



By the Global Child Protection Area of Responsibility
in partnership with World Vision

Virtual training, 1. – 3. December 2021

Welcome to the workshop on Violence Prevention!



Objectives

- Core Components and Outcomes of Parenting Programmes
- How to deliver Parenting Programmes



Parent and caregiver support

Objective: Reduce harsh parenting practices and create positive parent-child relationships

Let's talk

Question:

Share a time that you remember **either**:

1. A strong feeling that you had with your parents as a child
2. A conflict that you had with your child as a parent



What do Parenting Programs do



- Help parents **learn skills** that are useful to them in their culture
- Understand that every child and relationship to parent is different – even in a group setting
- Manage children’s behaviour and offer alternatives to harsh and physical punishment
- Understand children’s development, set realistic expectations, improve parent-child communication
- Build resilience by teaching caregivers and children emotional regulation, problem-solving, and social skills
- Provide opportunities to practice skills: Active learning, discussions, coaching, modelling, lectures, and ...

PRACTISING, PRACTISING, PRACTISING !!!

Which skills?

Positive parenting

focuses on creating safe home environments and building a foundation of support and care for children through affection, quality time, praise, and healthy methods of dealing with difficult behaviour, such as positive discipline that teaches pro-social behaviour

Nurturing parenting

involves helping children develop healthy social and emotional behaviours, teaching life skills, and promoting well-being through modeling healthy ways to solve problems and communicate feelings

Positive discipline

refers to praising, rewarding, supporting good behaviour, and non-violent responses to misbehaviour that take children's cognitive and emotional stage into account, such as natural or logical consequences, time-out or taking breaks, and redirection.

Can you think of any examples?

Theory of Change

Common Components

- Role-plays
- Facilitator empathy
- Modelling parenting
- Participatory, non-didactic learning
- Group discussions & problem solving
- Supportive materials (e.g., audio-visual)
- Peer support

Parenting Skills

- Quality time together
- Child-directed play
- Socio-emotional regulation
- Positive reinforcement
- Giving instructions
- Limit setting, rules, monitoring
- Nonviolent discipline
- Stress reduction

Parenting Outcomes

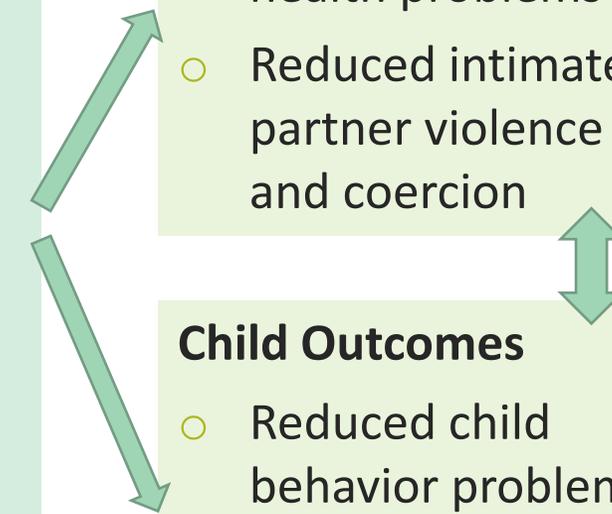
- Reduced harsh parenting
- Increased parental confidence
- Increased positive parenting skills
- Improved monitoring & supervision
- Reduced support for corporal punishment

Adult Outcomes

- Reduced mental health problems
- Reduced intimate partner violence and coercion

Child Outcomes

- Reduced child behavior problems
- Improved socio-emotional regulation
- Improved child development



Indicators

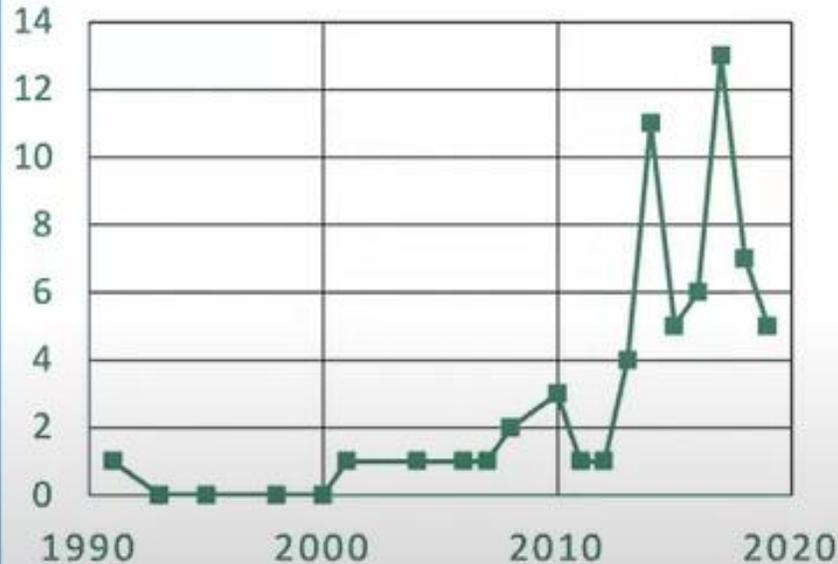
Non-violent discipline
by caregivers, past
month

Early childhood
caregiver engagement
and nurturing

Parent/ guardian
understanding of
adolescents' problems,
past month

Parent/ guardian
supervision of
adolescents, past
month

Evidence from 77 Systematic Reviews



Over 120 randomized controlled trials of parenting interventions in low- and middle-income countries (Gardner et al, 2021)

Evidence from high income countries - for reducing child abuse and other child/parent risk factors (Chen & Chan 2015)

Evidence in emerging economies - over 120 rigorous studies (Gardner et al, 2021)

Transported & homegrown programs **equally effective** - as long as based in core principles (Gardner et al 2016; Leijten et al 2016)

Poor families, single-mother families, migrant & ethnic minority families **are likely to benefit as much as average families** (Gardner et al 2018)

Parenting programs are **equally effective for young and old children** (Gardner et al 2018)





Parent and caregiver support

Approaches

Approaches that support parents and caregivers can vary by type of violence addressed, age of the child, or the way the policies and programmes are delivered. Evidence supports a number of different delivery modalities as being effective, including home visits, group-based training and support in community settings, and parenting as a component of comprehensive interventions.

Approaches

Home-Visiting Programmes

Populations/ settings

- First time, low-income pregnant women and mothers of children up to age 3 years, of those identified as „at risk“ within a community or area

Cost: \$\$ - \$\$\$

Potential outcomes

- Reduced child abuse and neglect
- Variety of ECD outcomes
- Prevention of family separation

Example programmes

- [Nurse-Family Partnership](#)
- [Philani Mentor-Mother Plus](#)
- [Parenting for Lifelong Health \(babies\)](#)

Approaches

Parenting Groups in community settings

Populations/ settings

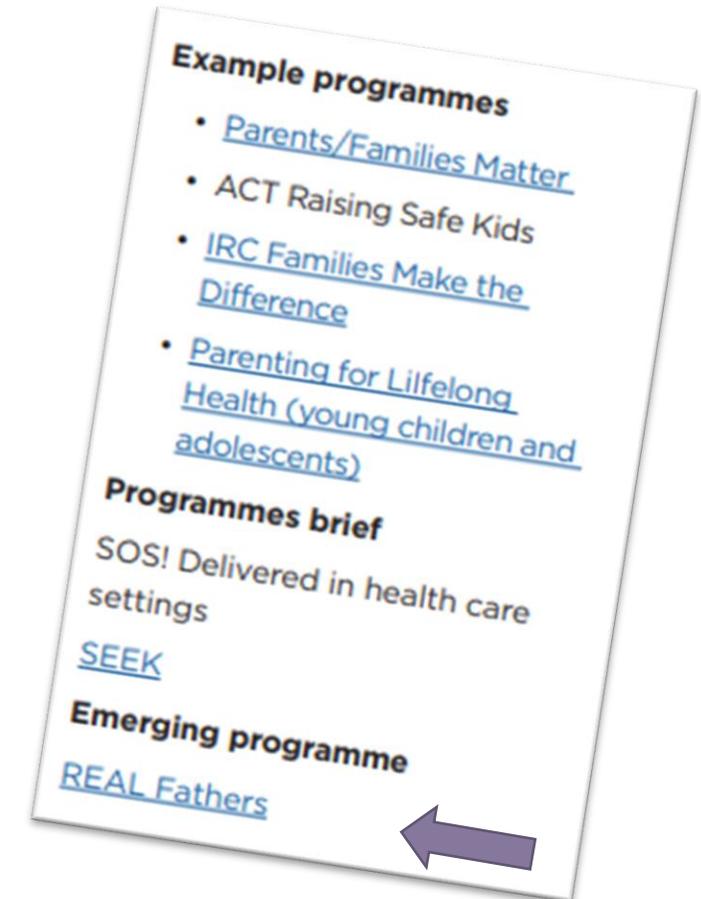
- Parent and caregivers

Cost: \$ - \$\$

- Depends on duration of programme, number of home visits, and skill level of staff

Potential outcomes

- Reduced physical punishment
- Improved child behaviour
- Improved parent-child relationship and communication



REAL FATHERS INITIATIVE



Photo Credit: Save the Children/ Dickens Ojunge



LOCATION
8 parishes of Atiak sub-County, Amuru District

PARTICIPANTS
Fathers between the ages of 18 and 25 years who are parenting a child between the ages of one and three years old.

Atiak Sub-County, Amuru District

- A rigorous pre-test/post-test control experimental design, including randomization and control groups;
- Focus group discussions with mentors;
- Focused Life Histories with eight to 10 young fathers.

THE APPROACH

1. Randomly assign 340 fathers to either participate in the full set of activities (N=170), or to be a control group, exposed only to community poster series (N=170).
2. Interview all 340 young fathers to learn about their current parenting practices, and their relationship and communication skills.
3. Select and train 44 mentors from the community (each mentor will support approximately four fathers).
4. Mentors meet with young fathers participating in the project once a month for six months (four individual sessions and two couple sessions with their wives). Mentors also invite fathers to attend six monthly group discussions with other young fathers and their mentors.
5. Place six large-scale community posters purposefully sequenced over time in central meeting locations to reinforce themes raised in mentor sessions and spark community dialogue.

THE OBJECTIVE

The primary objective of the Responsible, Engaged and Loving (REAL) Fathers Initiative is to develop and test a set of interventions to reduce intimate partner violence and harsh punishment of children among young fathers (ages 16-25) in post-conflict northern Uganda.

Specifically, the project will:

1. Develop an evidence-based:
 - Mentoring program for young fathers to build relationship skills and positive parenting practices;
 - Poster series that uses emotion-based messages to

PREPARE: 3-5 MONTHS



THEME 3: LOVING MY FAMILY
Mentors make home visits to young fathers
Mentors hold group meetings with young fathers
Community Poster

THEME 2: TIPS & TRICKS FOR BEING A REAL FATHER
Mentors make home visits to young fathers
Mentors hold group meetings with young fathers
Community Poster

THEME 1: FATHERHOOD
Mentors make home visits to young fathers
Mentors hold group meetings with young fathers
Community Poster

STEP 10-11
MENTORS MAKE INTRODUCTORY HOME VISITS



IMPLEMENT, SUPPORT, MONITOR : 7 MONTHS



MENTOR THEME 2: How to be a REAL Father

A. Group Meeting

Introduction

“Being a father is very difficult but very rewarding role. Learning new skills can help us be the best fathers possible. An important skill is discipline. Discipline means setting rules and limits that help a child to behave well. Discipline is not the same as punishment. Punishment is to correct your child for doing something wrong.”

“A father’s involvement is good for the child, the family and the father. A father’s involvement includes communication and discipline. Some people think that with no physical discipline and punishment the child will be spoiled or become hopeless. But non-violent ways lead to respect. If you use actions and words, this will lead to respect. This will take time, but is good for you and your child.”

“Fathers may feel pressure from others to use physical discipline and punishment. Non-violent methods are not easy to keep doing. This group of fathers can support and encourage each other to try new and positive ways to keep their families healthy and strong. We are not perfect and we can always get a second chance to try and communicate and discipline in positive ways.”

Activity 1. Discussion

Explain: “Men are usually taught that fathers should provide material things, while mothers should be the ones to care for children.

Because of this, boys and new fathers are often denied the opportunity to learn the skills to be a REAL father. But fathers need to provide care to children as well. There are many ways to do this. We will learn some tips and tricks for you to be a REAL father and man.”

“Communication is both verbal and nonverbal. Communication with young children includes talking and teaching and also through nonverbal communication like holding

the child. Fathers have many responsibilities. Sometimes we feel pressures or feel tired and your child will sometimes anger you. When this happens you can learn to communicate better with your child.”

Show the fathers Resource Sheet #5, and ask them which methods they could try with their child.



IRC Families Make the Difference

Families Make the Difference draws on other evidence-based parenting programmes to deliver training and skills building for parents in conflict-affected settings. The programme was developed by the International Rescue Committee (IRC), and has been adapted to and delivered in a number of settings, such as Parents Make the Difference in Liberia and Building Happy Families in Thailand. All programme versions seek to reduce the violence and insecurity children face by supporting parents to create safe home environments and promote positive physical and mental development. IRC offers three curricula aimed at different child age groups, and combines small-group sessions with parent support groups and a limited number of home visits.

Effective programmes have been delivered in Lebanon, Liberia, and on the Thai/Myanmar border.

POTENTIAL OUTCOMES

Primary

- ↑ Increased use of positive parenting for managing child behavior
- ↓ Decreased harsh parenting

Secondary

- ↑ Improved quality of parent-child interactions
- ↑ Improved parent relationships
- ↑ Improved parent mental health

POPULATION

Parents and caregivers of children aged 0-5, 6-11, and 12-17 years

SETTINGS

Community, humanitarian or post-conflict settings

DURATION/INTENSITY

10 to 12 weekly or bi-weekly 2-hour sessions, plus up to four home visits and ongoing support groups

CORE COMPONENTS

Content

- ▶ Positive parent-child interactions
- ▶ Empathetic communications
- ▶ Supportive guidance and consistent routines
- ▶ Nonviolent discipline
- ▶ Cognitive and social skills
- ▶ Understanding brain development

Optional sessions

- ▶ Self-care
- ▶ Parent-infant engagement
- ▶ Health and nutrition

0-5 age range programme covers ECD

6-11 age range programme focuses on family rules, playing together, and positive interactions

12-15 age range programme focuses on supporting and guiding healthy choices around sexuality and sexual health, developmental changes during adolescence, and respecting adolescent autonomy

Delivery

Small groups sessions are supported by up to four home visits for observation, feedback, and support to parents using skills and techniques learned

How will you do this?

Needs assessment and adaptation

Guidelines for needs assessments and adaptation are included in the Implementation manual

Human resources

Roles:

- Local facilitators (full-time): trained to facilitate group sessions; requires some higher education and background in child development or social work
- IRC technical staff (full-time): provide supervision, case management support, and monitoring and evaluation

Coverage:

One or two facilitators per group of 15-20 parents

Training and supervision

A 5-day training for facilitators and ongoing supervision is delivered by IRC technical staff.

Implementation support

IRC resources include:

- Implementation manuals, with checklists, sample forms
- Facilitator training guide
- Curriculum for three age groups
- Guidelines for home visits and parent support groups
- Guidelines for adaptation (part of implementation manual)
- Pre-post training questionnaires for parents

Participation and retention

Providing supervision and activities for children enhances participation and retention. IRC often has "Safe Healing and Learning Spaces" available for children.

What will this cost?

Start-up costs

- Needs assessment and community consultation
- Adaptation, materials, printing
- Costs for 5-day training

Ongoing costs

- Salaries for facilitators
- Meeting costs such as refreshments, childcare or child-oriented programme

Total cost is between US\$ 650 to US\$ 900 per family. Economies of scale are predicted for programmes with a larger reach.

Sources of funding

Foundations, bilateral or multilateral agencies, local or national government, university research budgets, private sector donors

How will you know it's working?

Fidelity, QA, and Process Evaluations

Tools and checklists for supervision and fidelity are included in the Implementation manual

What else can you learn?

Families Make the Difference Toolkit at: <http://www.ineesite.org/en/resources/families-make-the-difference-toolkit> (18)

Resources include:

- Facilitator training guide
- Parenting curriculum and training manual
- Implementation guide

Approaches

Comprehensive Programmes

Populations/ settings

- All parents of children/ adolescents
- Economically vulnerable families

Cost: \$-\$\$\$

- Additive cost to other programmes

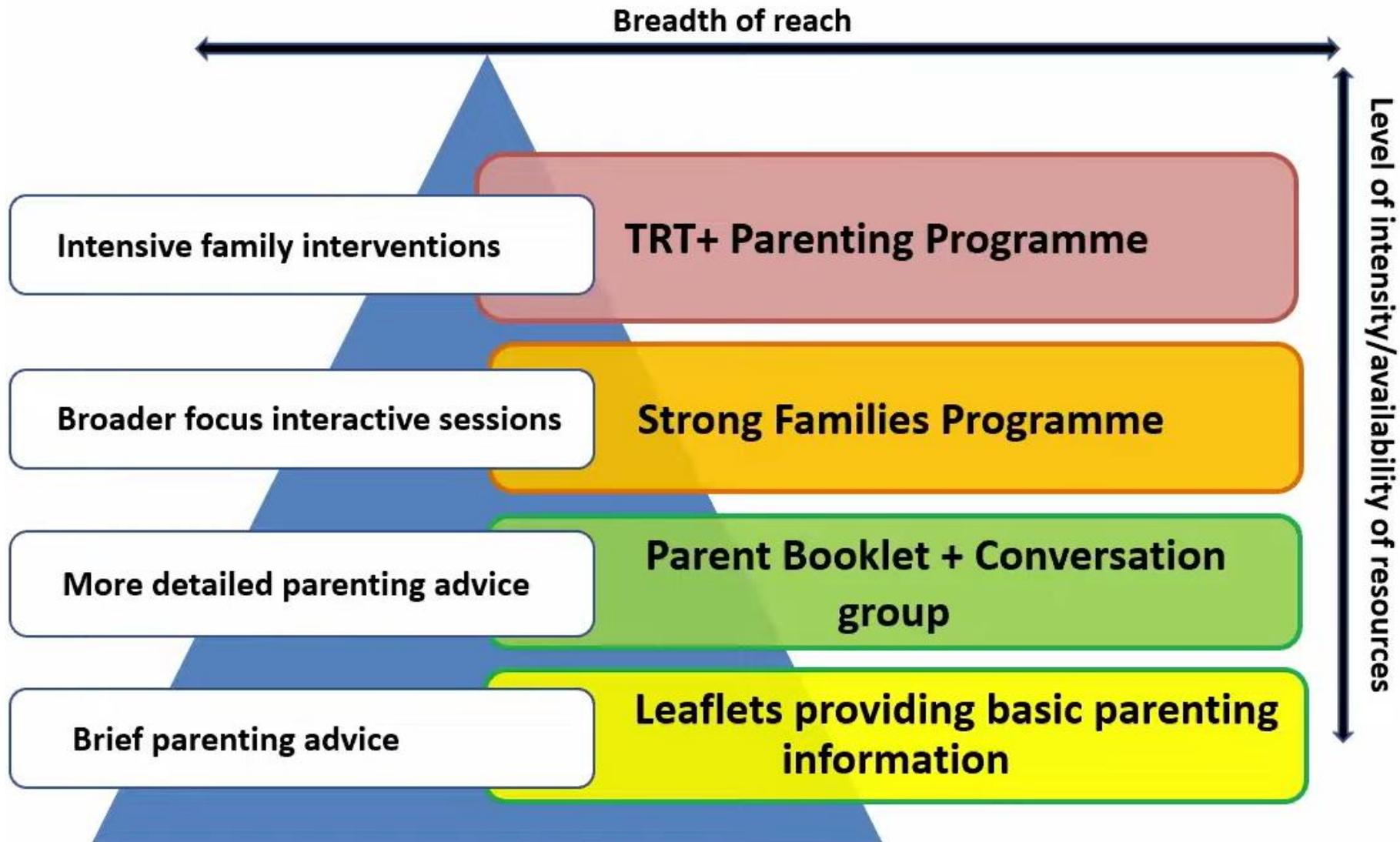
Potential outcomes

- Reduced bullying or being bullied
- Reduced IPV in victimization by intimate partners or peers
- Improved parent-child communication

Example programmes

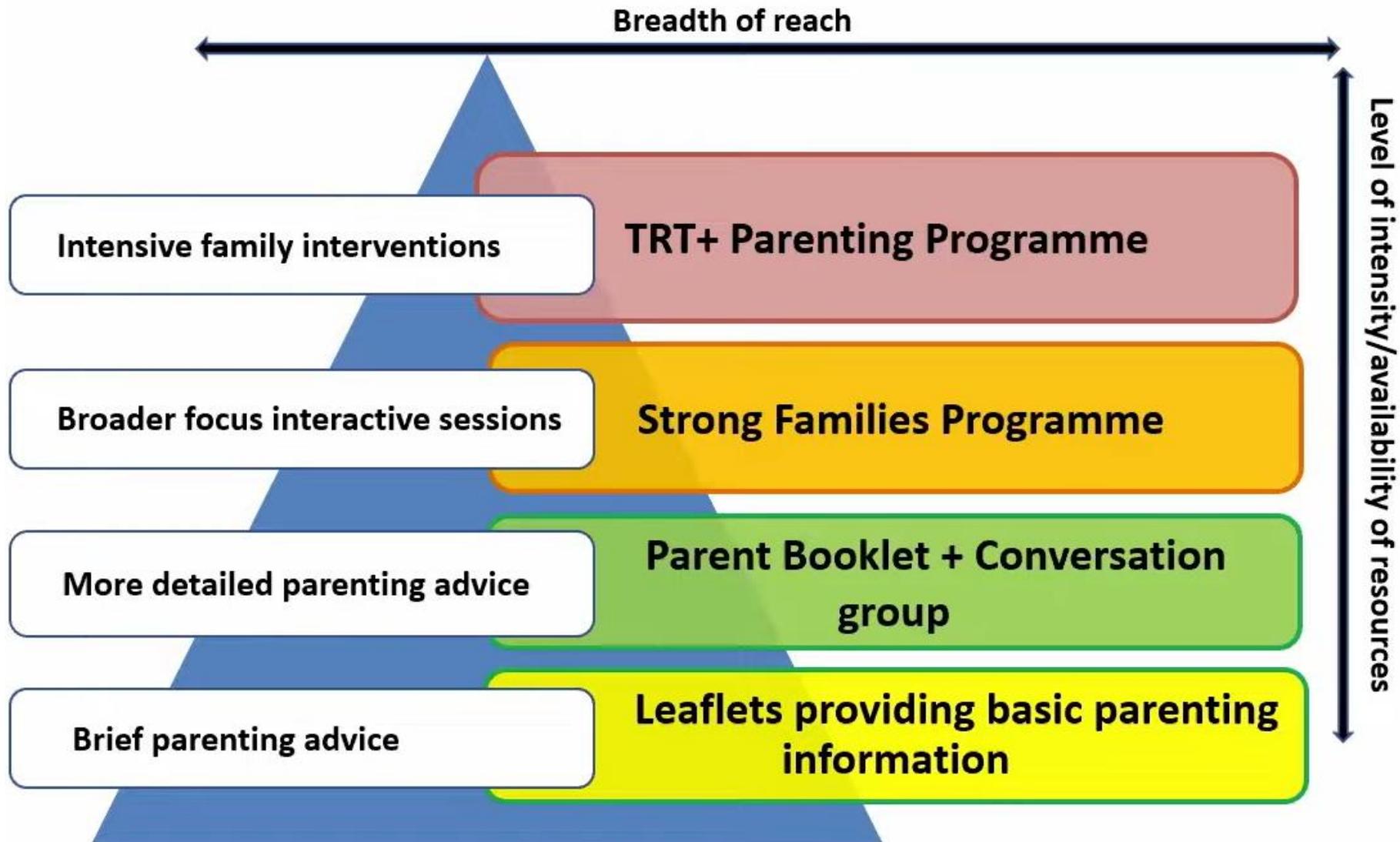
- [Positive Action](#)
- [KiVa](#)
- [Families for Safe Dates](#)

A FAMILY MULTI-LEVEL PARENTING AND CAREGIVER SUPPORT DELIVERY MODEL FOR FAMILIES LIVING THROUGH CONFLICT AND DISPLACEMENT





A FAMILY MULTI-LEVEL PARENTING AND CAREGIVER SUPPORT DELIVERY MODEL FOR FAMILIES LIVING THROUGH CONFLICT AND DISPLACEMENT



BREAK

5 Minutes



Children impacted and/ or risk due to Covid-19

- Impacted by a pandemic increased fear and anxiety
- Experienced loss of loved ones causes sadness and trauma
- Harsh government restrictions to prevent the spread
- Economic insecurity
- ...

→ Risks for child safety

1 in 2 children

suffered violence in the past year

(src. WHO - Violence against children)

42-66M children

will likely meet criteria for living in extreme poverty as a result of the

CRISIS (src. IFPRI 2020)

Parenting in times of Covid-19

Playful Parenting Emergency Response

- One-on-one time
- Keeping it positive
- Structure up
- Bad behaviour
- Keep calm and manage stress
- Talking about COVID-19
- Protecting children online
- Family budgeting in times of financial stress
- Family harmony at home
- Learning through play
- When we get angry
- Parenting in crowded homes and communities

2 COVID-19 PARENTING Keeping It Positive

It's hard to feel positive when our kids or teenagers are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

Say the behaviour you want to see.

- Use positive words when telling your child what to do, like 'Please put your clothes away' (instead of 'Don't make a mess').

It's all in the delivery.

- Shouting at your child will just make you and them more stressed and angrier. Get your child's attention by using their name. Speak in a calm voice.

Praise your child when they are behaving well.

- Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.

Get real.

- Can your child actually do what you are asking them? It is very hard for a child to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on a call.

Help your teen stay connected.

- Teens especially need to be able to communicate with their friends. Help your teen connect through social media and other safe distancing ways. This is something you can do together, too!

For more information click below links:

- Parenting tips from WHO
- Parenting tips from UNICEF
- In worldwide languages
- EVIDENCE-BASE

5 Waalidnimada Xilliga COVID-19 Isdeji oo maaree cidhiidhiga nafsadeed

Waa waqti jahwareer badan. Naftaada daryeel si aad carruurtaada u taageeri kartid.

Keli kuma tihid

- Malaayin qof ayaa inala dareemaya cabsida. Raadso cid aad dareenkaaga la wadaagi kartid. Dhegayso. Ka fogow baraha bulshada ee ku didinaya.

Yara naso

- Dhammaanteenba nasilimo waynu u wada baahannahay. Marka carruurta kaa seexato, samayso wax aad ku madadaalooto ama ku xasiliidid nafta. Tax hawlo caafimaadkaaga u roon oo aad jeceshay qabashadooda. Waad u qalantaa!

Dhegayso carruurtaada

- U fufurnow oo dhegayso ubadkaaga. Ubadkaaga adiga ayey kaa eegayaan taageero iyo niyad-dhisba. Dhegayso ubadkaaga marka ay dareenkooda kula wadaagayaan. Aqbal dareenkooda oo deji.

Hako ama joogso

- Hal daqiiqo oo ah nasilimo oo aad sameyn karto markasta oo aad dareentid werwer iyo cidhiidhi nafsadeed

Tallaabada 1aad: Diyaargarow

- U fadhiso si aan ku dhibayn, cagaahuna ku qotomaan dhulka, gacmahaaguna ay saaran yihiin dhabta.
- Indhaaha isku qabo marka aad xasisho.

Tallaabada 2aad: Fikir, dareen, jirka

- Isweydii "Maxay ayaan ka fikirayaa hada?"
- U fiirso fiigadahaaga. Bal eeg inay togan yihiin ama taban yihiin.
- U fiirso sida aad dareemayso. Bal eeg inaad faraxsan tahay iyo in kale. Ogow sida ad dareentay shacuur ahaan. Ogow haddi dareenkaagu yahay farxad ama farxad la'aan
- U fiirso dareenka jidhkaaga. Bal eeg in meelo ku damqanayso ama isgashan tahay.

Tallaabada 3aad: Neeftaada uun ku fogaanwi.

- La soco neeftaada mama aad jidanayso, mama aad soo saarayso.
- Waxaad gacan saari kartaa calooshaada oo aad ka dareemi baaxaa-dega ay samayso markaad neeftaba
- Waxaad naftaada ku dejisaa, "Waa saxdii. Si waliba, waan fiicanahay."
- Kadibna, dhegayso neeftaada cabaar.

Tallaabada 4aad: Kasoo noqosho

- U fiirso sida gebigaagu aad dareemayso.
- La soco jabaqda qolka.

Tallaabada 5aad: Milicsi

- Isweydii, "Miyaan dareemayaa innaba wax kale?"
- Fur indhaaga markaad diyaar noqoto.

Inaad yara hakato waxay wanaagsan tahay marka ilmahaagu kaa cadhaysiyo ama uu qaldamo. Waxay kuu ogolaanaysaa inaad isdejiiso. Xataa dhawr jeer inaad si mug leh neefta u jiido ama aad isku daydo inaad dareento hoosta aad cagaha ku haysaa saamayn ayey leedahay. Adiga iyo ubadkaada waad yara wada hakan kartaan!

Rix halkan si aad u hesho talooyin waalid oo dheeraad ah:

- Parenting tips from WHO
- Parenting tips from UNICEF
- In worldwide languages
- EVIDENCE-BASE

Source: <https://www.covid19parenting.com/#/home>

139.5 million reached!!!



Special Olympics:
in 130 countries

Sri Lanka, Cameroon
India, Montenegro,
Philippines & South
Africa: Delivered tips with
food packages

Paraguay: 1 million
reached online with the
Ministry of Health

South Africa: Over 6,8
million people through
50 different community
radio stations

Jamaica: Shared
audio tips on
national radio

Kenya: Safaricom
ringtones of COVID-
19 parenting song

Zimbabwe: Over
1 million via national
radio stations.

Cameroon: Used tips
in workshops
presented to fathers
in the community

Malawi & Zambia:
Blantyre Synod Radio
broadcast reaching over 11
million people

Pakistan: National
television broadcast

India: Created
phone-call
based family
mentoring
program based
on the parenting
tips.

Kyrgyzstan: Cartoon
videos on national
television reaching over 2
million people

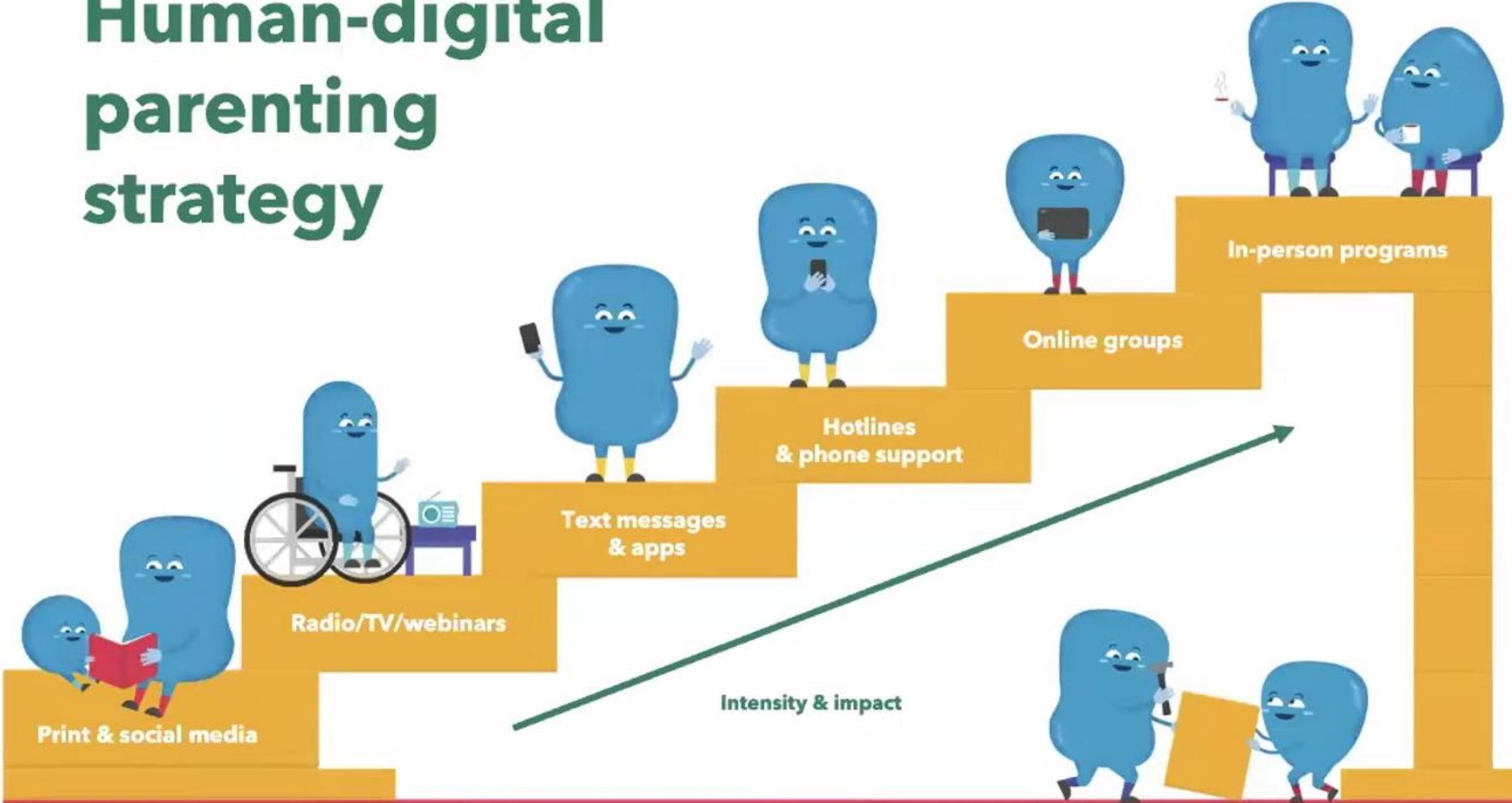
Thailand: Government
distributed leaflets in
Health Promotion hospitals
throughout the country

Lao PDR: National
Government and UNICEF
speakers in 5,800 villages
for 50% of population

Philippines: National
Government and UNICEF
webinars for over 1500+
families



Human-digital parenting strategy



Your Approaches



How did you support parent and caregiver
in times of COVID-19?

Parenting in times of Covid-19



The Happiness of Care

Watch later Share

TEN SCIENCE-BASED SKILLS TO RAISE HAPPY HEALTHY CHILDREN



WWW.UNODC.ORG/LISTENFIRST

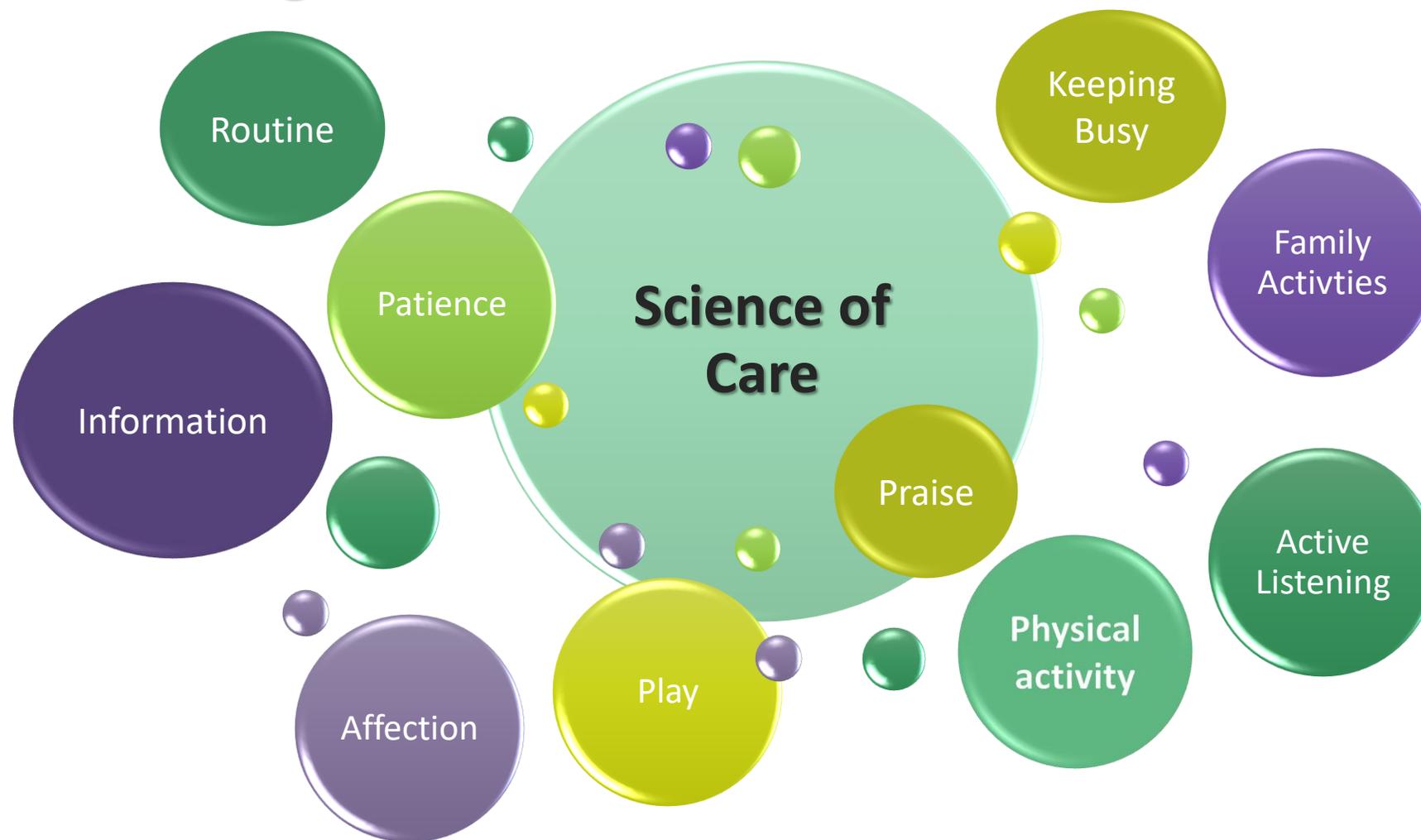
MORE VIDEOS

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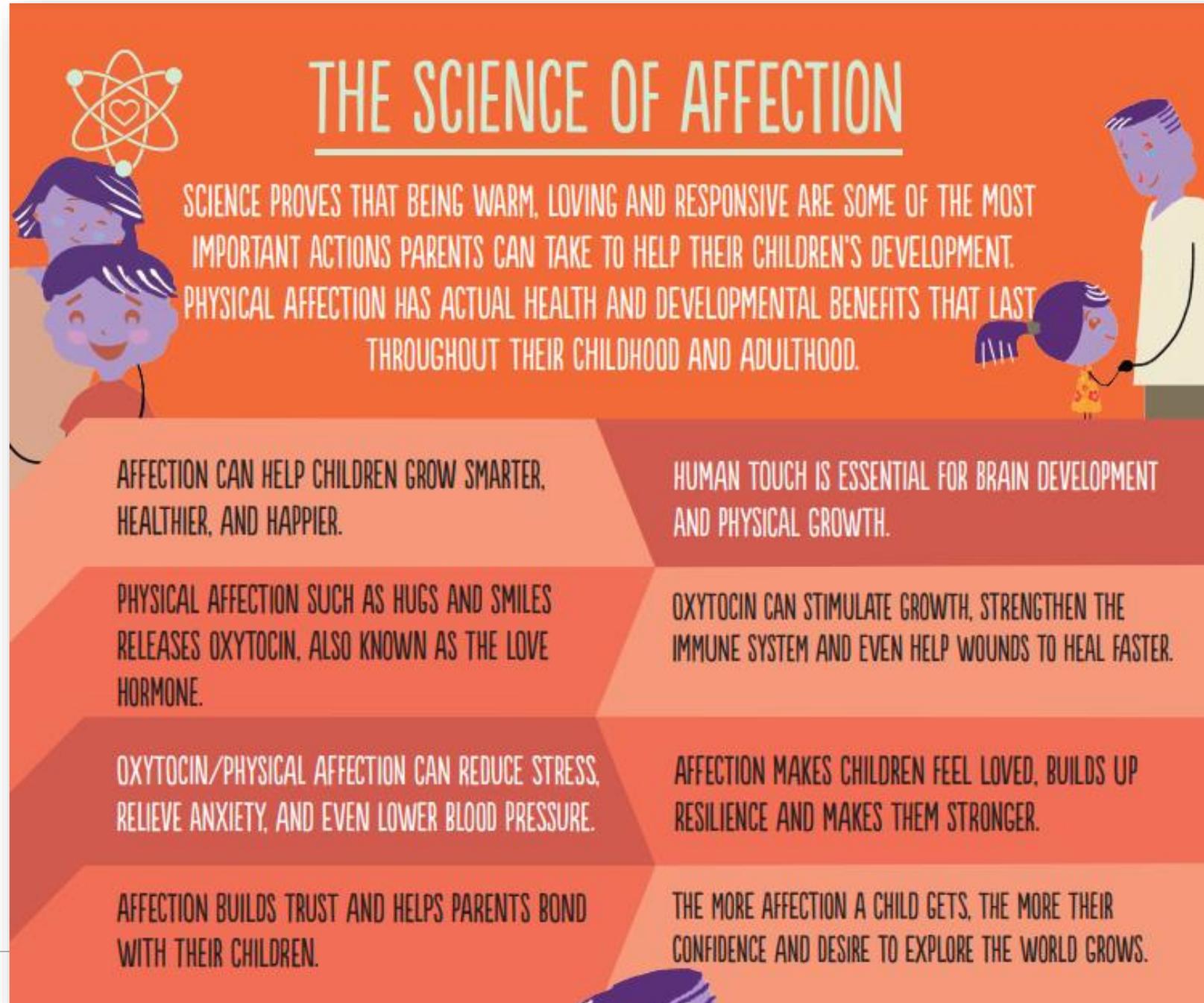
Parenting in times of Covid-19



Source: **LISTEN FIRST** www.unodc.org/unodc/en/listen-first/parenting-resources.html

Parenting in times of Covid-19

Source: **LISTEN FIRST**
www.unodc.org/unodc/en/listen-first/parenting-resources.html



THE SCIENCE OF AFFECTION

SCIENCE PROVES THAT BEING WARM, LOVING AND RESPONSIVE ARE SOME OF THE MOST IMPORTANT ACTIONS PARENTS CAN TAKE TO HELP THEIR CHILDREN'S DEVELOPMENT. PHYSICAL AFFECTION HAS ACTUAL HEALTH AND DEVELOPMENTAL BENEFITS THAT LAST THROUGHOUT THEIR CHILDHOOD AND ADULTHOOD.

AFFECTION CAN HELP CHILDREN GROW SMARTER, HEALTHIER, AND HAPPIER.

HUMAN TOUCH IS ESSENTIAL FOR BRAIN DEVELOPMENT AND PHYSICAL GROWTH.

PHYSICAL AFFECTION SUCH AS HUGS AND SMILES RELEASES OXYTOCIN, ALSO KNOWN AS THE LOVE HORMONE.

OXYTOCIN CAN STIMULATE GROWTH, STRENGTHEN THE IMMUNE SYSTEM AND EVEN HELP WOUNDS TO HEAL FASTER.

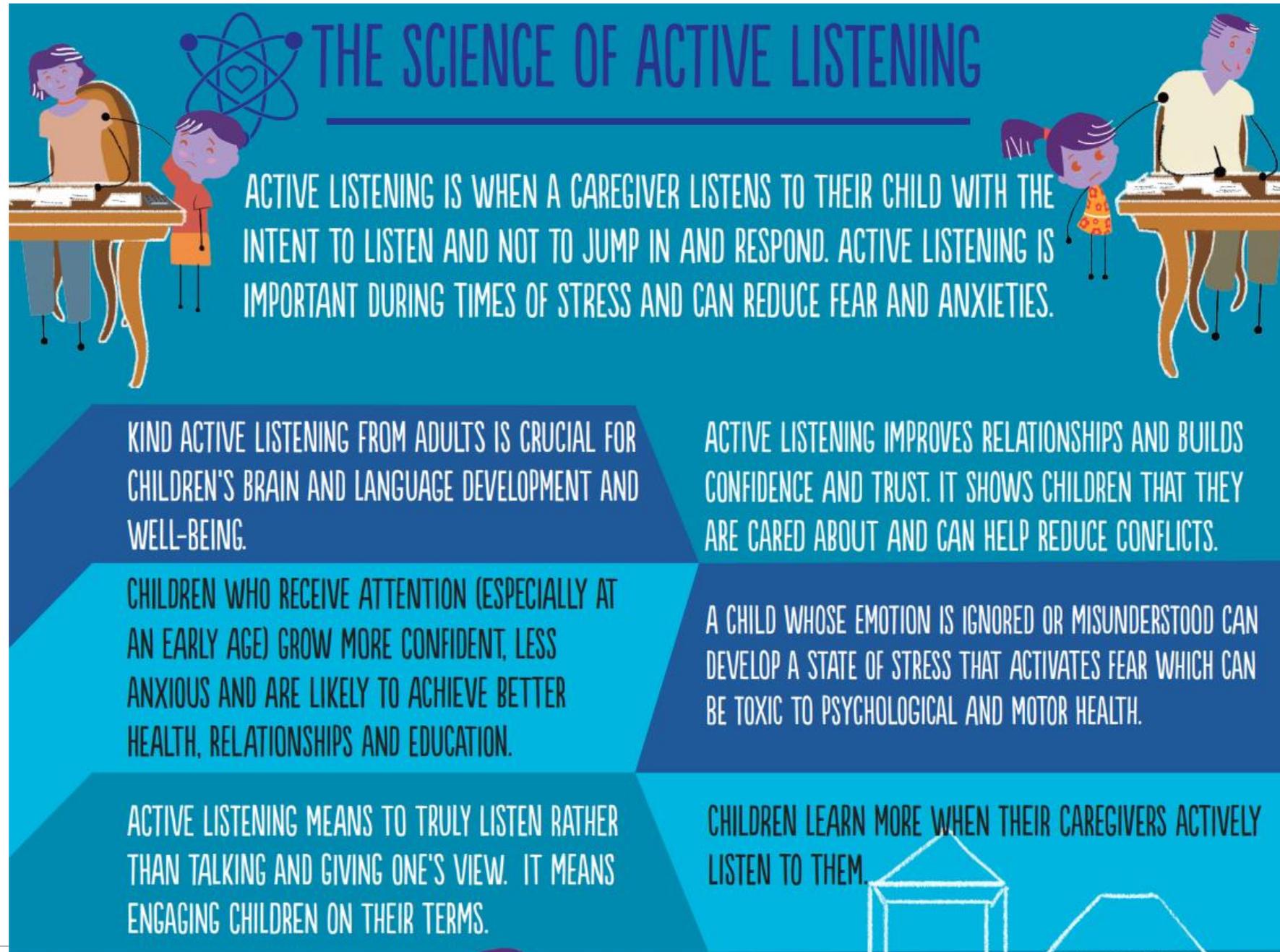
OXYTOCIN/PHYSICAL AFFECTION CAN REDUCE STRESS, RELIEVE ANXIETY, AND EVEN LOWER BLOOD PRESSURE.

AFFECTION MAKES CHILDREN FEEL LOVED, BUILDS UP RESILIENCE AND MAKES THEM STRONGER.

AFFECTION BUILDS TRUST AND HELPS PARENTS BOND WITH THEIR CHILDREN.

THE MORE AFFECTION A CHILD GETS, THE MORE THEIR CONFIDENCE AND DESIRE TO EXPLORE THE WORLD GROWS.

Parenting in times of Covid-19



THE SCIENCE OF ACTIVE LISTENING

ACTIVE LISTENING IS WHEN A CAREGIVER LISTENS TO THEIR CHILD WITH THE INTENT TO LISTEN AND NOT TO JUMP IN AND RESPOND. ACTIVE LISTENING IS IMPORTANT DURING TIMES OF STRESS AND CAN REDUCE FEAR AND ANXIETIES.

KIND ACTIVE LISTENING FROM ADULTS IS CRUCIAL FOR CHILDREN'S BRAIN AND LANGUAGE DEVELOPMENT AND WELL-BEING.

ACTIVE LISTENING IMPROVES RELATIONSHIPS AND BUILDS CONFIDENCE AND TRUST. IT SHOWS CHILDREN THAT THEY ARE CARED ABOUT AND CAN HELP REDUCE CONFLICTS.

CHILDREN WHO RECEIVE ATTENTION (ESPECIALLY AT AN EARLY AGE) GROW MORE CONFIDENT, LESS ANXIOUS AND ARE LIKELY TO ACHIEVE BETTER HEALTH, RELATIONSHIPS AND EDUCATION.

A CHILD WHOSE EMOTION IS IGNORED OR MISUNDERSTOOD CAN DEVELOP A STATE OF STRESS THAT ACTIVATES FEAR WHICH CAN BE TOXIC TO PSYCHOLOGICAL AND MOTOR HEALTH.

ACTIVE LISTENING MEANS TO TRULY LISTEN RATHER THAN TALKING AND GIVING ONE'S VIEW. IT MEANS ENGAGING CHILDREN ON THEIR TERMS.

CHILDREN LEARN MORE WHEN THEIR CAREGIVERS ACTIVELY LISTEN TO THEM.

Source: **LISTEN FIRST**
www.unodc.org/unodc/en/listen-first/parenting-resources.html

QUESTIONS ? ? ? ?

Exercise in Break-Out Rooms

What can be an adequate and possible approach to support parent and caregiver in your context?

Take a moment to reflect on your setting, your goals, what is already happening, and what you wish to change.

The purpose of this exercise is to help you focus on your priorities as you read more about the evidence-supported approaches and programmes:

- What do you see as the main goal of parent and caregiver support? For example: To reduce home-based violence? To prevent family separation? To help children develop their full potential?
 - What outcomes are you most interested in affecting considering the risks and protective factors?
 - What are possible mechanisms for delivering parent and caregiver support, e.g. community or faith-based organizations, health systems or health care workers, social service system or social service workers, schools?
 - Based on your reflections above, what is your approach for strengthening the parent and caregiver in your setting?
-



Child Protection
Global Protection Cluster

Thank you!

Next Session...

Session on **Response and Support Services:**
Friday, 3.12: 10am – 12pm