship or medical services)
 - o Police officers working in the child and family protection unit
 - o Probation and social welfare officers of your community
 - o Magistrate at your community court
 - o Sisters in charge at your community hospital
 - o Local leaders
 - o Community defense officials
- Develop a case management form to systematically document the cases you receive (see sample on pages 138-139).
- Have a confidential file to keep the cases you receive.
- Get a designated staff (focal persons) to handle VAC cases.
- Get a safe, private space to make children and the people reporting cases comfortable while sharing information.

Listening to the case

General ideas

- Listen carefully, paying attention to what the client is telling you.
- Believe what the client is telling you.
- Help the client make decisions about the kind of help they need.
- Document and file the story as it is given by the child or adult.
- Maintain confidentiality and keep all notes in a secure place for an indefinite period. These are essential in helping your organization, social services and the police decide what is best for the child and as evidence if necessary.
- In case you cannot offer the support needed, immediately seek help. Use the referral directory to refer such a case to an organization or concerned body that can provide support. (Introduce the client to the organization/body but let the client provide the detailed information about their case.)
- For defilement cases, rush the child to hospital for medical attention (e.g., post-exposure prophylaxis, or PEP) and then report to police.
- Always endeavor to follow up on the cases you refer. This could be via email, telephone or any other affordable form of follow-up. This will help you know whether the client received assistance from the referral points.



Specific to children's disclosure

- Accept what the child says.
- Keep calm and don't panic.
- Don't seek help while the child is talking to you.
- Be honest.
- Look at the child directly and do not appear shocked.
- Let them know that you need to tell someone else who will be in position to support as soon as possible.
- Assure them that they are not to blame for the abuse.
- Never ask leading questions.
- Try not to repeat the same questions to the child.
- Never push for information.
- Do not fill in words, finish their sentences or make assumptions.
- Be aware that the child may have been threatened.
- Take proper steps to ensure the physical safety and psychological well-being of the child. This may include referring them for medical treatment or to a psychologist.
- Make certain to distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount at this stage.
- Do not permit personal doubt to prevent you from reporting the allegation to the designated child protection officer.
- Let the child know what you are going to do next and that you will let them know what happens.

Things to say

- Repeat the last few words in a questioning manner.
- "I believe you."
- "I am going to try to help you."
- "I will help you."
- "I am glad that you told me."
- "You are not to blame."

Things not to say

- "You should have told someone before."
- "I can't believe it! I'm shocked!"
- "Oh, that explains a lot."
- "No, not him — he's a friend of mine!"
- "I won't tell anyone else."
- "Why? How? When? Where? Who?"



At the end of the disclosure

- Reassure the child that it was right to tell you.
- Depending on the child's age, seek their opinion on the kind of support they need to ensure that you serve their interests.
- Let them know what you are going to do next and why it is most important to do that, especially if it contradicts what they want.

Summary: Four steps to take when a child discloses

1. Listen. Don't interrupt; give them the space and time to tell the story at their own pace in their own words; be patient; use active listening and positive body language; listen for facts.
2. Take it seriously.
3. Reassure them ("You're very brave"; "You were right to tell me"; "Well done").
4. Provide support. This can be physical, medical, psychosocial and/or referral; don't make promises you can't keep, and don't promise silence.

Self-care for activists

Listening to multiple cases of violence against children can affect our mental well-being, and we may experience burnout or become emotionally drained. It is important that activists take good care of themselves to maintain good mental health and remain supportive of children experiencing violence. Remember:

- Be mindful.
- Have time for yourself and relax.
- Work on your physical fitness.
- Eat well.
- Seek help for yourself if you feel you need support.



Sample case management form

Date

Contact information (name and telephone number)

Address/parish/zone/division

Is the child in school? Yes/No..... School.....

Name of person helping child Relationship to child

Details of case (use extra paper if necessary)

.....

.....

.....

.....

.....

.....



Referral slip

To: **Date:**

..... is an organization that works to prevent violence against children. However, we do not provide direct support services to children in need. We are appealing to you for your help with this case. We hope that by referring this case to you, your organization can provide needed assistance to the child. If you have any questions, please contact at the following phone number and email: We thank you so much for your kind attention.

Referral is given to:

.....
.....

Is there any other documentation the client carried? If so, what kind?

.....
.....

Plans for follow-up:

.....
.....

Case prepared by:

Signature:

----- **Tear here** -----

Client's Name: **Age:**

Details:

.....
.....



