



# POSITIVE PARENTING PROGRAMME FACILITATOR'S GUIDE



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# INTRODUCTION

## INTRODUCTION

**F**or more than three decades, Cameroon has had a national strategy for educating the population on responsible parenthood, following the resolutions adopted by the National Population Commission at its very first meeting held on 6 November 1985. This strategy had four components, including family life education. Several actions have been carried out in the framework of the implementation of the said Strategy, including the establishment of a pre-marital, marital and parental education programme including a component relating to the promotion and protection of children's rights. However, it must be noted that despite these multiple actions, the situation of the Cameroonian family has not improved enough. Family conflicts are still recurrent, particularly as regards the relationship between parents and children. Parents are finding it increasingly difficult to educate their children, either due to ignorance, or their inability to adapt to the perverse influence of modernism, or simply because they are irresponsible. As for the children, they no longer heed to their parents' instructions and easily enter into conflict with them to assert their personality and independence.

The Central African crisis in the East and Adamawa Regions, the atrocities of the Boko Haram sect in the Far North Region, and the deepening of the socio-political crisis in the North West and South West Regions have aggravated this situation. These different crises have increased the disorganisation of the social structure, human rights violations, phenomena such as the abuse of alcohol, drugs and narcotics, anger and violence of all kinds, runaways, child marriage, etc. In addition, the dysfunction of basic social services due to insecurity does not always allow for appropriate responses to the needs of child victims of violence and abuse, who are entitled to holistic care.

In addition, the current health crisis linked to COVID-19 has contributed to an increase in cases of domestic violence and other abuses, particularly against women and children, thus increasing their vulnerability. It is



therefore important, in order to restore harmony within families and guarantee the children's complete development with full enjoyment of their rights, to strengthen the capacities of parents and future parents in the practice of positive parenting, which focuses more specifically on the proper management of the difficult situations parents are often confronted with in raising their children.

Therefore, the promotion of positive parenting is an opportunity to strengthen the capacities of parents, families and the community in the field of childcare, considering their specific needs. It's about taking action with these key actors to protect children and promote positive parenting practices in order to encourage their full development.

In this perspective, interventions on positive parenting seeks mainly to ensure that the child can: be protected from violence, exploitation and abuse; enjoy good physical, psychological and mental health in order to live a healthy life; explore and develop his or her potential for adult life; be protected from the ups and downs of the economy that may constitute obstacles to the development of his or her potential; be involved in a positive and satisfying way in the life of the family, the community and society.

This guide is part of a support process for actors on ground in the implementation of capacity building sessions for parents, families and communities for a better supervision of their children.

## PRESENTATION OF THE FACILITATOR'S GUIDE

Adapted from the Healing Families and Communities programme, the facilitator's guide is a tool for field actors of the public and private sectors (social workers, NGO facilitators, associative structures, etc.) working in the field of child protection or any other area of children's rights, with a view to strengthening their technical and operational skills for the implementation of training sessions on positive parenting.

The facilitator's guide aims to:

- present the structure of a training session ;
- to promote the use of suitable adult learning approaches by favouring



- participatory techniques such as experience sharing, role-playing and the acquisition of practical skills;
- Provide pedagogical tools and facilitation strategies that will help in the preparation and moderating of the different training sessions;
  - to enable the facilitator to be autonomous in implementing the capacity building sessions for parents, families and communities.

The facilitator's guide is structured in nine (09) modules subdivided into sessions: Module 1, relating to the perception of the child, aims to understand what communities know on childhood in order to encourage good practices and possibly raise awareness for a better consideration of children's rights. Module 2, based on the role of families and communities in child welfare and protection, aims to empower families and communities to better play their roles in child welfare and protection. Modules 3 and 4, which is about child development and appropriate parenting practices and the need to invest in children's human capital from the beginning of their lives, respectively, aim to equip parents with knowledge on how to talk to their children from birth, show them love and affection, provide them with quality nutrition and health care, and finally, show them the need to spend time with them to give them a good start in life. Module 5, on resource planning and prioritising the child's needs, aims to help parents better manage their resources with a priority on meeting the child's needs. Module 6, entitled Taking care of oneself in order to take care of others, aims to help parents manage their stress and emotions in order to better take care of others. Module 7, with respect to appropriate communication with children, aims to improve the interaction between parents and children to establish a harmonious relationship in the family. Module 8, on positive discipline, aims to strengthen parents' knowledge on positive discipline of children as a method of education based on encouragement and appreciation. Module 9, entitled Helping Your Child to Better Manage the Challenges of Adolescence, aims to provide parents with knowledge and skills to help them better manage their children during adolescence.

Apart from the introductory and closing sessions, the content of each module developed in the guide includes: an introduction, learning objectives, methodology, necessary materials/support, sequencing, action points/homework, session evaluation, and duration of session.



For maximum achievement of the objectives of Positive Parental training, it is important that the facilitator has a good grasp of the theoretical content of each module and the methodology proposed for the different sessions to be facilitated, before the training begins. This will help to strengthen his or her ability to prepare the sessions well, to organise the interactions, to react adequately to the questions asked by the training participants and to better guide the groups of parents being coached throughout the learning process.

## GUIDELINES FOR FACILITATORS

The facilitator in the implementation of the Positive Parenting programme must respect certain professional and ethical principles in order to carry out his/her work properly.

### PROFESSIONAL PRINCIPLES

- **Competence** : The facilitator must have the theoretical and practical knowledge and tools necessary to make the positive parenting programme work.
- **Effectiveness and efficiency**: the facilitator should apply all the theoretical and practical skills acquired in the implementation of the positive parenting programme. He/she should also adopt an appropriate strategy to get the message across.
- **Confidentiality**: The facilitator should keep information about the cases being monitored confidential and not pass it on or disclose it unless requested to do so by a competent authority.
- **Empathy**: The facilitator should show empathy, while maintaining the right distance to manage emotions and protect themselves.
- **Obligation to collaborate**: The facilitator, in the management of cases, must collaborate with other actors in the intervention chain according to their nature and specificities.
- **Accountability**: The facilitator is accountable to his/her hierarchy or supervisor for all actions taken.
- **Decency**: In the course of their work, facilitators must always dress decently and correctly in a manner that allows for respect and also to respect the cultures and beliefs of the people under their care.
- **Communication, group facilitation and adult education skills**:





the facilitator must have a full knowledge of community facilitation techniques. In emergency situations or in densely populated communities, the facilitator should form one or more groups of no more than twenty (20) parents with whom he/she will conduct one or more modules over a defined period of time. He/she should also adapt his/her approach and language to the audience.

## ETHICAL PRINCIPLES

- **Respect:** the facilitator must follow up the parents' he/she trains, respecting them and their opinions.
- **Honesty:** the facilitator must recognise his/her limits and resort to other skills when necessary.
- **Humility:** the facilitator must be aware of his/her limitations and take a realistic view of what he/she can do to better support parents.
- **Integrity:** a facilitator must have moral integrity. They should not be influenced by any religious, customary or racist beliefs.
- **Credibility:** the facilitator should speak frankly and sincerely, and be aware of the role models' role he/she is called upon to play with the parents he/she follows up.
- **Punctuality and attendance:** the facilitator must keep appointments, be present at work on time and respect the schedule of activities.
- **Availability and promptness:** the facilitator should be available and act promptly when necessary.

In addition to the facilitators who conduct the sessions, at the community and neighbourhood level, it is recommended to rely on community facilitators who will be trained beforehand. They will assist the facilitator in mobilising participants, making home visits and following up on the support groups.





## INTRODUCTORY SESSION TO THE POSITIVE PARENTING PROGRAMME

*"The only way out of violence would be to become conscious of the mechanisms of repulsion, exclusion, hatred and contempt in order to reduce them to nothing through education of the child by all. "Francoise HERITIER*

### GENERAL OBJECTIVE

To connect with the community and present the positive parenting programme.

### SPECIFIC OBJECTIVES

1. To get parents to know each other and the facilitators;
2. To introduce the Positive Parenting programme to parents;
3. Discuss the expectations of the programme and get parents to sign up for the training sessions;
4. Establish rules with the participants to be followed during the training sessions;
5. To make participants understand the basics of positive parenting.

### MATERIALS

- ✓ Flipchart ;
- ✓ Markers ;
- ✓ Posters / cards

### SEQUENCE OF EVENTS

N°	Sequence	Duration	Speaker/ leader
1	Welcome and installation of participants Welcome and presentation of the agenda	10 min	Facilitator
2	Sequence 1: Introduction of parents and their expectations	15 min	Facilitator
3	Icebreaker: community animation (dance, song and encouragement)	05 min	Facilitator and participants
4	<b>Sequence 2:</b> Presentation of the positive parenting programme	15 min	Facilitator
5	<b>Sequence 3:</b> Setting up the operating rules of the group	10 min	Facilitator and participants
6	<b>Sequence 4:</b> Set up parental support group	15 min	Facilitator and participants



7	Sequence 5: Positive parenting practices	45 min	Facilitator and participants
8	Evaluation of the session	05 min	Facilitator and participants

## INTRODUCTION AND WELCOME

- Welcome the parents. Be smiling and positive. Congratulate them for coming. It is not always easy for them to free themselves from their multiple activities
- We need to recognise that parenting is not only hard work, but the most important work in life. We can learn together from our experiences, from traditions and from science (neurology, psychology).

**Note: It is important to recognise that each participant has much knowledge that can benefit the group.** As parents, they know their child better than anyone else.

Introduce yourselves and share your experiences as trainers or parents (if you are not parents, highlight your experiences as siblings, uncles/aunts, not being a parent yourself is not a handicap to being a facilitator). Explain why you like the subject of parenting. “The sessions that will follow will change our lives, they will help us become great parents!”

## SEQUENCE 1: INTRODUCTION OF PARENTS AND THEIR EXPECTATIONS (15 minutes)

- Ask the parents to introduce themselves, talk about their children and share with the group their hopes for their children and their expectations as regards the programme. Facilitators should write down the parents' hopes and expectations; ideally this should be done on a flipchart, so that you have written HOPES for their children and EXPECTATIONS on two flipcharts. In any case, make a note of the parents' hopes and expectations as we will come back to them in the last session.
- Inform the parents and tell them that you will keep the flipcharts with the hopes and expectations and bring them back on the last day of the programme so that they can review their initial ideas about the programme.



## SEQUENCE 2: PRESENTATION OF THE POSITIVE PARENTING PROGRAMME (15 minutes)

Now that the participants know you and each other better, we will present the programme and its objectives, as well as the methodology that will be used.

### WHAT WE WILL DO

Explain the objective of the training sessions and go through the programme sessions with the parents.

Say for example:

- We are here to learn from each other. We will share how difficult it is to raise children, but also to improve ourselves and learn techniques to communicate better with our children, so as to make them better, happier and even more intelligent and sociable. We want children who respect their parents and their traditions, who are stronger, smarter and become good citizens. We want our children to be happy and healthy.
- We will learn from science about the development of children and their brains. Some of the data will help us to understand why children act the way they do (what we call child psychology), so that we can understand them and ourselves better. Elements of neurology, psychology, sociology... are part of this training.
- We will study together what is important for young children in terms of nutrition, health, hygiene and protection. We will also discuss together what is important for teenagers, how to deal with sensitive issues such as sexuality, choice of friends or risky behaviour.
- We will learn techniques that give us tools and choices in our lives with our children: communication techniques and positive disciplinary techniques that help children learn to behave well and respect their parents.
- Spending time with children is essential as acting consistently in raising children. We are going to ask you to spend time with your children, show them love and practice the techniques we will learn here.

### HOW ARE WE GOING TO DO IT?

Outline the methodology that will be used so that parents know what to expect. Explain how the sessions will be run: when the meetings will take place, for how long, etc. (normally this should be discussed with the beneficiaries before the first session to set a suitable day, time and place for the majority to meet).



### Say for example:

- It is compulsory to attend all sessions to get a certificate of participation. If you miss a session, you need to make it up through the support of facilitators or members of your Parental Support Group who can come and explain what was said in the missed session.
- We encourage you to come with your partners (husband or wife). **Please note!** For some projects, it will not always be possible to invite the spouse as we need to keep the group size to a maximum of 20 participants. In all cases, the participating parent should be encouraged to do the feedback in the home to ensure consistency and coherence in parenting practices at home. And make it clear that the training module on positive parenting is not only for mothers, but also for fathers (today we talk more and more about positive masculinity) who are encouraged to come and represent the household.
- We will learn from each other, from our experiences and we will also learn new parenting skills based on science.
- You will form Parental Support Groups to help each other.
- We will learn through large group discussions, small group and peer group discussions, games, role plays, etc. We will practice what we are advised and have lots of fun.
- There will be homework assignments at the end of each session, which will be presented at the beginning of each new session.
- We will give you leaflets at each session so that you remember the key messages. These will help you to take the messages home and practice them.
- The final session will be a special one, a commitment towards a change in parenting practice and will be open to spouses, children and the community.

Note: Each session is based on dialogue and listening, so don't hesitate to ask questions, raise concerns, share experiences. Everything you say is important, and it is necessary that parents respect each other. **CONFIDENTIALITY AND RESPECT ARE MANDATORY.**

Ask the parents: Do you have questions?

Take time to answer the parents' questions before moving on to the next sequence.



### **SEQUENCE 3: SETTING UP THE OPERATING RULES OF THE GROUP (10 minutes)**

Operating rules (minimum rules): do not spend a lot of time on this, but keep the flip chart with these rules to guide all participants throughout the module. You can define these rules in a participatory way:

- punctuality and participation (a certificate will be given at the end only if you have attended all sessions)
- we respect and pay attention to all members
- Phone on vibrate, etc...

### **SEQUENCE 4: SET UP PARENTAL SUPPORT GROUPS (15 minutes)**

We want you to form Parenting Support Groups (PSGs) of about five (05) parents each, so that in each community you have resource persons, to support each other and to train other parents so that the parental education sessions can also benefit parents who cannot attend the group. In this way, you can:

- help each other beyond the sessions ;
- exchange ideas and feelings with other parents, your peers;
- encourage each other to practice the parenting skills you have learned;
- raise awareness amongst other parents, etc.

Give parents a few minutes to set up groups according to affinity, geographical proximity, etc.

### **SEQUENCE 5: POSITIVE PARENTING PRACTICES (45 minutes)**

#### **'When I was a child...'**

Start with an open discussion and ask the parents what they consider to be good parenting. Point out that as parents (or guardians) we are strongly influenced by our own childhood experiences.

Use the flip chart and write: POSITIVE PARENTING PRACTICES.

Ask parents to recall experiences as children that were enriching and positive for them (you can ask them to close their eyes for two minutes to think about it). Ask parents to talk about their experiences as children. What were the good parenting practices of their parents that they remember (we will try to keep it positive, this is just the beginning)? To increase the list, facilitators can help them by saying:



“I remember when I was a child...;  
A good memory I have of my childhood...;  
The feeling I had then was...  
And the feeling that the memory of this beautiful  
experience gives me is...”

*When I was a child I remember my father taking me to bed in his arms and telling me a bedtime story. I remember the sound of his voice, his breathing and how he would give me a kiss goodnight. It still makes me smile and gives me a lot of peace and a little nostalgia...”*

### **What memories do I want my children to have of me in the future?**

Now ask parents to form small groups (3 or 4 people). Ask them to answer a simple question: What memories do you want your children to have of you in the future?

Give them a few minutes to complete the sentence: “A good memory I want my children to have of me is ...”

Ask for volunteers to share their sentences. To save time, ask only one volunteer from each group. These reflections should allow you to talk about the role of positive parenting.

#### **Say for example:**

**Positive parenting practices is a philosophy of life.** They teach us how to be a good person, a good parent, a good citizen, a beloved friend. On the contrary, neglect, violence and abuse are obstacles to the growth and development of children. We need to reflect and make an effort to become the best parents.

To illustrate the idea of good parenting, facilitators can tell the story of two lions:

*A wise old man is teaching his grandson the basic lessons of life and the philosophy of life. The grandfather says to his grandson:*

*“A struggle is going on inside me. It is a terrible fight and it is between two lions. One lion is evil, anger, violence, jealousy, sadness, regret, greed, arrogance, self-pity, guilt, neglect, selfishness, resentment, inferiority, aggression, lies, false pride, superiority and ego. The other lion is good - he is joy, peace, love, hope, caring, serenity, tenderness, humility, empathy, respect, forgiveness,*



*family, happiness, gentleness, respect, friendship, growth, security, dignity, positivity, smiling, kindness, caring, understanding and listening, generosity, truth, compassion and faith. But my grandson, the same fight is going on inside your heart where there are two lions fighting a deadly battle.*

*The grandson thought for a minute and then asked his grandfather with great concern: "Which lion will win in my heart?"*

*The wise old man simply replied:*

*"It is up to you to decide. The one you feed will certainly win, but I will help you feed the good lion."*

You can reflect on the story and talk a bit about these two models of people, two models of parents.

### **Evaluation of the session**

The evaluation is done in a short discussion at the end of the session with the group around 4 questions:

1. What did I like most about the session?
2. What question would I have liked to ask but did not have the time or opportunity?
3. What did I learn today?
4. Any other comments or suggestions?

### **HOMEWORK...**

- This week you have two assignments:
  1. Meet with your parental support group
  2. You will spend time with your children and you will enjoy your time with them. You will feel the joy and happiness of spending time with your children.

Thank the parents and congratulate them for coming and committing to the positive parenting programme. Ask each participant to congratulate at least one person. Conclude the session with a song or dance and arrange to meet the parents on the day and time indicated.

Don't forget to get the attendance list and the module fidelity check signed.



# MODULE 1: THE PERCEPTION OF CHILDHOOD

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## MODULE 1: THE PERCEPTION OF CHILDHOOD

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“Our own values, beliefs and attitudes towards children will influence our ability to recognise risks and concerns and to take appropriate action in our child protection policy.” Donald Winnicott

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### GENERAL OBJECTIVE

To develop a more positive and respectful perception of children’s rights in families and communities.

### SPECIFIC OBJECTIVES

- To identify the different attitudes of participants towards children and childhood;
- To assess the impact of our values and attitudes on the safety and well-being of our children;
- To help parents and communities to accept their children’s disabilities and provide them with the necessary support;
- To help parents love all their children without discrimination;
- To arrive at a consensual definition of the child taking into consideration national and international texts

### METHODOLOGY

The training session is interactive. It will take place in a closed or open space according to local context. Community leaders (traditional chiefs, religious leaders, community relays, etc.), men, women and children take part in the work.

### PREPARATION OF THE TRAINING SESSION

- Information and invitation of participants;
- Consultation of the facilitator’s guide before the session and preparation of notes;
- Preparation of necessary materials (see checklist per session).



## SEQUENCE OF EVENTS

	SEQUENCE	Time	Leader
1	Welcome and installation of participants	05 min	Facilitator
2	Evaluation of the previous session's assignment	05 min	Facilitator
3	Presentation of the agenda and objectives	05 min	Facilitator
4	<b>Sequence 1:</b> Looking at my own childhood	25 min	Facilitator and participants
5	Sequence 2: Perception of children and childhood	30 min	Facilitator and participants
6	Icebreaker	05 min	All
7	Session 3: The CRC and ACRWC definition of a child	15 min	Facilitator and participants
8	<b>Sequence 4:</b> Understanding children living with disabilities	25 min	Facilitator and participants
9	<b>Evaluation of the session</b>	05 min	Facilitator

### SEQUENCE 1: LOOKING AT MY OWN CHILDHOOD (25min)

Introduce the session with a favourite song/poem/story from your childhood. Talk briefly about why you liked it (memories, bad or good feelings, exciting or comforting, etc.).

Now ask participants to think of a favourite childhood song, poem or story. Give them a minute or two to think, if necessary. Again, ask them to share only things they feel comfortable with.

Divide the group of participants into pairs. Ask them to share with their partner. You can use the following questions to guide the discussion:

- What made you think of this poem/story/song?
- Why is this poem/story/song important to you?
- What do you remember about it?
- Do you associate it with a particular person/time/event?



- What thoughts and feelings does it remind you of?
- Why is it important when thinking about the children you work with or have an impact on?

Wait 10 minutes and then bring everyone back into the large group. Invite each pair to share with the group what they discussed.

### **Key learning points**

#### **Make participants realise that:**

- Whatever may be the reason for choosing this poem/story/song, it is important because it has left us with a lasting memory from childhood.
- Our memories and experiences can influence the way we perceive children and childhood.
- Our memories remind us of happy or unhappy times. For example, stories can be about fun and excitement as well as harm and danger.
- Understanding children and childhood is essential to put child abuse into context.
- The traditions and rituals of our communities have an impact on how children are valued and cared for. Not all children have the same experiences.
- Our own values, beliefs and attitudes towards children will influence our ability to act to protect children.
- The age of the child reflects biological development.

## **SEQUENCE 2: PERCEPTION OF CHILDREN AND CHILDHOOD (30 min)**

In the communities, the child has a recognised value. Some see it as a stabiliser for couples/marriages. Others see it as an asset, a proof of the value of a woman and even of the whole family. This is why parents are generally identified through their children: it is easy to say “the father of..., the mother of...” Thus any woman or man who escapes these canons is exposed to discrimination and marginalisation.

### **Preparation:**

- Take three sheets of flipchart paper. Write one of the following



headings on each sheet:

- Children in our community today
- Celebrations of childhood and adolescence
- Moving from childhood to adulthood.
- Place the sheets on three separate walls.
- Prepare the hand out: question cards for each group, so that each group has the same set of questions.

***\*In your community, what words do adults use to refer to the child? What about when the child has a disability? What does this mean? Does a child with special needs (living with a disability) have the same chances of success as others?***

***\*What childhood milestones are celebrated in your community? How are they celebrated?***

***\*When do children become adults? For example, when does the community expect a child to behave like an adult? Are there any ceremonies associated with this change (transition) from child to adult? What are they?***

**Process:** Introduce the exercise by saying that we are going to look closely at the cultural context of the lives of children. Explain that we all come from different cultures; each culture affects our experiences and the way we respond. This exercise is designed to highlight key cultural issues that we will look at in later sessions.

Divide participants into small groups of three or four people. Give each group the question cards you have made. Ask them to discuss each of the questions and agree 5 answers to put under each of the flipchart headings.

Allow 20 minutes for this part of the exercise. Show participants the flip chart on the walls. Ask each group to add their answers under the relevant / appropriate heading:

### **Discussion (5 min)**

Lead a brief discussion using the following questions:

-What do you notice about the words under each heading? Do they reflect negative / positive images? What might this suggest about the community/



culture's beliefs about children?

- How do the words emphasise the different experiences of children, perhaps because of their gender? their physical or mental condition?

### Icebreaker (5 mins)

Say for example: this is a very simple game that will help us introduce ourselves to the group and it will go like this:

- The facilitator has a ball in their hand and throws it to another person in the group.
- The person holding the ball introduces themselves by saying their name, where they work, what position they work in and one thing they would like to share about themselves with the group (e.g. their favourite colour, favourite food, whether they have children, etc.).
- When the person has finished, they throw the ball to someone else and the same thing is repeated until everyone has a chance to introduce themselves.

## SEQUENCE 3: DEFINITION OF A CHILD ACCORDING TO THE CRC and ACRWC

**Process:** Now that we have found out how the community defines a child, we will compare this definition with the global definition of a child according to the United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC).

Ask: who knows the CRC? the ACRWC?

Check what the participants already know and share the information in the hand out with them.

Clarify that according to the CRC and the ACRWC, a child is anyone under the age of 18

Plenary discussion: start a discussion with participants about why they think the CRC had this definition for the child and to see which definition is more appropriate to the Cameroonian context and why.



## The CRC and the ACRW

The United Nations Convention on the Rights of the Child (CRC) is a legally binding international agreement defining the civil, political, economic, social and cultural rights of every child, regardless of race, religion or ability.

The CRC consists of 54 articles that define children's rights and how governments should work together to make them accessible to all children.

Since the UN adopted it in November 1989, 197 countries have signed up to the CRC, with only one country in the world not ratifying it. All countries that joins the CRC are bound by international law to ensure its implementation. The Committee on the Rights of the Child monitors the follow up.

Under the Convention, governments are obliged to meet the basic needs of children and help them reach their full potential. Central to this is the recognition that every child has basic rights. These include particularly:

- Life, survival and development;
- Protection from violence, abuse or neglect;
- An education that enables children to fulfil their potential;
- Being raised by or having a relationship with their parents;
- Expressing opinions and being listened to.

In 2000, two optional protocols were added to the CRC. One calls on governments to ensure that children under the age of 18 are not recruited into their armed forces. The second calls on states to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by over 120 states. A third optional protocol was added in 2011. It allows children whose rights have been violated to complain directly to the UN Committee on the Rights of the Child. The CRC is also the only international human rights treaty to give non-governmental organisations (NGOs) a direct role in overseeing its implementation, under Article 45a.

The African Charter on the Rights and Welfare of the Child, on the other hand, adopted in Addis Ababa in July 1990, incorporates the provisions of the CRC, the Declaration on the Rights and Welfare of the African Child (July 1979), the Universal Declaration of Human Rights, the African Charter on Human and Peoples' Rights and the OAU Charter. It takes into account the rights and duties of children based on African socio-cultural context.



## SEQUENCE 4: UNDERSTANDING CHILDREN WITH DISABILITIES (25 min)

### *Generalities on disability*

In Cameroon, children living with an inborn or acquired disability are very often discriminated against and stigmatised by their parents, their communities and society as a whole, all of whom are overwhelmed and disarmed when faced with what they consider to be witchcraft or the paranormal. These children, who need more attention because of their double vulnerability (childhood and disability), particularly suffer from low self-esteem, feelings of inferiority, anxiety, indiscipline and opposition.

There are several models that can help us to understand the behaviour of others towards disability:

- The charity model: disability was a punishment from God that could only be repaired through charity. This seems to justify alms giving.
- The medical model: Disability is a health condition that is repairable or subject to correction. Rehabilitation and the prescription of appliances follow from this approach.
- **The social model:** Disability is seen as an inability that results from society's negative view of the person with an impairment. It aims to remove societal barriers that complicate the lives of 'disabled' people. Rehabilitation helps to enhance this view.
- **The rights-based approach:** It ensures that rights are respected and dignity is restored. It explains the advocacy actions in favour of equal opportunities and equity for a better inclusion/reintegration of people with disabilities.

### *Things to remember and share with parents*

Say for example: disability is defined as the result of the interaction of two factors: the impairment and the various obstacles or negative attitudes that prevent the person from participating in society.

For their development, children living with a disability have:

- a need for recognition: to be seen in a positive, caring and understanding way;



- a need for prevention, remediation (re-education of cognitive potential for greater intellectual efficiency, for example) and sometimes care;
- a need for motivation: to find answers that are accessible and adapted to their situation.

### **Mistakes to avoid when dealing with children with special needs:**

- keeping them locked up at home
- overprotecting them
- rejecting them or reversing their rank among siblings;
- educating them in a specialised institution (unless medically advised).

### **What to do:**

- let them go out so that they can open up to others;
- collect his or her opinion on matters concerning him or her and the family;
- Go for an inclusive education (in the same institution as able-bodied children unless specialists advise otherwise);
- encourage their independence.

**For example, say:** I would like to know if we understand each other.

A child was born with three fingers on each hand/a child is mute, he uses sign language. At the beginning of the school year, he asks you to send him to school. How will you react?

What if you decide to send him/her to school and he/she comes back crying and says: "Daddy/Mommy, I'm not going back to school because they're laughing at me! "How will you respond?

Take a few minutes to listen to participants' experiences of relating to and managing children with disabilities. Congratulate the parents on their efforts and summarise in a few points the most important elements of the session.



## **SOME SERVICES AND INSTITUTIONS THAT CAN HELP PARENTS OF CHILDREN WITH DISABILITIES**

Check with the parents if they know the organisations that can help parents with children having disabilities. If they do not know them, you can give them some examples such as: social centres, specialised public institutions, some specialised NGOs, private social organisations, etc.

### **Evaluation of the session**

At the end of the session, the facilitator could brainstorm to find out whether the participants have understood

- the meaning of the conventional definition of the child;
- the need for a more positive perception of all children.

It can also check:

- whether the conventional perception of the child seems to be contrary to or complementary to the common perception of the parents;
- whether the parents are willing to revise their perception of the child in general and of children with disabilities in particular.

### **References**

- Daniel Goleman, *l'Intelligence émotionnelle*, Tome 1, Laffont, 1997 ;
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- Françoise Dolto, *lorsque l'enfant paraît*, Seuil, 1990 ;
- Alison Gopnik, *comment pensent les bébés*, Poche 2016 ;
- United Nations Convention on the Rights of the Child;
- African Charter on the Rights and Welfare of the Child;
- International Convention on the Rights of Persons with Disabilities;
- Law N°2010/002 of 13 April 2010 to protect the rights of persons with disabilities in Cameroon.



## MODULE 2: ROLE OF FAMILIES AND COMMUNITIES IN CHILD WELFARE AND PROTECTION

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*«It takes a whole village to raise a child».* African proverb

### GENERAL OBJECTIVE

To enable families and communities to better play their role in the welfare and protection of children, including in emergency situations.

### SPECIFIC OBJECTIVES

- To provide families and communities with basic knowledge on child welfare and protection;
- To train families and sensitise communities on their roles in promoting positive parenting;
- To train families and communities to better manage conflicts related to child development;
- Educate families and communities on how to care for, treat and value their children's potential and skills;
- To teach families and communities to identify and capitalise on the priority needs of the child.

### PREPARATION OF THE SESSION

- Information and invitation of participants
- Consult the facilitator's guide before the session and prepare notes
- Preparation of necessary materials (see module checklist )
- Give a brief review of the previous module

### MATERIALS NEEDED

- Flip charts et markers
- A4 tip cards and posters
- Image boxes

### WORK METHODOLOGY

- Brainstorming on the definitions of family, community and child, the roles each entity can play for the common welfare
- Storytelling
- Role plays
- Group work
- Sharing of experiences.



## SEQUENCE OF EVENTS

Dequences	Duration	Speakers
welcome and installation of participants	05 min	Facilitator
Assessment of Module 1 tasks/assignment		Facilitator and participants
Presentation of the agenda and objectives	05 min	Facilitator
Sequence 1: Brainstorming with participants	5 min	Facilitator
Sequence 2: Storytelling Who is responsible?	20 min	Facilitator
Icebreaker Role plays	05 min	Facilitator and participants
Sequence 3: Roles and responsibilities of family and community in child protection	20 min	Facilitator and participants
Sequence 4: Role plays: debriefing	45 min	Facilitator and participants
Icebreaker Community animation	05 min	Facilitator and participants
Evaluation of the session	05 min	Facilitator
Homework/assignment	05 min	Facilitator

### SEQUENCE 1: BRAINSTORMING (5 MIN)

Ask the participants how they define child (check the understanding of the definition given in the last session), family and community. Take the point of view of some participants, make a summary and tell participants that the next sequences will help them to understand the theme of the day.

### SEQUENCE 2: STORYTELLING. WHO IS RESPONSIBLE? (20 MINUTES)

*In a remote village there were several communities who practised agriculture and livestock. Livestock were kept in pens a few kilometres from their homes and huge quantities of straw/fodder were gathered at the end of each rainy season to feed the cattle during the long periods of drought. At the same time, farmers used to prepare their fields a little further from their homes and light fires to burn the weeds.*

*In order to protect the plantation from devastating fires, it was necessary to keep the area around the plantation clean, and this was done by almost all the inhabitants of the village as the planting season approached. However, some were lazy and refused to take the trouble to clear the edges of their fields, arguing that it was their property and that no one should tell them what to do.*

*As time passed, more and more people relaxed in their good resolutions. And the fateful day arrived. It was a dry season morning and the dry, warm wind was caressing the few trees that had not completely lost their leaves. Black smoke was seen billowing in the distance - it was a bushfire. A farmer raised the alarm but only a few farmers whose fields seemed to have been affected were concerned and began to think about what to do.*



*There was a lot of noise but no action as they did not agree on the approach under the mocking gaze of the few shepherd families present. But the fire continued to advance furiously towards the village. In a few minutes, it set fire to the fodder reserve that was kept at the entrance to the village and continued its progression towards the houses. It was necessary to intervene quickly, but where to start? How could this be done? Who should participate? Some inhabitants said that it was up to the person who had started the fire to intervene, others thought that only those who had an interest should intervene, but fortunately the voice of wisdom was heard: everyone should act. Everyone with their own resources and means. Some brought water, others sand, another a saw to cut down trees, others gathered the young children to evacuate them further and so on. Within minutes the fire was contained and the village saved. Phew (sign of relief), they had narrowly avoided the worst. Everyone was happy, but beyond the joy, important questions remained: how had it come to this? What could have been done to avoid this? How could this kind of incident be prevented in the future? It was going to be a long night, as everything had to be done to ensure that it did not happen again!!!!*

- After telling the story to the parents, let them share their feelings.
- Ask participants to identify the main lessons learned.
- Discuss the different questions, especially about who was responsible for the fire. Emphasise the action of the community as a whole.
- Make a comparison with child protection. Who is primarily responsible? Who else has a role to play?
- Emphasise that child protection is the primary responsibility of parents, the nuclear family, but it is also the responsibility of the community.

### **SEQUENCE 3: ROLES AND RESPONSIBILITIES OF THE FAMILY AND COMMUNITY IN CHILD PROTECTION (20 MINS)**

Divide the participants into 4 groups to work on the role of the parents, the role of the family, the role of the community in the protection of children (one group will work on only one category: either the parents, or the family, or the community). The fourth group will work on the participation of the child in its protection.

Participants will also be asked to answer the following question: « *What are the important techniques that families and communities can use to better play their role in child welfare and protection?* »

### **SEQUENCE 4: ROLE PLAY: DEBRIEFING (45MIN)**

Organise a debriefing of the work from the previous session in a courtroom format. The facilitator tells the participants that Group 4, which represents children, would like to know what the role of parents, the family and the community is in their protection and well-being. The representative of each group comes to explain their role, how to implement it and the commitments made.



The facilitator leads the session, giving the other members of the group the opportunity to provide additional information if necessary, but also giving the children's group the opportunity to ask questions of clarification and to make suggestions on points that have not been addressed.

Finally, the facilitator tells the children's group that the parents, family and community would like to know what the children are thinking of doing to help protect them. This group in turn will make their presentation, propose commitments and answer questions.

At the end of the session, participants are asked to review the different roles (in the form of commitments to the protection and well-being of children).

Tell the parents that sometimes the orientations of the community and the extended family may conflict with the parents' wishes and orientations for the education of the children. In this case the parent should consider and decide what is best for their child. This is called the best interests of the child

## **ACTION POINT/WORK TO DO AT HOME**

Facilitator gives participants guidance on the assignment:

You will spend time with your children and ask them the question of what a child can expect from their parent. You will also tell them what you expect from your child. We encourage you to spend time and share joy and happiness with your children. Take time to have an honest dialogue with your children.

## **EVALUATION OF THE SESSION**

Have a brief discussion with the group about the following points:

- What did you learn today?
- What did you like most about today's session?
- What did you like least?
- Is there anything you did not learn or anything that was not covered today that you would like us to come back to?

## **SLOGANS**

**« I am committed to the welfare and protection of the child »**  
**« As a parent, I am committed to the rights of the child ».**

## **KEY MESSAGES**

- Families and communities have the primary responsibility for protecting children.



- The family and the community play an important role in the identification of problems and in the design and implementation of child protection activities.
- Family and community involvement will enable interventions to reach more children, as it promotes a more effective use of resources.
- Active community participation in child protection will ensure the sustainability and viability of actions taken.
- Strengthening community involvement in the protection and care of their children will support vulnerable children, including in emergency situations.

## REFERENCES

1- CNAPE\_RAPPORT\_LE BIEN-ETRE DES ENFANTS DE LA PROTECTION DE L'ENFANCE\_NOVEMBRE 2017

2- Programme d'Education à la Parenté Responsable (MINAS), 1988.

Guide d'éducation pré-nuptiale, matrimoniale et familiale Tome II (MINPROFF), 2014.



# MODULE 3: CHILD DEVELOPMENT AND APPROPRIATE PARENTING PRACTICES

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## MODULE 3: CHILD DEVELOPMENT AND APPROPRIATE PARENTING PRACTICES

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*Scientific knowledge about brain development helps us to improve parenting practices with young children.*

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*What could be more wonderful than to see a child, little by little, awoken to life? To witness their first words, their first steps. Seeing them discover the world and open up to others are moments we never forget.*

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### GENERAL OBJECTIVE

To equip participants with parenting practices that promote the child's healthy development.

### SPECIFIC OBJECTIVES

- To teach participants how the brain develops in young children;
- To enable participants to understand the different stages of child development;
- To enable participants to understand and apply key concepts for their children's development;
- To teach participants the importance and procedures for obtaining birth certificates.

### WORK METHODOLOGY

- Presentations
- Questions and answers
- Sharing of experiences
- Evaluation of acquired knowledge
- Encouragement of participants
- Role plays and practical cases.

### PREPARATION AND MATERIALS NEEDED

- Information and invitation of participants
- Consultation of the facilitator's guide before the session and preparation of notes
- Preparation of the necessary material (colour brain images + standard material).



## SEQUENCE OF EVENTS

No	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants	05 min	Facilitator
2	Welcome speech and presentation of the agenda	05 min	Facilitator
3	Sequence 1: Discussion on the major stages of child development	25 min	Facilitator and participants
4	<b>Sequence 2:</b> Discussion on brain images	25 min	Facilitator and participants
5	<b>Icebreaker:</b> community animation (dance, song and encouragement)	03 min	Facilitator and participants
6	<b>Sequence 3:</b> Birth registration	40 min	Facilitator
7	<b>Evaluation</b> of the session	05 min	Facilitator
8	Homework/assignment	05 min	Facilitator

*After the welcome speech, the facilitator will dwell on the stages of child development, especially that of the brain, in order to edify the participants on the impact of parenting practices on the harmonious development of the child.*

### SEQUENCE 1: DISCUSSION ON THE MAJOR STAGES OF CHILD DEVELOPMENT (25 min)

Introduce the stages of child development so that parents can observe and accompany them for better development.

Tell the parents that the development of the child takes place on different levels:

- psychomotor development: the baby handles his toys, his bottle, his own fingers and toes, his mother's breast, and learns to discover the world. He needs to suck to feed himself and to suck for pleasure;
- sensory development: from the first days of life, the new born begins to discover the world around him, thanks to his senses (taste, touch, sight, hearing and smell);
- emotional and social development: babies need adults to respond quickly and appropriately to their requests in order to feel secure. They also need physical contact, loving words, affection... (If the facilitator is able, they could summarise the study behind Bowlby's attachment theory).

**Ask the parents** to identify the needs of the children according to age groups using the brainstorming method. Take a sheet of paper or on the board, write down the parents' answers and organise them. Once this is done, discuss what is expected of parents at each stage of development.



The following table can help you to complete or suggest answers to participants.

**Table :** *Stages of child development and appropriate parenting practices*

Stages	Characteristics	Needs	Appropriate Parenting Practices
Pregnancy to birth	Intrauterine development, extreme fragility  Beginning of neural connections	Specific feeding  Affection-love	Acceptance of parenthood  Knowledge about the child's needs in the first years of life  Medical follow-up (importance of prenatal consultation)  Good nutrition for the mother  Presence of the father



<b>Early childhood :</b> <b>0-5 years</b> <b>(0-2 years</b> <b>and 3-5</b> <b>years)</b>	Extraordinary brain development  Psychomotor development  Language acquisition  World discovery	Specific feeding  Strong need for physical presence and attention  Need for security  Need for physical stimulation and appropriate play  Need for rules and values	Create a bond with the child through care practices: breastfeeding, play  Protecting the child through: vaccination, age-appropriate feeding, birth registration,  Meeting physical, emotional and psychological needs
<b>Middle childhood</b> <b>6-11 years</b>	End of early childhood and beginning of schooling (could also be called middle childhood)	Identification with role models (teachers...)	Teaching the child discipline and values  Discuss with the child's teachers
<b>Adolescence 12-17 years</b>	Puberty  Rearrangement of identity  Love relationships  Influence from social networks and peers	Independence  Identity building Discovery of limits  Identification with peers  Building a sense of belonging  Questioning of values, norms	Affection-love  Dialogue-listening  Learn about current realities and talk to your child's peers



*Tell parents that each child is unique. Today, children are increasingly experiencing early adolescence. So their parenting practices need to be adapted to their child's needs and stage of development. Parents often have children of different ages and their parenting practices must take into account the specific needs of each child.*

## SEQUENCE 2: DISCUSSION ON BRAIN IMAGES (25 min)

The aim is to introduce and explain to parents the need to help children develop to their full potential by emphasising the following points:

- **At birth, a child's brain is not fully developed.** Humans are the only species born with a not fully developed brain. Therefore, we as parents must help the child to complete its brain development. 80% of the brain develops in the first three years of life. Much of the structure of the brain is determined for the rest of life during this period, before the age of 3.
- **The brain is formed by cells called neurons.** We have between 80 and 100 billion neurons in our brain. We are a prodigious machine, the most intelligent creature in nature with amazing possibilities to learn, create, discover and love. The brain works through tiny electrical connections that connect neurons. The electrical connections are called synapses. Synapses make this extraordinary machine work.
- **We activate and deactivate these cells through experience.** We build connections according to our experiences. Not all the cells, the neurons, we are born with will be active in our lives. They can be activated by experience, the more we use them, the better they work. Like a muscle develops through sport, a neuron develops through brain activity.
- **Love/affection is to the brain what sport is to the body and muscles. Love helps to build synaptic connections.** The creation of connections between neurons takes place more in the first years of our lives. The more affection and care we give to our children, the better they do. Love is one of the key ingredients for brain activity, like a switch that turns on a light bulb. If we don't treat children well, if we don't know how to nurture them with affection and attention, areas of the brain won't develop and some important neurons will die. When these neurons die, a child is not able to learn and develop as well as children who have positive interactions with their parents and peers.
- **The toxic stress caused by abuse and neglect produces chemicals that**

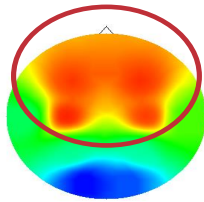


**are harmful to the brain.** They kill neurons and synaptic connections. Abuse and neglect inhibit brain development with **lifelong consequences** for children. A child who benefits from positive parenting practices by parents or guardians has a healthier brain, larger, more active neurons, and will be better prepared to face the challenges of adult life.

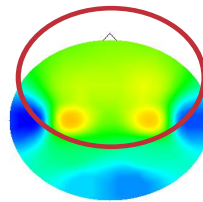
**Show brain images: « Brains can thrive or be underdeveloped depending on parental care, love and attention ».**

Show the brain image of a child who has been abused and that of a child who has grown up in a peaceful, protective environment with parental love and attention.

## Profound Deprivation Affects Brain Power



**Positive Relationships**



**Extreme Neglect**

Source: C.A. Nelson (2008); Marshall, Fox & BEIP (2004).

<sup>1</sup>Source: C.A. Nelson (2008); Marshall, Fox & BEIP (2004) quote by Dr. Shonkoff's, Harvard University



Ask the parents what they see so that the ideas come from themselves.

Guide the discussion: You can see how the child in a protective environment has much more electrical activity (red zone) in the neurons than an abused child. A brain with a lot of electrical activity is a healthy brain, making connections, growing. Therefore, a brain that has little activity due to abuse or neglect is an underdeveloped brain. Abused and neglected children sometimes have smaller and less active brains, developmental problems (cognitive/intellectual) that affect their lives at school, in their community (social/cultural/religious), personal life (emotional/psychological) and physical life (health).

### **Conclusions to be drawn - KEY MESSAGE**

Parents make the difference: they can make a child reach his or her maximum potential, the smartest, happiest, best at school, best friend and family member... Children need to be loved. Parents need to spend a lot of time with them, love them, talk to them all the time, show them love, attention...

The need for positive and adapted practices: providing a peaceful protective environment at home/home comes from a reality proven by science. Violence, yelling, body discipline, repeated fights between parents or adults in the home are toxic and prevent the development of the brain and the most complex functions in the frontal cortex of the brain; where we think, solve problems, etc.

## **SEQUENCE 3: BIRTH RECORDING (25 min)**

***Brainstorm with the participants:*** ask them what a birth certificate is and what it is used for? What is the procedure for establishing a birth certificate? What are the advantages of having a birth certificate and what are the consequences for a child who does not have a birth certificate?

**The facilitator can use the poster on birth registration to facilitate the sequence.**

Birth registration and the issuing of a birth certificate is often considered the first right of a child to have access to a legal identity and to benefit from other rights such as education, health and the right to vote when they come of age.

In Cameroon, births must be registered within 90 days of birth, but parents should not wait for this period. They must do so directly after the birth.



To register births, parents must go to the registrar. In some villages, there are community-based birth registration mechanisms, in which case the parent should go to the village chief or community protection network, which will register the declaration and forward it to the registrar. The parent should enquire about the status of the child's birth certificate. Once it is issued, the parent should collect it and keep it safe.

In some hospitals, there is now the possibility for parents to access the civil status service on site. These are the advanced civil status posts in the health facilities. Parents should therefore find out if the service is available in the hospital where the mother is having her antenatal visits or plans to give birth to her baby.

After the 90-day to 6-month period, another procedure called the requisition procedure to the prosecutor applies. This involves making a request to the Public Prosecutor with an attached file consisting of the following documents: request from the parent or guardian, declaration of birth, certificate of apparent age, photocopies of the witnesses'/parents' identity cards, photocopy of the marriage certificate, if the parents are married. It is also important to give the reasons why the child's birth certificate has not been drawn up. The public prosecutor will then issue a document authorising the secretary and the officer to draw up a birth certificate.

The suppletive judgement procedure takes place after 6 months. An application must be made, consisting of a file: non-existence of a birth certificate, certificate of apparent age issued by a doctor, photocopies of the witnesses' national identity cards. This procedure is long and costly.

**The facilitator can also open the discussion on community and individual solutions to enable each child to have a birth certificate.**

## KEY MESSAGE

*Investing in a child is an investment for life*

### Evaluation of the session

Have a brief discussion with the group about the following points:



- What did you learn today?
- What did you like most about today's session?
- What did you like least?
- Is there anything you did not learn or discuss today that you would have liked to learn or discuss?

## HOMework

This week you have several assignments :

- Organise age-appropriate games.
- Make your neighbours aware of birth registration.
- In your support group, think about what you can do so that all the children of the group members who do not yet have a birth certificate can have one.



**MODULE 4: THE NEED TO  
INVEST IN CHILDREN'S HUMAN  
CAPITAL FROM THE BEGINNING  
OF THEIR LIVES (FIRST 1000  
DAYS) (1)**

**MODULE 4: THE NEED TO  
INVEST IN CHILDREN'S HUMAN  
CAPITAL FROM THE BEGINNING  
OF THEIR LIVES (FIRST 1000  
DAYS) (1)**



## MODULE 4: THE NEED TO INVEST IN CHILDREN'S HUMAN CAPITAL FROM THE BEGINNING OF THEIR LIVES (FIRST 1000 DAYS) (1)

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*Talking to your children from birth, showing them love, affection, providing them with quality nutrition, health care, quality education and finally spending time with them is the key to brain development and to giving our children a good start in life*

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### GENERAL OBJECTIVE

To build the capacity of parents/participants on the specific period of the first 1000 days of a child's life and the key aspects taken into account for a better care of children.

### SPECIFIC OBJECTIVES

- To equip participants with knowledge on their role in child learning;
- To equip participants on the importance of vaccination and hand washing for disease prevention;
- To equip participants with the importance of a healthy and balanced diet for the development of the child; ;
- To develop the participants' skills on water treatment and sanitation.

### WORK METHODOLOGY

- Presentations
- Questions and answers
- Sharing of experiences
- Evaluation of acquired knowledge
- Encouragement of participants
- Role plays and practical cases.

### PREPARATION AND MATERIALS NEEDED

- Information and invitation of participants/resource person (community health workers, nurse)
- Consultation of the facilitator's guide before the session and preparation of notes
- Preparation of the necessary materials (nutrition sheet, vaccination booklet, hand washing poster/materials, video projector, computer, speaker + standard materials).



## SEQUENCE OF EVENTS

N°	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants Welcome speech and presentation of the agenda	5 min	Facilitator
2	Follow-up on action points from the previous session	3 min	Facilitator
3	<b>Sequence 1: What is human capital?</b>	40 min	Facilitator and participants
4	Icebreaker: community animation (dance, song and encouragement)	05 min	Facilitator and participants
5	<b>Sequence 2: Quality nutrition as a sure investment for the future life of the child</b>	50 min	Facilitator and participants
6	Evaluation of the session	05 min	Facilitator and participants
7	Homework/assignment	05 min	Facilitator and participants

### SEQUENCE 1: WHAT IS HUMAN CAPITAL? (40 MINUTES)

The facilitator is encouraged to read the box on human capital and summarise it to the participants according to the literacy level of the participants. If the assembly is composed mainly of participants with low literacy levels, the facilitator can simply tell the story (the Fool/Wise Man) and draw out the lessons with the participants. Where conditions permit, he/she can show the video on the Human Capital Index: [What is the World Bank Human Capital Index? - YouTube](#)

Human capital can be defined as “the set of knowledge, skills, competencies and individual characteristics that facilitate the creation of personal, social and economic well-being”. “Human capital is an intangible asset that can enhance or sustain productivity, innovation and employability” (OECD, 1998).

Human capital is a key determinant of economic growth. *There is now a growing interdisciplinary consensus that the early years of childhood are critical to the development of productive and well-adjusted adults.*

Family, welfare and health policies appear to be key influences in the acquisition of human capital. Nevertheless, education remains the linchpin of human capital formation, which puts it at the heart of academic analysis. *But the notion of ‘human capital’ can be extended to ‘informal learning and lifelong learning.*

*Investing in human capital to put the vision into action:*

*“All children achieve their full potential - growing up with a healthy diet and readiness to learn, benefiting from school-based learning and entering the labour market as healthy, skilled and productive adults”.*



## STORY: The Fool/Wise Man

*In a remote community, hundreds of people lived peacefully with the rhythm of the growing seasons. There was a very remarkable man whom the children called «the madman» because they had forgotten his name and identified him by his very atypical attitude. The «madman» was very jovial, good humoured and very committed to his activities. Indeed, he was a farmer and planted all sorts of crops, especially mango, plum and avocado trees, but no one had ever seen the fruits of his labour. But year after year, this man continued to plant. One day, a young man passing by was curious and intrigued by the name they gave him: «the madman» and wanted to know more and started to question some people.*

*Young man: What's going on? Why do you call him the Madman?*

*Community: But he is mad.*

*Young man: Why do you say he is mad?*

*Community: Just look at what he is doing. Imagine: a man who has been planting for almost 10 years and nothing grows*

*Young man: Is that why he is crazy?*

*Community: Yes he is because he thinks the tree will grow by itself. He plants trees any way, anytime, anywhere and he thinks he will get a result. Moreover, once he has planted, he doesn't even bother to go around clearing or watering. That's why we call him crazy.*

*Young man: OK, but have you taken the time to explain to him what he should do to make it work?*

*Community: but for us it's obvious, does he need us to explain? Everyone knows it*

*Young man: maybe he doesn't know it but we can make up for it by showing him how to do it*

Ask participants the following questions:

- What do you think about this story?
- Do you agree with the community when they call this man 'crazy'? Why?
- What advice would you give him to become «wise»?

Tell the participants that as parents we sometimes behave like this man called the



madman in our attitude towards our children. We often don't give them what they need to develop, grow and develop their abilities.

Make a comparison with nature and perennial crops like the saffron or mango tree, before the fruit tree starts to produce, you have to take time to plant it, water it, and give it manure for many years. And when it starts to bear fruit it can last for decades. The same is true for our children. We need to make the right choices, to invest in what will enable the child to develop skills such as education, nutrition, health; to accompany and monitor them so that they can develop their full potential and be able to make a contribution to their community and country. This is how we strengthen the human capital of our children.

*Take some extra time with the participants to discuss how by investing in education and keeping their children in school, they are building the future of their child and the future of the country.*

*You can leave room for some testimonies or sharing of experiences.*

## SEQUENCE 2: QUALITY NUTRITION AS AN INVESTMENT IN THE CHILD'S FUTURE LIFE (50 min)

**Tell participants:** all parents are concerned about feeding their young child well but do not always have all the information they need to do so. In this session we will learn what constitutes good nutrition in the first 1000 days of a child's life (from conception to 2 years of age) and how to avoid diseases related to poor nutrition.

### 1.1 Perception of food and the impact on the health of the mother and the baby/young child (15 min)

**Explain the following to parents:**

All infants and children have the right to good nutrition according to the provisions of the CRC (Articles 6 and 24). Malnutrition in young children results in short-term morbidity and mortality. Malnutrition is directly or indirectly responsible for many deaths of children under five. Malnutrition (specifically under nutrition) accounts for 45%<sup>2</sup> of the disease burden in children under five. More than two-thirds of these deaths are often associated with inappropriate feeding practices and occur in the first year of life.

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<sup>1</sup>WHO Report Malnutrition (who.int)

<sup>2</sup>EDS, 2018



Only 40%<sup>3</sup> of infants in Cameroon are exclusively breastfed for the first six months, complementary feeding is frequently started too early or too late, and foods are often nutritionally inadequate and unsafe. Malnourished children who survive are more likely to be sick and suffer lifelong consequences of impaired development.

The health and nutritional status of the mother is intimately linked to that of her child. Improving infant and young child feeding starts with the health and nutritional status of the woman at all stages of life, followed by the woman's role in caring for children and the family.

### **Divide the parents into 4 groups to work on the following points:**

- What do pregnant women eat in our community? Does it meet the specific nutritional needs of the pregnant woman? Are there any dietary restrictions? Does it affect the nutrition of the pregnant woman?
- What do breastfeeding women in our community eat? Is this diet different from that of other household members? Are there any dietary restrictions? Does it affect the nutrition of the breastfeeding woman?
- What do babies aged 0-6 months eat in our community? Does it meet the specific nutritional needs of these babies?
- What do babies aged 06 months-02 years eat in our community? Is this diet different from that of other household members? Are there any dietary restrictions? Does it affect the nutrition of these babies?

Ask the different groups to present their work to the whole group. During the debriefing, ask the other participants to add to the proposals of each group and draw a conclusion each time.

### **1.2 Community counselling on nutrition (20 min)**

Tell the parents that the following session will help them to improve the nutrition of babies, young children, pregnant women and breastfeeding mothers.

The Demographic and Health Survey (2018) reveals that feeding practices for children under 5 years old remain inadequate in Cameroon. The exclusive breastfeeding rate is estimated at only 40%.

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<sup>3</sup>EDS, 2018



➤ **Exclusive breastfeeding**

**Ask parents what they understand by the term “exclusive breastfeeding”.**

Let them talk for 2-3 minutes and also ask them about the benefits of exclusive breastfeeding. Use the same brainstorming technique and complete the participants' answers as needed.

***The Benefits of breast milk for the baby***

Breast milk:

- saves infants lives : continuous breastfeeding alone reduces infant mortality by over 12% ;
- is a complete food for infants and prevents stunted growth ;
- is always ready and at the right temperature ;
- is easily digested and the nutrients are well absorbed.



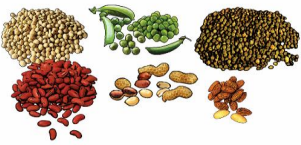
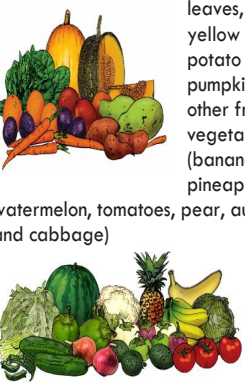

***The Benefits of breast milk for the mother***

Exclusive breastfeeding :

- prevents new pregnancies in the first 6 months after delivery ;
- reduces the mother's workload (she does not have to boil water, search for fuel, or prepare milk) ;
- promotes the emotional bond between mother and baby ;
- reduces the risk of breast and ovarian cancer



Discuss with the parents the composition of complete meals. Use the following sheet

Order number	Food varieties	Examples of local foods	Roles
01	Animal foods 1 star*	(meat, chicken, fish, liver), and eggs, milk and milk products 	Building foods: these are foods that promote the growth of the individual
02	staple foods 2 star**	(maize, wheat, rice, millet and sorghum); roots and tubers (cassava, potatoes) 	Energy foods: foods that give strength (energy)
03	vegetables 3 star***	(beans, lentils, peas, peanuts) and seeds (sesame) 	Building foods: these are foods that promote the growth of the individual
04	fruits and vegetables 4 star****	Rich in vitamin A (mango, paw paw, passion fruit, oranges, dark green leaves, carrots, yellow sweet potato and pumpkin), and other fruits and vegetables (banana, pineapple, watermelon, tomatoes, pear, aubergine and cabbage) 	Protective foods: these are foods that protect against disease and maintain good health
05	oils 5 star*****	palm oil, groundnut oil 	Energy foods: foods that give strength (energy)



### 1.3 Detecting malnutrition in the community (15 min)

**Ask the participants** who are most at risk of becoming malnourished? Answer: pregnant women, breastfeeding women and children.

**Ask the participants** to list the diseases linked to malnutrition. Answer: kwashiorkor, anaemia, skeletal thinness, rickets, blindness etc.

Show the following pictures to the participants and ask them to comment on them



Malnourished child



Well-fed child

### KEY MESSAGES (5 minutes)

- Mothers, put your babies to the breast immediately after birth even before the placenta comes out. This will stimulate milk production, and you will give him colostrum which is the child's first vaccine.
- For the first 6 months, your baby needs ONLY breast milk even in hot areas, because breast milk is the best food for the baby. It contains everything the baby needs for the first six months.
- Start giving other foods in addition to breast milk from the 6th month.
- The best interest of the child is the key to Sustainable Development



## EVALUATION OF THE SEQUENCE

Use the following table to evaluate the parents' knowledge of nutrition.

No	Questions	Yes	No	Don't know
01	An infant aged 06 to 09 months needs to eat at least twice a day in addition to breastfeeding.			
02	A pregnant woman needs to eat 1 more meal per day than usual.			
03	At 04 months, infants need water and other drinks in addition to breast milk.			
04	A woman who is malnourished can still produce enough good quality milk for her baby.			
05	The more a baby suckles and draws milk from the breast, the more milk the mother produces.			
06	A new born baby should always receive colostrum.			

### Homework/assignment

**This week parents have two assignments**

- 1) In the support group or as a couple, discuss how you want to give your children a good start/invest in their human capital
- 2) With your support group, organise a sensitisation in your environment on the benefits of exclusive breastfeeding up to 06 months and 5 star foods.



MODULE 5: THE NEED TO  
INVEST IN CHILDREN'S HUMAN  
CAPITAL FROM THE BEGINNING  
OF THEIR LIVES (FIRST 1000  
DAYS) (2)

**MODULE 5: THE NEED TO  
INVEST IN CHILDREN'S HUMAN  
CAPITAL FROM THE BEGINNING  
OF THEIR LIVES (FIRST 1000  
DAYS) (2)**



## MODULE 5: THE NEED TO INVEST IN CHILDREN'S HUMAN CAPITAL FROM THE BEGINNING OF THEIR LIVES (FIRST 1000 DAYS) (2)

This module is part 2<sup>nd</sup> of the previous one.

Review the assignment given last week and tell the parents that you are going to talk about child health as one of the 3 pillars for building children's human capital; the other two being education and nutrition.

### SEQUENCE OF EVENTS

N°	Séquence	Durée	Intervenant /responsable
1	Welcome and installation of participants  Welcome speech and presentation of the agenda	5 min	Facilitator
2	<b>Sequence 1: Disease prevention</b>	40 min	Facilitator and participants
3	Icebreaker: community animation (dance, song and encouragement)	05 min	Facilitator and participants
4	<b>Sequence 2: Making water safe (potable) to drink</b>	30 min	Facilitator and participants
5	<b>Sequence 3: Malaria prevention</b>	10 min	Facilitator and participants
6	Evaluation of the session	05 min	Facilitator and participants
7	Homework/assignment	05 min	Facilitator and participants

### SEQUENCE 1: DISEASE PREVENTION (40 min)

In addition to eating good food and drinking clean water, three other practices are essential in preventing disease. These are vaccination, hand washing and sanitation.

### VACCINATION

**Brainstorm the following questions:** What is the purpose of vaccination? Which vaccines should children and pregnant women take?

Based on the table below, comment on the different vaccines at the end of the brainstorm.

**NB:** the vaccination calendar changes from year to year and according to MINSANTE guidelines. Please make sure that the calendar you present to the participants is up to date.



Vaccination Schedule for children aged 0-11 months			Vaccination schedule for pregnant women		
Contacts	Vaccines	Diseases prevented	Dose	Intervals between doses	Period of protection
At birth	<ul style="list-style-type: none"> <li>• BCG</li> <li>• Polio 0</li> </ul>	<ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Polio</li> </ul>	VAT1/Td1	1 <sup>st</sup> contact or 1 <sup>st</sup> antenatal visit (from the beginning of pregnancy)	0
1 months ½ (6 weeks)	<ul style="list-style-type: none"> <li>• Polio 1</li> <li>• Penta 1</li> <li>• Pneumo13.1</li> <li>• ROTA 1</li> </ul>	<ul style="list-style-type: none"> <li>• Polio</li> <li>• Diphtheria, Tetanus, whooping cough, Haemophilus B Hepatitis B.</li> <li>• Pneumococcus,</li> <li>• Rotavirus diarrhoea</li> </ul>	VAT2/Td2	4 weeks after VAT 1	1-3 years
2 months ½ (10 weeks)	<ul style="list-style-type: none"> <li>• Polio 2</li> <li>• Penta 2</li> <li>• Pneumo13.2</li> <li>• ROTA 2</li> </ul>		VAT3/Td3	6 months after VAT 2	5 years
3 months 1/2 (14 weeks)	<ul style="list-style-type: none"> <li>• Polio 3</li> <li>• Penta 3</li> <li>• Pneumo13.3</li> <li>• VPI</li> </ul>	<ul style="list-style-type: none"> <li>• Polio</li> <li>• Diphtheria Tetanus whooping cough, Haemophilus B Hepatitis B</li> </ul>	VAT4/Td4	1 year after VAT 3	10 years
From 6 to 11 months 9 months	<ul style="list-style-type: none"> <li>• VITA</li> <li>• RR</li> <li>• VAA</li> </ul>	<ul style="list-style-type: none"> <li>• measles</li> <li>• Rubella, yellow fever</li> </ul>	VAT5/Td5	1 year after VAT 4	All of life

## WASHING OF HANDS

### 1. Definition

Washing of hands with soap and running water is an essential practice that consists of cleaning the hands of all dirt and microbes that can cause illness and harm an individual's health.

Address the following points in question form: How important is the washing of hands? When should you wash your hands? How should you wash your hands?

### 2. Importance of washing of hands

Washing of hands prevents many diseases in children such as cholera, diarrhoea, dysentery, typhoid, polio, trachoma (eye disease). It is also a means of prevention against COVID-19.

### 3. When should you wash your hands?

- After using the latrine or toilet;
- After cleaning the children;
- Before and after meals;
- Before handling food, preparing food.



#### 4. How should you wash your hands? Practical example

The facilitator will demonstrate hand washing, using a plastic kettle, a bucket to collect water and a piece of soap. If you have running water available near where your group is, then use running water. If not, bring a bucket with clean water. You will also need a piece of soap. Follow the steps below in the picture.

##### Steps of hand washing



Wet hands with clean water



Scrub with soap



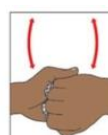
Rub the palms of the hands together for 15 to 20 seconds



Clean the outer sides of the hands



Clean the areas in between the fingers



Clean the nails as well



Clean up each thumb



Rinse hands thoroughly with clean water



Let hands dry in the open air

## SANITATION

The aim is to get participants to understand the importance of hygiene measures in disease prevention and health promotion. Also, it will be a question of tackling in a practical way, topics such as: the use and maintenance of latrines (sanitation), the treatment of household waste and the maintenance of the surroundings of the house (hygiene).

## USE AND MAINTENANCE OF LATRINES/TOILETS

### 1. Correct and effective use

Effective and correct use of the latrine is to defecate only in the latrine without exception. The faeces (poo) of babies should not be thrown away in nature. It should be treated with the same care as that of an adult.

NB : Human faeces only belong in the latrine.



## 2. Maintenance of latrines

A latrine must have a closure (lid) that does not facilitate the entry and exit of flies. It must be systematically closed after use and be swept, washed and weeded regularly. Finally, it must be replaced/emptied when it is full or damaged.

## 3. Location of a latrine

A good latrine should be located at least 6 metres from the compound and far enough away from the kitchen.

It should also be located at least 30 metres from a water source (borehole, well, river...).

It must be at least 2 to 3 metres deep and not in contact with water

## 4. Qualities of a good latrine

A good latrine must be deep enough according to the nature of the soil, have a good slab (earth wood, cement...) to be able to support the user, have a good shelter that allows the user to be well isolated (door with bypass, curtain or solid door) to preserve his privacy.

A good latrine must have a hand washing device (kettle, empty box or container plus soap and water or ash) permanently installed. A latrine must have a closure (lid) that does not facilitate the entry and exit of flies. It must be systematically closed after use and be swept, washed and weeded regularly. Finally, it must be replaced/emptied when it is full or damaged.

## TREATMENT OF HOUSEHOLD WASTE AND MAINTENANCE OF THE SURROUNDINGS OF THE HOME

Household waste is defined as all waste generated in the household, such as food and food preparation waste, sweepings, household objects, newspapers and various papers, small metal packaging, bottles, paper or plastic packaging, rags and other textile waste, etc. It also includes vegetable waste from the maintenance of gardens, yards, etc. In many cases, other waste is also considered to be household waste because it is similar in nature to household waste and produced by individuals in relatively similar proportions. Examples include waste from offices, shops, crafts, administrations, market halls, fairs, markets, communities such as canteens, maintenance of green spaces and roads, as well as all objects and corpses of small animals abandoned on the public highway.

The facilitator should organise a brainstorming session on this issue to draw participants' attention to the importance of good household waste management for the preservation of the environment. It is also important to insist on the cleanliness of the surroundings of the house



## SEQUENCE 2: MAKING WATER SAFE (POTABLE) TO DRINK

«Water is life» is a common saying. This expression highlights the value of WATER to all living things, especially within a community and family.

Tell participants that using water is good, but drinking water is vital.

**Dites aux participants** qu'utiliser de l'eau c'est bien, mais consommer une eau potable c'est **vital**.

**1- Definitions** : Before clarifying, go around the table to collect opinions on the meaning of the following words and expressions:

- **Potabilization**: from the Latin «potabilis» which means «that can be drunk», potabilization is a process that consists in making a thing/element free of any stain or impurity;
- **Drinking water**: drinking water is water that can be drunk or used for domestic and industrial purposes without risk to health.

### 2- Characteristics of drinking water

Go around the table to get the participants' views on the characteristics of drinking water and add to them if there are any gaps. Answer: colourless, odourless, and tasteless.

### 3- Sources of water

Ask the parents: what are the different sources you use? Emphasise the good sources of water and justify. Good sources of water include: boreholes, tap (water from water treatment companies), natural springs and deep wells. Water from these sources is safe to drink because it has either been professionally treated or has not come into contact with pathogens and particles. **NB**: Draw the attention of the participants to the state of the containers with which the water is collected in the water sources.

### 4- Processes of water purification

There are several methods of making water drinkable, namely: filtration, boiling, proper use of aquatabs. Take a few more minutes to discuss each method with the participants.

**5- Why making water safe (potabilise) to drink?** Answer : to avoid diseases (cholera, typhoid...)



## SEQUENCE 3: MALARIA PREVENTION (10 min)

**Brainstorming on the knowledge of malaria :** Ask the participants what they know about malaria: how it is transmitted, what are the symptoms, which categories of the population are most at risk and how to prevent it? Summarise the different answers of the participants using the following box:

Malaria is the main cause of morbidity and mortality in Cameroon, in Sub-Saharan Africa and in the world. In fact, in 2018, malaria accounted for 25.8% of consultations in health facilities, including 31.5% in children under 5 years, and 14.3% of deaths, including 28.4% in children under 5 years.

Malaria is an infectious parasitic disease caused by a protozoan of the genus *Plasmodium*. This protozoan is transmitted to humans by the bite of a female *Anopheles* mosquito. Fever is the most common symptom. Pregnant women and children under 5 years are most at risk

Malaria prevention is based on two basic principles: protect yourself against mosquito bites and take an appropriate preventive treatment without changing the dosage or duration of the treatment recommended by your doctor.

WHO recommends the use of long-lasting insecticide-treated mosquito nets and indoor spraying to control the number of infected mosquitoes.

Another preventive measure is to give at least two doses of antimalarial drugs during pregnancy in order to reduce the impact of malaria on pregnant women and newborns

Take time to discuss with participants the use of mosquito nets: what are the benefits of sleeping under the net and what prevents people from sleeping under the net?

### KEY MESSAGES

- **Vaccination helps protect children and pregnant women from certain diseases**
- **Compliance to hygiene and sanitation measures helps to maintain health**
- **Sleeping under a long-lasting insecticide-treated net (LLIN) helps prevent malaria.**



## EVALUATION OF THE SESSION

Have a brief discussion with the group about the following points:

- What did you learn today?
- What did you like most about today's session?
- What did you like least?
- Is there anything you did not learn or discuss today that you would have liked to learn or discuss?

## HOMEWORK

This week you have several assignments:

- Practice hand washing. Provide a container and soap/ash to facilitate hand washing in your household and teach your children to wash their hands
- Check your child's vaccination record and if any vaccines are missing, contact the nearest health centre or community health worker
- Organize, alone or with your support group, a human investment session around your house or in your neighbourhood.



# MODULE 6 : RESOURCE PLANNING AND PRIORITISING OF THE CHILD'S NEEDS

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## MODULE 6 : RESOURCE PLANNING AND PRIORITISING OF THE CHILD'S NEEDS

*Planning «for others and for oneself makes life truly meaningful» Joel de ROSNAY*

### GENERAL OBJECTIVE

To enable parents to better manage their resources by taking into account the specific needs of the child.

### SPECIFIC OBJECTIVES

- To provide parents with basic knowledge of social/family economics;
- To help parents to draw up and respect the family budget;
- To help parents identify and prioritise the child's needs in the family budget.

### WORK METHODOLOGY

- Brainstorming
- Questions and answers
- Sharing of experiences
- Role plays
- Practical cases.

### PREPARATION OF THE TRAINING SESSION

- Information and invitation of participants
- Invite spouses to participate in this session to facilitate the development of the family budget as a couple
- Consult the facilitator's guide before the session and prepare notes
- Preparation of necessary materials (see module checklist )
- Give a brief review of the previous module.

### Materials needed

- Flip charts et markers
- Tip cards

### DEROULEMENT SEQUENTIEL

N°	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants Welcome speech and presentation of the agenda	05 min	Facilitator
2	<b>Sequence 1:</b> Brainstorming on key concepts	10 min	Facilitator



3	Icebreaker: community animation (dance, song and encouragement)	05 min	Facilitator and participants
4	<b>Sequence 2:</b> Drawing up and managing a family budget	35 min	Facilitator
5	<b>Sequence 3:</b> How to identify and prioritise children's need in the family budget?	35 min	Facilitator
6	<b>Sequence 4 :</b> Sharing of experiences: Respecting the family budget	20 min	Facilitator and participants
7	<b>Evaluation of the session</b>	05 min	Facilitator
8	<b>Homework/assignment</b>	05 min	Facilitator

## SEQUENCE 1: BRAINSTORMING ON KEY CONCEPTS (10 min)

Briefly discuss with participants what they know about the following concepts: family, family budget, money management, sources of income, major expenses, fixed expenses and variable expenses.

**Family:** a household comprising at least two people and consisting either of a couple living in the household, with their child(ren), if any, belonging to the same household; or of an adult with their child(ren) belonging to the same household (single-parent family); a group of people linked by a family relationship or marriage

**Family budget:** all the family's resources and expenses. Generally, the family budget is calculated on a monthly basis.

**Money management:** the process of planning how to use one's money,

**Sources of income for families:** salaries, social assistance, interest on savings or investments, gifts and inheritances, income from agriculture, fishing, live-stock and handicrafts.

**Major family expenses:** housing, furnishings, maintenance and repairs, food, clothing, transport, education, personal and health care, taxes, security, gifts, communication credit, water and electricity, recreation...

**Fixed expenses:** expenses determined in advance and incurred on a regular basis.

**Variable expenses:** expenses not fixed in advance that can be adjusted or eliminated when the budget changes

Since families differ in size, income and lifestyle, the proportion of income spent on different needs and wants varies considerably.



## SEQUENCE 2: DRAWING UP AND MANAGING THE FAMILY BUDGET (35 min)

Parents will learn how to make a budget based on their income and expenses.

### How to draw up a family budget?

In drawing up a family budget, expenditure should match income. It should meet your needs and take into account your goals.

The steps for preparing and implementing a budget are as follows:

- Estimate your income (if it is variable, use an average);
- List your expenses (fixed and variable expenses);
- Decide how much you want to save;
- Stick to the budget as closely as possible;
- Record your expenses and compare them with the amounts you had budgeted for;
- Make adjustments, either in the budget or in your spending, until you have a plan that works for you.

In short, budgets are meant to help you, not to make your life difficult. To do this, you need to review your budget regularly so that it reflects changes in your expenses and changes in your income. If your budget is not working for you, analyse what is making you unhappy and change it. Remember that budgets are plans for future spending and are meant to help you achieve your goals.

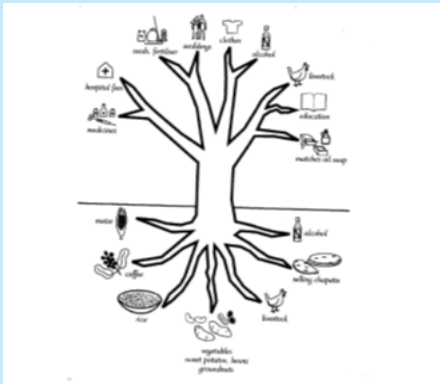


Practice: draw a family income and expenditure tree

1. Divide participants into small groups of three or four people. Ask the groups to choose one person to play the role of the head of the household (male or female), another person to play the role of the husband or wife and the others to play the role of the children.
2. Give each group a flip chart paper.
3. ***“The Income and Expenditure Tree”.***

Method:

Draw the tree and explain to the participants that the tree draws the water it needs from the soil through its roots, the water passes through the trunk to the branches to sprout leaves and eventually flowers and fruit. Thus money enters a household and is allocated to a variety of expenditures. The trunk can represent the decision-making centre, i.e. where spending decisions are made, ideally the whole family.




Explain that the roots represent the income of the household. Each group should therefore represent (write or draw) at the root level of the tree, the different sources of financial income of their household. Include adult income (this is an opportunity to discuss how to use the income of working children with the caveat that we should not support child labour! The child's place is in school)

4. Explain that the branches represent household expenditure. Each group should therefore represent the different types of expenditure on the branches of the tree (write or draw). To define the expenses, first discuss the different expenses in the household and put on the top branches the most important expenses and on the bottom branches the least important expenses. Everyone should agree before drawing on the sheet.
5. Ask one or two groups to present their work. When all the groups have finished, discuss the following questions: Who makes decisions about spending in the household? Who makes decisions about spending priorities? Do children have the opportunity to express their needs?


### SEQUENCE 3: HOW TO IDENTIFY AND PRIORITISE CHILDREN'S NEEDS IN THE FAMILY BUDGET (35min)

Based on the family budgets that participants have drawn, discuss together whether the needs of children have been taken into account.

 Discuss with parents the key expenses for children.

1. What are the key expenses for a child? What are the periods of the year when more money needs to be found to meet children's needs? How do participants organise themselves to meet their children's needs?
2. Can children be involved in budget planning? Can they help the family save money?



 Make sure that the family budget takes into account expenses for the children.

1. Ask participants to return to their “family” groups, but this time someone else should be the head of the household.
2. Ask each ‘family’ to revisit their income and expenditure tree to include expenditure on children and to match the income and expenditure to a budget for a family with 5 children for a period of one month or one week. Explain to participants that they should look at each expense in the tree and calculate an amount per week or month that is used for that expense.
3. Ask one or two groups to present their budgets in plenary. Ask the “heads of household” to explain how they prepared this budget.
4. Present the three basic principles of budgeting below (you can also mark them on a flip chart).

## **BASIC PRINCIPLES OF BUDGETING**

1. A budget should be based on actual expenses and prices.
2. A budget should include all necessary forecasts (weekly expenses and contingencies/emergencies).
3. A budget should be developed in a participatory way and take into account the needs of the children.

## **SEQUENCE 4: SHARING EXPERIENCE ON RESPECTING THE FAMILY BUDGET (20 min)**

It is not enough to draw up the family budget, but it is important to keep to it. This is where the difficulty lies for many parents. The family budget can be affected by unplanned emergency expenses and lost resources. How can the parent manage these contingencies, but above all what are the tricks?

In small groups or in plenary, encourage parents to share the tips they have developed over time to keep to their budget. List these tips on a flip chart or on the board as a reminder.



## Evaluation of the session

The evaluation is done in a short discussion at the end of the session with the group around 4 questions:

1. What did I like most about the session?
2. What question would I have liked to ask but did not have the time or opportunity?
3. What did I learn today?
4. Any other comments or suggestions?

## KEY MESSAGE

1. The well-being and development of the family and children depends on good organisation of income management.
2. Identifying and prioritising the needs of the child contributes to the child's healthy physical, mental and emotional development.

## ACTION POINT/WORK TO DO AT HOME

1. Each participant is encouraged to take time to discuss with their partner and children how to prepare the family budget.
2. In your support group, discuss the steps for family budgeting and support each other in helping each group member to budget.

## REFERENCES

- 1- [http:// larbreapalabres.eklablog.com/](http://larbreapalabres.eklablog.com/)
- 2- [https:// www.lafinancepourtous.com](https://www.lafinancepourtous.com)
- 3- [https:// www.lafinancepourtous.com](https://www.lafinancepourtous.com)



## MODULE 7 : TAKING CARE OF ONESELF TO TAKE CARE OF OTHERS

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*You can also build something beautiful with the stones that get in the way.*  
*Goethe.*

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In this session, the facilitator will discuss with the participants the psychosocial and emotional needs of parents on the one hand and the mechanisms of stress management on the other.

### GENERAL OBJECTIVE

To help parents learn to manage their stress and emotions in order to better care for others.

### SPECIFIC OBJECTIVES

- To help parents identify their psychosocial and emotional needs;
- To equip parents on the impact of their stress on the well-being of their children;
- To equip parents with the skills to identify the different stress factors in their families and communities;
- To equip parents with stress management techniques (relaxation, physical exercise, etc.) and resilience.

### METHODOLOGY

The training session is interactive. It will take place in a closed or open space according to local context. Community leaders (traditional leaders, religious leaders, community relays, etc.).

Teaching method: alternating theoretical contributions, exchanges and analysis of practices, role-playing and application exercises to promote stress management.

### PREPARATION OF THE TRAINING SESSION

- Information and invitation of participants
- Consultation of the facilitator's guide before the session and preparation of notes;
- Preparation of the necessary material (standard material + poster on the theme and poster with the different emotions).



## SEQUENCE OF EVENTS

	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants	5 min	Facilitator
2	Welcoming speech	5 min	Facilitator
3	Introduction of participants	5 min	Participants
4	Presentation of the agenda and objectives	5 min	Facilitator
5	Follow-up on the implementation of action links from the previous meeting (homework)	5 min	Facilitator
5	<b>SEQUENCE 1:</b> Identification of parents' psychosocial and emotional needs	<b>40 min</b>	<b>Facilitator</b>
6	Icebreaker	<b>3 min</b>	
7	<b>SEQUENCE 2:</b> The impact of parental stress on children	<b>30 min</b>	<b>Facilitator</b>
8	<b>SEQUENCE 3:</b> Stress management techniques	<b>20 min</b>	Facilitator and participants
9	Evaluation of the session	<b>10 min</b>	<b>Facilitator</b> and participants

### Welcome and installation of participants

Say: Thank you for accepting our invitation. I am very happy to welcome you to today's session where we will work on the concept of "helping ourselves to help others".

Welcoming speech

Presentation of the agenda and objectives

Say: Today we will be together for 2 hours during which we will explore the following (read the agenda).

This will enable us to achieve the following objectives:

- Identify your psychosocial and emotional needs;
- Gain knowledge about the impact of stress on the on your children's well-being;
- Learn stress management techniques.



Explain to parents that stress is “the total response of an organism to environmental demands or pressures”.

- 1- It is a condition or feeling experienced when a person perceives that demands are beyond their ability or resources to handle.
- 2- This is normal! The body reacts in different ways to cope with high levels of stress.

These may include

- Behavioural changes (aggression, withdrawal, silence);
- Hormonal deficiencies (cessation of menstruation);
- Neurological disorders (muscle weakness, poor coordination, loss of sensation, seizures and confusion);
- All kinds of illnesses (Eczema, somatic pain, diarrhoea).

Ask: Have you ever experienced a similar situation or emotion? (Let the participant share their experience if they wish, but do not spend too much time on negative feelings and experiences).

## SEQUENCE 1: IDENTIFICATION OF PARENTS' PSYCHOSOCIAL AND EMOTIONAL NEEDS (40 min)

Continue the session by telling the parents: we are now going to do an exercise to identify the emotions we feel in unusual situations, our reactions and their consequences. Fill in the first two columns of the table trying to be as honest as possible. Leave the third column for now.

I feel	I do	Consequences

**NB: use faces of emotions and cartoons in case participants have problems writing.**

The participant can choose to combine drawing, collage and writing as they wish. You can also do the exercise in plenary, drawing the chart on the flip



chart. Brainstorm examples with the participants and write on the flip chart:

Example:

- Sadness
- Sickness
- Aggression
- Tired / exhausted
- Anger / hate
- Depression
- Sense of control
- Happiness.

2<sup>nd</sup> column: What are the things you do as a result of these feelings? This can be positive or negative.

Brainstorm examples with the participants and write on the flip chart.

Examples:

- I don't sleep, I don't eat.
- I yell at my children, I beat them.
- I eat a lot.
- I am obsessed with cleaning
- I have a very clear daily schedule.
- I invite the neighbours over for tea to talk.

**Column 3:** Ask parents to think about and write the different consequences of their actions in column 3.

Give participants 10 minutes to complete their charts.

Debrief in plenary. Participants do not need to say what they have written if they do not want to.

Ask those who were willing to take part in the exercise to say how they felt when they wrote down their feelings.

Sample answers to guide participants (for facilitator only):

- I feel (emotions).
- I am doing (if so, what are the changes in your behaviour, the things you are doing or not doing?) this can be positive or negative.



- Possible consequences for my health / family / children.

<b>I feel</b>	I do	Consequences on me
<b>Tired / exhausted</b>	I sleep	I am no longer productive
<b>Sad</b>	I cry, my children are sad when they see me cry.	I don't have the energy to do housework.
<b>Sick</b>	I don't eat much.	I lose weight and feel weak. I have no energy to look after my children.
<b>Angry</b>	I don't sleep well, I have nightmares.	I am tired and easily lose my temper over my children.
<b>Adrenaline rush</b>	I have a burst of energy.	I am in control, I organise my time very carefully
<b>Intense joy</b>	I am more sociable, I invite my friends over for a party, I go out for a beer	It helps me to overcome my stress.

## SEQUENCE 2: THE IMPACT OF PARENTAL STRESS ON CHILDREN (30 min)

The facilitator will explain that:

- Parental stress affects babies and children. When you feel calm, your baby is more likely to feel calm. When you feel stressed, your baby is more likely to feel tense.
- Research<sup>1</sup> has shown that there are a number of undesirable behaviours associated with parental stress. This means that the more stress parents feel, the more the children misbehave.
- The worse the children behave, the more stress the parents feel. It is like a vicious circle and perhaps one of the most important reasons for parents to cope and manage their stress.
- Without telling them anything, they know deep down that their parents are stressed. They also listen to what parents say when they have adult conversations. Don't underestimate children's ability to feel tension and understand the current context, even for babies.
- Parents are allowed to feel sad or depressed, but they should try to limit the impact on children.

Ask: How can children be affected by their parents' stress?

<sup>1</sup>Hastings, R.P. (2003) Child Behaviour Problems and Partner Mental Health as Correlates of Stress in Mothers and Fathers of Children with Autism. *Journal of Intellectual Disability Research*, 47, 231-237.  
<http://dx.doi.org/10.1046/j.1365-2788.2003.00485.x>



Write the participants' answers on a flipchart. Answers may include: aggression, disobedience, fear, refusal to leave the parent, constant crying, etc.

Give participants 10 minutes to fill in the last column of their chart. Similarly, you can use drawings to represent the impact of parental stress on children.

I feel	I do	Consequences on me	Consequences on my children
Tired / exhausted	I sleep	I am no longer productive	
Sad	I cry my children are sad when they see me cry.	I don't have the energy to do housework.	My children are sad
Sick	I don't eat much.	I lose weight and feel weak. I have no energy to look after my children.	My children are neglected
Angry	I don't sleep well, I have nightmares.	I am tired and easily lose my temper over my children.	My children are subjected to my violence
Adrenaline rush	I have a burst of energy	I am in control, I organise my time very carefully	My children feel well looked after
Intense joy	I am more sociable, I invite my friends over for a party, I go out for a beer	It helps me to overcome my stress.	

**NOTE TO THE FACILITATOR:** You can use the metaphor of a sponge. "Children are like a sponge, they absorb the emotions and feelings of their parents."

### SEQUENCE 3: STRESS MANAGEMENT TECHNIQUES (20 min)

The facilitator will explain that:

- Stress is necessary for life. We need to distinguish between healthy stress that helps us to survive as human beings and toxic stress, repeated or intense stress that overwhelms our systems to the point that it is harmful and becomes a problem for us and those around us, including children. We need to be aware of this and deal with it. Stress is only



harmful when it becomes overwhelming and interrupts the healthy state of balance your nervous system needs to remain stable.

- When stress factors throw your nervous system out of balance, certain techniques can bring it back into a balanced state by producing a relaxation response or a state of deep calmness.

Relaxation is a major stress management technique. It is defined as a set of exercises that enable a troubled individual to reach a mental and physical state in which he or she is able to feel relief from stress or tension. Achieving a relaxed state means controlling our emotions. When stress affects a person's normal functioning, relaxation is necessary to reduce stress levels.

Here are some easy techniques to use (write on the flip chart).

For example:

1. Move away from the stressful event or situation
2. Take a deep breath
3. Centre yourself
4. Count from 20 to 0
5. Relax your muscles: visualise each part of your body relaxing, right foot, left foot, right leg, left leg, etc.

Apart from relaxation techniques that participants may not be used to, here are some other tips:

- Eat well, sleep and exercise;
- Take time to do at least one activity that gives you pleasure every day;
- Take some time to talk to a friend or someone you trust;
- Minimise your use of stimulants: alcohol, drugs, caffeine;
- At the end of each day, try to make a list of things you have helped someone with or things you are grateful for;
- Be realistic about the things you have control over;
- Try a new activity to relax: gardening, sewing, braiding, dancing.

NB: the most important thing is to get participants to identify situations that cause stress and to identify some tips that help them to manage stress. **It is also an opportunity to let the parents share their different tips and to**



**benefit from this experience sharing.**

## **KEY MESSAGE**

**Parents' stress has an influence on children's lives**

## **EVALUATION OF THE SESSION (10 min)**

Have a short discussion with the group:

- What did you learn today?
- What did you like most about today's session?
- What did you like least?
- Is there anything you did not learn or discuss today that you would have liked to learn or discuss?

Inform participants of the topic of discussion at the next meeting.

Remind them of the date of the next meeting, if you have already set it.

Encourage participants to share what they have learned with their partners and friends;

## **HOMEWORK**

- In your support groups, discuss the tips you use for stress management
- Write down your concerns.
- Watch a funny video.
- Turn off your screen for 10 minutes.
- Listen to music.
- Practice sports

## **Bibliographical references**

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# MODULE 8 : COMMUNICATING WITH CHILDREN ACCORDING TO THEIR AGE

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*Communicating with children means taking time to talk with them, listening to what they are experiencing and helping them to put their emotions into words*

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### GENERAL OBJECTIVE

To improve the interaction between parents and children in order to establish a harmonious relationship in the family

### SPECIFIC OBJECTIVES

- To help parents understand a child's frustrations
- To help parents and their children express their emotions in a positive way
- To help parents establish an atmosphere of trust that allows the child to open up to dialogue
- To give parents tools for effective communication adapted to the child's stage of development (games, etc.)

### METHODOLOGY

- Presentations
- Discussions
- Group work and practical exercises

### PREPARATION OF THE SESSION

- Prepare the tools for good communication
- Make sure that the parents are informed of the venue and that the meeting is prepared
- Reread the 3 key points of the module to better master them
- Review the previous theme and the homework to be done at home



## MATERIALS NEEDED

- Flip charts et markers
- Advice cards and A4 posters on communication with children
- Board games

## SEQUENCE OF EVENTS

Sequence	Duration	Speaker/ leader
Introduction of the session	05 min	Facilitator
Presentation of the general and specific objectives	05 min	Facilitator
<b>Sequence 1:</b> Some principles of communication (keys to good communication, empathy in communication, communication challenges)	20 min	Facilitator and participants
<b>Sequence 2:</b> Communicating with children aged 0-5 years	30 min	Facilitator and participants
<b>Sequence 3:</b> Communicating with your teenage child (Discussion about communication with teenagers, challenges of communication with teenagers, activities to facilitate communication with teenagers)	30 min	Facilitator and participants
<b>Sequence 4:</b> Playing with your child (Some principles; Playing with your child)	20 min	Facilitator and participants
<b>Evaluation of the session</b>	05 min	Facilitator and participants
<b>HOMEWORK</b>	05 min	Facilitator and participants

## INTRODUCTION TO THE SESSION

- Greetings
- Gather feedback from each other on the past session (review homework if necessary), remind participants of the past session.



**Presentation of the topic:** We will look at how to communicate with your child. During the course of a day, your child experiences many emotions and may accumulate some tension. **As he does not always have the words to say what he is feeling, he needs your help to understand and express what he is experiencing.** When you listen to your toddler and put words to what he is feeling, you help him to release stress and feel better. He develops a sense of security. He feels that what he is experiencing is normal and he gradually learns to manage his emotions better. It is important to do this, because it is through communication that you can develop a positive relationship with your child

## SEQUENCE 1: SOME PRINCIPLES OF COMMUNICATION (20 min)

Engage the parents in a discussion by getting them to share their knowledge and experiences about these 3 points: the keys to good communication, empathy and what to do when the child does not speak. The following text can be used as a guide to facilitate discussion with participants.

### 1.1 Keys for good communication

To establish good communication with your child, certain elements are essential.

- **Provide a calm and distraction-free environment.** Communication with your child will be easier if he or she feels that you are paying attention. Also limit double-tasking, such as answering your phone or talking to someone else while your child is talking to you. They need to feel that they have your full attention.
- **Choose a time when your child is available.** Your child may not want to talk if he or she is engrossed in a TV show or game. It is better to wait until another time to talk to your child. Mealtimes, after prayers, in a shared activity (in the field, in the kitchen, etc.) can be good times to talk, as long as you avoid subjects that might upset the child.
- **Be brief and clear.** Your child will understand the message better if you use a developmentally appropriate level of language. Use simple words and short sentences. Also avoid long lectures. The aim of the discussion is to have a positive interactions.



- **Pay attention to non-verbal communication.** Your child's attitude and gestures send you messages that can help you relate to him/her better. For example, averted glances and a firm stance can indicate discomfort in your child.
- **Be respectful.** Avoid blaming your child or generalising by using words like "always" or "never". For example, the phrases "you always forget your book at school" or "you're never happy with the food you're given" or "you're always with your friends" can cause a child to close up.
- **Be open.** If you disagree with your child, let them know that it's okay not to agree on everything and try to see things from their point of view. Do not be judgemental. On the other hand, explain the values that are important in your family that must be respected.
- **Preserving spaces for interactions.** In a conflict situation, some parents, feeling helpless, tend to avoid discussion and run away from the problem. Not reacting immediately may indeed be a good solution

## 1.2 Empathy in communication

- Empathy is the ability of a person to perceive the emotions, needs and desires of another person. It is the ability of one person to feel what the other person feels.
- For a parent, empathy is the ability to perceive a child's emotions, needs and desires, and to be able to respond in a positive way, keeping the child's well-being at the centre of the response.

Being empathetic, understanding the feelings and needs of others will help us to understand why children behave in a certain way and, as a result, parents can communicate in a more constructive and rewarding way.

We will look at how to improve your empathy, how to better understand your children's feelings and talk to them about them. This technique is called "Identifying and honouring your child's feelings". It consists of 4 steps:


- Step 1: Identify the feeling
- Step 2: Determine the reason
- Step 3: Honour the feeling



- Step 4: Help the child express the feelings and take action.
- The first step is to try to identify what someone is feeling. When you have identified the feeling (fear, shame, joy, sadness etc.) it is good to name it in front of the child. Ask the child the following question: “Peter, you are really scared right now, aren’t you? .” You need to teach your child how to identify their own feelings and name them. Teaching your child emotional language is essential because they need to put words to feelings that are new to them.
- The second step is to understand why Peter has a feeling of fear. At this stage, ask him or her, “Why are you so scared?” Peter will tell you why, if he knows why. Sometimes children have feelings and don’t know why (like adults). Honouring their feelings is even more important when children don’t know why. For young children, we can try to guess why they have the feeling, but it is better to ask them directly and let them express the causes of the feeling if possible. If this is not possible, we can try to find the reasons for the feeling ourselves. For example, if we saw him/her fall down, we can say, “Oh you are sad because you fell down”.
- The third step is to honour, to respect the feelings. If Peter knows why, we have to acknowledge his right to have that feeling because of the circumstances. “*Being afraid that there are monsters in the wardrobe is very scary.*” Do not dismiss or minimize this aspect. Recognise and respect the why. If they don’t know why, honour their confusion. “*To be afraid without knowing why is worrying, I understand.*” In both cases, Peter and his feelings were honoured.  
Discuss with the parents, and give examples not to follow, when someone does not express empathy.  
Examples include, “Well, that’s the stupidest thing I’ve ever heard - fear of monsters in the cupboard!” Or “There’s nothing to be afraid of here. There are no monsters. It’s all in your imagination. Stop this nonsense” These two statements belittle the child and despise his or her feelings, inhibiting the child’s imagination and expression. If you belittle the child, why do you think they will still talk to you about their feelings?



- The fourth step is to help the child with their feelings. You can think with the child about what can help them, or if there is anything you can do to help them. Sometimes the situation may require the parent and child to think about possible actions to address the situation. *“We will think about what we can do to help you stop being scared.”* Sometimes the situation does not require any action other than just comforting the child or sharing the joy. *“Last night you slept alone in your bed and got over your fear. You felt really proud, didn't you! “*

 Organise a role-play to practice the four stages of empathy

You will coach two parents to do this practice and everyone else will watch. Tell the parent in the child's role that they will be 8 years old. This child has had a fight with their friend and is feeling sad. Then they will work through the 4 steps and if necessary you can help them with the following script.

First, the parent will help the child to identify what he or she is feeling by saying something like: *“Oh, you look sad”*. Then the parent can ask, *“What happened?”* The child may say, *“I had a fight with my friend and he is not nice.”*

The parent then moves on to the third step and says something like: *“It doesn't feel good to fight with our friends, I know you must be sad about it”*. Then the parent can say to the child, *“How do you want me to help you?”*

When you have finished, ask the parents in the group to give positive feedback and praise for their efforts.

If there is time left, you can ask the parents to get into pairs and practice the 4 steps (it is best if all participants role-play each other).

### 1.3 Communication challenges

#### **What to do when the child does not speak, when the child is distant and not interested?**

- Some children seem to have nothing to say. Indeed, even school-age children have difficulty answering a vague question. Ask open-ended questions instead of yes/no questions. If your child can't remember the day, help him or her by placing it in time.



- Your child may also not be able to find the words to express how he or she feels. A good way to help them do this is to play with them. Your child can reveal his or her concerns through play.
- Finally, some children refuse contact and become distant. To avoid this, make sure you set aside time for your child. A child may isolate himself because he is afraid of disturbing a parent who is often absent. Your child knows that you are there for him/her if he/she sees that you are available. With all the family members, set aside a time in the evening that everyone will make sure to respect.

## SEQUENCE 2: COMMUNICATING WITH CHILDREN 0-5 YEARS (30 min)

### 1.1 Discussion about communication with the 0-5 year old (10 min)

At what age do children start to understand and is it worth talking to them? How do you communicate with your children? Facilitators can start a dialogue.

 Parents need to think again about appropriate expectations.


**Crying is an important means of communication. Children communicate in different ways and we need to adapt, not the other way around.**

- You need to talk to your children with the right vocabulary, not too simple (you also need to learn more words) but understandable from birth. Complete sentences, explain to your children what they do not understand: words, feelings, emotions, etc.
- **Talk to your child, listen to your child:** Children are imaginative and have their own world of fantasy. This is a beautiful part of human development. Many children talk to imaginary friends and believe in things that surprise adults (we adults have our fantasy world too). Don't discourage them, don't ridicule them. Imagination is a fundamental stage in the development of the brain and helps to make it stronger; encourage children to talk to you about anything in their own language, but do not force them. Children have their own rhythm.




- If you want your child to listen to you or do what you want, you need to talk to the child in a language he or she will understand, and you need to listen to what the child is communicating so you can understand. Before developing the same language as you (Gbaya, Fufuldé, Maka, Bassa, Doula, Ewondo, French, English...), the child has his or her own language (crying, screaming, smiling, facial expressions, sounds, etc.)
- You need some basic rules for communication with the child to make it effective, a common language that is sometimes not in words (as with adults):

- It requires mutual respect!

 Ask parents how they perceive communication with their children. Have they ever heard the dismissive expression “he/she is just a child, it doesn’t matter what he/she says”, “don’t waste your time explaining anything to a child, he/she won’t manage to understand anyway” “who cares what he/she thinks”?


- You need to spend time! You need to spend time to communicate, it’s a way to bond with your child, nurture love.

 How much time do you spend with your children? What do you do when you are with your children? Do they communicate?

Communication requires information from both sides. It is therefore a dialogue and not a one-way monologue.


### 1.2 Practice...role play: I communicate with my baby (20 min)

Ask the participants how babies communicate.

-  Ask participants to say something about each of the following words:
  - Cry
  - Smile (from the second month)
  - Face sign
  - Movement
  - Laughter
  - Crying
  - Breastfeeding



- Eye contact
  - Etc.
- Interaction with babies is essential for brain development. Interactions with parents activate neurons in the brain. This is called “responses and reactions”. They help build attachments from birth.

 Do the role-play with two volunteers and then ask all participants to role-play for one minute in pairs and exchange roles.

Ask the parents to pair up: one will be the child and the other the parent and vice versa. Invite the parent to do everything the child/baby does, he/she will copy the baby...this is how we communicate with the baby by paying attention to all the communication signs he/she gives us and responding to his/her signs in the same way to engage in communication.

Organise a game to break the ice.

## SEQUENCE 3. COMMUNICATING WITH YOUR ADOLESCENT CHILD (30 min)

### 3.1 Discussion about communication with the adolescent

Reread Sequence 1.1 on the keys to good communication and 1.3 on the challenges of communication and discuss with the parents the important elements to remember in order to communicate well with children. Emphasise the following:

**Be respectful.** Avoid blaming your child or generalising by using words like “always” or “never”. For example, *the phrases* “you always forget your book at school” or “you’re never happy with the food you’re given” or “you’re always with your friends” can cause a child to close up.

**Be open.** If you disagree with your child, let them know that it’s okay not to agree on everything and try to see things from their point of view. Do not be judgemental. On the other hand, explain the values that are important in your family that must be respected.

### 3.2 Challenges of communicating with adolescents

**To address the challenges of communicating with the child, you can say:**  
As a child he used to tell you everything. Now he doesn’t tell you anything.



When you try to talk, he either responds curtly or starts an argument that turns your house into a battlefield.

### **Gather the difficulties or challenges that parents face and discuss them for a few minutes to develop solutions or strategies**

**As much as possible, guide, do not impose.** The ability to reason abstractly is like a muscle that needs to be developed. So when your teenager is faced with a choice, don't "exercise" it for them. In the conversation, give them the opportunity to come up with a solution on their own. Then, after discussing different possibilities, you might say, *"Think about each of these options for a day or two, and we'll talk about them together. You can tell me which one you like best and why."*

**Share your own experiences.** Talking about what you went through in your own teenage years will make them feel more comfortable talking to you about what they are going through now.

### **3.3 Good parenting practices to facilitate communication with teenagers**

Brainstorm with the parents to identify good practices that can facilitate communication with teenagers:

- carrying out activities with the teenager (cooking, going to the field, setting traps, playing a board game, doing sports, etc.);
- parent support group;
- Intergenerational talks (Teenagers/parents) in groups;
- adapted games;
- be closer to children in general and the girl in particular;
- discuss the use of social networks with children;
- warn children about bad company and the evils of drugs (tobacco, drugs, etc.);
- Conduct educational talks on menstrual hygiene and sexuality

## **SEQUENCE 4: PLAYING WITH YOUR CHILD (20 Minutes)**

- Play is necessary and is an enjoyable parenting experience.
- Play and have fun with your children and spend time with them!
- Play should be age appropriate and peaceful.



- Children are not trying to bore you; they are developing and experimenting, discovering the world around them. So discovery through play is a great way to do this. Have fun with them and you can also rediscover the world around you with them.
- Children need to play alone or with their peers, but they need to play with their parents and parents also need to play with their children, mothers and fathers.

👉 Ask parents what games they know and what games they play with their children, what games children play with each other... The games they played with their parents? That's wonderful! Imagination, culture, social skills, intellectual development, physical and sports challenges ... are built through play.

#### 4.1 Some principles

Playing is one of the best ways to communicate with children.

Playing with children requires rules. What are the rules? Parents can discuss the rules mentioned in the box below (Where are they?).

#### 4.2 Playing with your child

Ask for 2 volunteers to do a role-play. The role-play consists of playing by all the rules. One will be a parent and the other a child. Agree on the age of the child (4 or 5 years old for example).

##### Steps:

- Agree on the game and the age of the child. You can suggest an age and give them a toy to play with (nothing fancy).
- The rest of the participants will observe the game for 2 minutes (no more).
- Analyse what happened. What was good? What would they have done differently? Look mainly at the positives rather than focusing on the negatives.
- Ask for a round of applause and congratulate the parents on the activity, and the participants for observing and giving feedback.
- You can change roles or ask for more volunteers.



## EVALUATION (5 min)

The evaluation is done in a short discussion at the end of the session with the group around 4 questions:

1. What did I like most about the session?
2. What question would I have liked to ask but did not have the time or opportunity?
3. What did I learn today?
4. Any other comments or suggestions?

## KEY MESSAGES

- Every child and adult is unique (outspoken, shy, introverted, dynamic, talkative...)
- We understand and communicate our views based on experience and knowledge. Children have little experience and knowledge, but this should not be underestimated.
- Children are not so different from adults in their need to connect and communicate with others. We need to communicate, to tell, to talk.
- Appropriate expectations in terms of communication: you cannot expect a child to respond to his or her name until he or she is at least 9 months old, for example. You cannot expect a child not to cry (the main means of communication for children), it is like asking an adult not to talk!
- Establishing good communication with your toddler is the key to having a positive relationship with them.
- To foster communication, it is important to take the time to listen to your child, to help them put words to what they are experiencing and to give them your full attention.
- Talking about things that interest your child and telling them about your day are good ways to encourage them to talk to you.

## HOMEWORK (5 min)

This week you have two assignments:



## Homework 1

1. Talk to your children, whatever their age! Get to know them! ①
2. Play with your children! Have fun! ②
3. Talk to your children about sexuality

## Homework 2

This week we are going to try a fantastic new technique, perhaps the most important parenting tool you can learn: empathy. Enjoy discovering your children's feelings. You will try the 4-step approach

- Step 1: Identify the feeling
- Step 2: Determine the reason
- Step 3: Honour the feeling
- Step 4: Help the child to express the feelings.

Take action with your children's feelings, especially if they are particularly sad or upset, very happy or happy. Feelings are numerous and can be complex.

We can also follow the 4-step process to understand our own feelings: What am I feeling? Why do I feel this way? It's okay, accept that this is how I feel, no matter how logical or inappropriate it is, I feel it. I honour my feelings. And finally, how do I deal with these feelings in a safe and constructive way? What to do? Agree with the parents that they will spend time playing with their children, not working, but playing.

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# MODULE 9 : POSITIVE DISCIPLINE

# MODULE 9 : POSITIVE DISCIPLINE



## MODULE 9 : POSITIVE DISCIPLINE

*Children's behaviours are reinforced by positive or negative attention. Positive discipline techniques work best to achieve desired behaviour in the long term*

### GENERAL OBJECTIVE

To increase parents' knowledge on positive discipline for children.

### SPECIFIC OBJECTIVES

- To reduce violence against children through punishment;
- To provide parents with alternative methods to better discipline children according to their age;
- To share good cultural/traditional practices of positive child discipline.

### WORK METHODOLOGY

- Brainstorming on positive discipline in communities and families
- Questions and answers
- Evaluation of acquired knowledge
- Encouragement of participants
- Role plays and practical cases.

### PREPARATION OF THE TRAINING SESSION

- Information and invitation of participants
- Audio message for broadcast (community radio and megaphone)

### Materials needed

- Conference paper, markers, tape
- Picture box.

### SEQUENCE OF EVENTS

No	SEQUENCE	DURATION	SPEAKER/ LEADER
1	Welcome and installation of participants	05 min	Facilitator
2	Welcome speech and presentation of the agenda	05 min	Facilitator
3	<b>Sequence 1:</b> Science and discipline (what does science say about positive discipline?)	20 min	Facilitator



4	Sequence 2: Brainstorming on good practices of positive discipline	15 min	Facilitator and participants
5	Icebreaker: community animation (dance, song and encouragement)	05 min	Facilitator and participants
6	<b>Sequence 3:</b> Encouragement-- congratulations	20 min	Facilitator and participants
7	<b>Sequence 4:</b> IGNORING: positive discipline with young children	25 min	Facilitator and participants
8	<b>Sequence 5:</b> Setting rules	15 min	Facilitator
9	<b>Homework/assignment</b>	05 min	Facilitator and participants
10	<b>Evaluation of the session</b>	05 min	Facilitator

### Introduction of the session

- Greetings
- Gather feedback from each other on the past session (review homework if necessary), remind participants of the past session.

**Presentation of the topic:** We will look at how children's behaviour can be reinforced by positive attention. Indeed, positive discipline helps to obtain the desired behaviour from the child in the long term. In this session we will look at how this can be achieved.

Positive discipline is a method of education based on encouragement and appreciation. Also known as caring education, positive discipline offers parents, teachers and educators a set of tools and a method that is neither permissive nor punitive but collaborative and effective.

### SEQUENCE 1: SCIENCE AND DISCIPLINE (20 min)

#### What does science tell us about discipline?

- Explain to the participants that it is not easy to be a parent, especially if you have a lot of children and not enough means to take care of them. Sometimes we get frustrated when children don't listen to us and when they act in ways we don't like. This frustration is normal. Because every parent wants the best for their child.
- Explain that children are not born with a knowledge of the rules of life and that they must first learn to behave like good little girls and boys.



So they are allowed to make mistakes.

**“Good discipline does not mean punishment”**

- Children need guidance and discipline to navigate life, their community and society. Parents are there to guide them, to provide them with this necessary socio-cultural framework.
- What is the best way to get the desired behaviours from children?
- Children want and need attention, no matter what the behaviour is: positive or negative. If we pay attention to negative behaviour, the brain will tell our child: just repeat this behaviour because mummy will pay attention to me. When you hit your child because he/she has done something “bad” (unwanted behaviour), you are reinforcing that “bad” behaviour. If you hug and encourage a child to do something “good” (desired behaviour), you are reinforcing the “good” behaviour.
- Unwanted behaviour should be ignored and desired behaviour positively encouraged. These are the two basic positive techniques for good parenting. Most other techniques are derived from this base. The child’s behaviour is always goal-oriented. Either :
  - attract attention ;
  - to gain power (to be in a position of strength)
  - taking revenge (making the other suffer);
  - confirming the belief of incapacity (disengaging).

## **SEQUENCE 2: BRAINSTORMING ON POSITIVE DISCIPLINE TECHNIQUES (15 min)**

When you were a child, what methods did your parents use to discipline you? How did you feel after being disciplined? How did you want to be disciplined?


In your community, what non-violent methods of discipline do parents use?

## **SEQUENCE 3: ENCOURAGEMENT – CONGRATULATIONS (20 minutes)**

- Positive parenting practices are the basis of good parenting. Children will be able to repeat commendable behaviour. Praise helps build self-confidence, empathy, social interaction, optimism, good behaviour, strong relationships with parents, and healthy brain development. Praise and love are the keys to intelligence and development.



- We need to let the children understand that their positive behaviour gets a lot of attention from us, that we value and appreciate it. We need to give positive attention to positive behaviour

 Organise a role-play to practice this rule: Praise a child for good behaviour

✂ Example: Your child is a pupil in class three (3). You expect him to bring back an average of 18/20 or more. At the end of the term, he comes back with an average of 16. How will you react? Discuss for a few minutes the parents' reaction and suggest the following scenario for a role play:

Say: Congratulations champion! I know you did your best. I'm proud of you!

Ask the child: Who was first in the class? What was the average?

Say: You can do better than him. He is not smarter than you!

Give the child a hug! Or pat him/her to make him/her feel proud of you. Talk a few more minutes to find out how the actors felt. If you have more time, offer to role-play with another group. Congratulate the parents on their participation and encourage them to practice this praise and encouragement exercise with their children.

## SEQUENCE 4: IGNORING: POSITIVE DISCIPLINE METHOD WITH YOUNG CHILDREN (30 min)

We know that children like attention from their parents, whether positive or negative, although negative attention should be avoided for the child's good development. We have to make the child understand that when he acts badly, when he behaves badly, we do not agree and we withdraw our attention. But this is what he prefers most in the world! We do this by ignoring the negative behaviour. Not always easy! But we'll see how to do it.


There are three important steps to ignoring bad behaviour:

- Ignore the negative behaviour. So if your child starts crying because he/she doesn't want to do his/her homework, don't pay attention to his/her crying. Don't talk to him/her, don't look at him/her, don't smile, don't pay any attention to him/her and do something else, get busy to help you ignore the child's action. For example, you can turn your back and start doing a chore around the house.
- Ignore the behaviour all along. Ignoring can be difficult, but don't give



in/let go, hold on. Children don't like to be ignored, and sometimes when you start ignoring them, they will act out even more. They will try different things to see if they can get your attention. For example, they might start crying or shouting even louder. Make sure you keep calm by ignoring the negative behaviour. You can't start ignoring and then give your full attention when your child starts shouting louder. This will teach your child to get your attention with more negative behaviour. So hang in there! And you will see that your child will get bored and stop.

- Praise your child once he stops the negative behaviour: "I really like it when you are quiet" or "Thank you for calming down; you show me that you are reasonable and know how to control your negative emotions and feelings. *It takes a brave and mature person to do something like that. I am proud of you, my child.*" This will teach your child that negative behaviour does not get attention, but positive behaviour does.

 Organise a role-play to practice this rule: Ignoring a child who behaves badly

## SEQUENCE 5: SETTING RULES (15 minutes)

The three key tips for setting rules are:

- Establish clear boundaries for your child/children's behaviour. Sit down with the family and discuss the rules that need to be followed in the house. Explain to children the consequences if they do not follow these rules.
- If your child does something wrong, stay calm and give them clear instructions to stop the bad behaviour and do something you want them to do i.e. "Stop breaking things in the house, go and fetch water". Praise your child if they stop the bad behaviour. If they don't stop, follow up with the appropriate consequence.
- Have realistic expectations. All children and adults do bad things from time to time.

 Practice: setting rules

1. Read the three 'Key tips for parents' above. Discuss these three tips with the participants.
2. Ask participants to get back into groups of 3-4 people and think about the rules of the house, and the appropriate consequences if children do



not follow these rules.

3. Ask each group to share their family rules and consequences. Discuss the different rules proposed. Are the rules appropriate for small children and adults?

Discuss the proposed consequences.

### **Evaluation of the session**

1. Name 3 alternative methods for positive discipline of your child.
2. Name 4 negative consequences of punitive discipline on your child.

### **ACTION POINT/WORK TO DO AT HOME**

This week you have several assignments:

1. Praise your children for good behaviour.
2. Do not hit your children, as we have seen it is useless to stop bad behaviour.
3. Ignore your children's bad behaviour.
4. Set rules at home.

### **KEY MESSAGES**

1. Parents need to differentiate the types of positive discipline to give their child at different ages.
2. Punitive sanctions have an impact on the physical, psychological and emotional development of the child.
3. Communication and guidance contribute to the positive discipline of children.
4. The deprivation of children's rights is not an alternative to positive discipline

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# MODULE 10 : HARMFUL PRACTICES AGAINST CHILDREN

# MODULE 10 : HARMFUL PRACTICES AGAINST CHILDREN



## MODULE 10 : HARMFUL PRACTICES AGAINST CHILDREN

### GENERAL OBJECTIVE

To help participants identify and combat harmful practices that affect children in their community, particularly child marriage

### SPECIFIC OBJECTIVES

- To equip parents with the necessary skills to identify harmful practices and understand the consequences of these practices in the lives of children and adolescents;
- To help parents develop actions to prevent or combat harmful traditional practices.

### WORK METHODOLOGY

- Presentations
- Questions and answers
- Sharing of experiences
- Practical cases.
- Evaluation of acquired knowledge.

### PREPARATION OF THE SESSION

- Invite the parents involved in the programme
- Consult the facilitator's guide before the session and prepare notes
- Preparation of necessary materials (see module checklist).

### MATERIALS NEEDED

- Flip charts et markers
- Scale with two pans
- Pull rope
- Folders

### SEQUENCE OF EVENTS

No	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants	05 min	Facilitator
2	Welcome speech and presentation of the agenda	05 min	Facilitator



3	Sequence 1: Brainstorming on harmful practices affecting children in our community	15 min	Facilitator and participants
4	<b>Sequence 2:</b> Child marriage	40 min	Facilitator and participants
5	Icebreaker	05 min	Facilitator and participants
6	<b>Sequence 3:</b> Balance of advantages and disadvantages of practising child marriage - action points for the future	30 min	Facilitator and participants
7	<b>Evaluation of the session</b>	05 min	Facilitator and participants
8	<b>Homework/assignment</b>	05 min	Facilitator

## INTRODUCTION TO THE SESSION

Tell the parents that today you are going to discuss harmful traditional practices that affect the well-being of children and young people in the community. These are practices that are culturally accepted as good, but which have a negative effect on the physical, psychological and emotional development of children and adolescents

Are you aware of any of these practices?

### SEQUENCE 1: BRAINSTORMING ON HARMFUL PRACTICES THAT AFFECT CHILDREN IN OUR COMMUNITY

Allow ten minutes for parents to share their ideas about harmful traditional practices and how these affect children and adolescents in the community.

Parents might mention: discrimination between boys and girls, violence such as caning, sexual/sexual exploitation for survival, female genital mutilation (FGM), child marriage etc.

Tell the parents: we are going to discuss in depth one particular harmful traditional practice. Try to get them to guess.

### SEQUENCE 2: CHILD MARRIAGE

Take a few minutes to define what child marriage is by involving the parents.

Child marriage is any official or unofficial marriage between a child under



the age of 18 and an adult or another child. Child marriage affects both boys and girls, but it is much more common among girls. Globally, one in four girls was married before reaching adulthood a decade ago, compared to about one in five today. In Cameroon, data from the Demographic and Health Survey (DHS, 2018) indicate that the prevalence rate of child marriage is 29.8%.

The North, Adamaoua, Far North and East regions are the regions with the highest prevalence rates.

Divide your audience into 4 groups and ask them to think in 5 minutes about the following questions (1 question per group):

- Why does child marriage affect girls more?
- Why is child marriage a traditional practice?
- Why is child marriage said to be a harmful practice?
- Could there be any positive effects of child marriage?

After 5 minutes, ask each group to give their answers. Write down the answers and give a brief comment.

Tell the parents that you are now going to focus on the consequences of child marriage. You can use the following table to demonstrate or you can involve the parents.

Physical and physiological plan	Psychological, emotional and relational plan	Social and cultural plan

### SEQUENCE 3: BALANCING THE BENEFITS AND HARMS OF PRACTISING CHILD MARRIAGE - ACTION POINTS FOR THE FUTURE

Tell the parents that this session will be conducted in two phases: in the first phase, the parents will be invited to play a game of balance or tug-of-war together, and the second phase will be quieter, with a time for reflection and personal decision.

*Phase 1: Game*



Tell the parents that you are going to weigh up the 'benefits' of child marriage against the consequences in a scale to see which way the scales fall. The parents are supposed to give both the advantages and disadvantages. Each time an advantage or disadvantage is given, an object is put on the corresponding tray of the scale until all the advantages and disadvantages are explored. You can use objects that have the same weight, such as ballpoint pens, or discuss with your group using different objects depending on the importance of the advantage or disadvantage given. This second approach is much more time-consuming and you may face endless discussions to choose the right object. We therefore recommend that you use objects of the same weight.

Instead of the scales, you can organise a game of tug-of-war (ask the parents if they feel comfortable with this game, if not, don't offer it. You can just line the parents up without doing the tug-of-war).

Explain to the parents that you are going to form two camps, the advantages and the disadvantages: for each new advantage, a parent will move to your left and for each disadvantage given, a parent will move to your right. Once all the advantages and disadvantages are stated, you can then organise the tug-of-war between the two groups.

*Phase 2: reflection and personal decision*

Take 5 minutes to discuss with the parents the activity that has just taken place, what they thought of it and what they learned from it.

Ask the parents to take 5 minutes for their personal reflection and decision about child marriage. If any wish to share their decisions, they can do so but do not take much time on this.

## **Evaluation of the session**

1. What did I like most about the session?
2. What question would I have liked to ask but did not have the time or opportunity?



Conclude the session by saying that all parents want what is best for their children and sometimes parents can make mistakes. But it is never too late to review their behaviour and in every situation, each parent must analyse what is right for their child in the light of their culture or tradition, the law, their child's needs and their child's well-being now and in the future. Congratulate the parents on this session and don't forget the homework.

## **HOMework**

This week you have two assignments

- 1- In your discussion group, continue the discussion about what you have learned today and if possible your personal decision about child marriage
- 2- Talk to a parent who is not participating in the training about what you have understood.

Remind the parents that the next session is special because they have to come with their teenage children.



# MODULE 11 : SUPPORTING YOUR CHILD TO FACE THE CHALLENGES OF ADOLESCENCE

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## MODULE 10: SUPPORTING YOUR CHILD TO FACE THE CHALLENGES OF ADOLESCENCE

*"If we have the courage to pursue them, all dreams come true." Walt Disney*

### GENERAL OBJECTIVE

To help participants develop the skills, attitudes and practices necessary for caring for their children during the adolescent period.

### SPECIFIC OBJECTIVES

- To equip parents with the necessary skills to help their children cope with the challenges of adolescence;
- To equip adolescents with life skills to better face the challenges of adolescence.

### WORK METHODOLOGY

- Presentations
- Questions and answers
- Sharing of experiences
- Practical cases.
- Evaluation of acquired knowledge.

### PREPARATION OF THE SESSION

- Invite the parents involved in the programme
- Invite a few teenagers, ideally those whose parents are involved in the programme
- Consult the facilitator's guide before the session and prepare notes
- Preparation of necessary materials (see module checklist).

### MATERIALS NEEDED

- Flip charts et markers
- Tip cards
- Posters
- Folders



## SEQUENCE OF EVENTS

Nº	Sequence	Duration	Speaker/leader
1	Welcome and installation of participants	05 min	Facilitator
2	Welcome speech and presentation of the agenda	05 min	Facilitator
3	Sequence 1: Brainstorming on key concepts	10 min	Facilitator
4	<b>Sequence 2:</b> Fears and Hopes	20 min	Facilitator
5	Icebreaker	05 min	Facilitator and participants
6	<b>Sequence 3:</b> Sexual life, reproductive health and gender-based violence	30 min	Facilitator
7	Sequence 4: Influence of social networks	20 min	Facilitator and participants
8	<b>Sequence 5:</b> Supporting adolescents in their life plans	30 min	Facilitator and participants
9	<b>Evaluation of the session</b>	05 min	Facilitator
10	<b>Homework/assignment</b>	05 min	Facilitator

## INTRODUCTION TO THE SESSION

- Greetings
- Gather feedback from each other on the past session (review homework if necessary), remind participants of the past session.

**Presentation of the topic:** In this session we will learn how to help our children face the challenges of adolescence. Adolescence is a period between childhood and adulthood, marked by sexual maturity. It is between 10 and 19 years of age (WHO). Adolescents have specific needs and face many challenges: sexual and reproductive health management, use of alcohol, drugs and narcotics, harmful cultural practices (female genital mutilation, child marriages ...), violence and abuse, including gender-based violence, influence of social networks, etc. We will see how to help our children overcome these challenges.



## SEQUENCE 1: BRAINSTORMING ON KEY CONCEPTS (10 MIN)

Ask participants how they define adolescence, sexuality, gender-based violence (GBV), challenges, social ills, etc. Take the point of view of a few participants, make a summary and tell them that the following sequences will allow them to better understand the theme of the day.

## SEQUENCE 2: FEARS AND HOPES (20 min)

Ask parents and teenagers to work in groups on fears and hopes. One group works on the parents' fears and hopes and the other on the teenagers' fears and hopes. After ten minutes of discussion, ask the representative from each group to report back on the group's work.

Ask the parents: What do you think about the fears of the teenagers? Are they justified? How do you think you can support your teenagers' hopes to become reality?

Ask the parents: What do you think about the fears of the teenagers? Are they justified? What do you think of the hopes they have for you? What support do you need from your parents to make your hopes come true?

## SEQUENCE 3: SEXUAL LIFE, REPRODUCTIVE HEALTH AND GENDER-BASED VIOLENCE (30 min)

The subject of sexuality seems to be taboo in most households and communities. This is because many parents think that talking about sexuality is just talking about sex.

To this end, tell participants that talking to children about sexuality is:

- Giving them the necessary knowledge to take care of their bodies (e.g. how to wash their private parts and underwear);
- Informing them about attitudes that could constitute a risk/danger for the reproductive organs and therefore reduce their chances of procreating, revoking abortions, early pregnancies and the risks they expose them to);
- Equip them with the skills necessary for their sexual development and well-being (talk about contraceptive methods and menstrual hygiene management);
- Equip them with life skills related to sexuality (modesty, respect, etc.).

Emphasise that the topics of discussion must be adapted to the age of the child:



- For small children (03-10 years), show them how to wash their underwear and draw their attention to suspicious attitudes (touching);
- For teenagers (11-16 years): discuss the changes linked to puberty and its implications, the management of menstrual hygiene).

### How to manage menstrual hygiene?

- 1- Use washable or non-washable sanitary towels, preferably cotton;
- 2- Change them 02 to 03 times a day depending on the flow of bleeding;
- 1- At bedtime, lie on your side and not on your stomach or back;
- 2- Wash used towels, wrap them well and throw them in the trash.

### Impact of early sexual relations and GBV on adolescent reproductive health

Given the precociousness of adolescents/youth in terms of sexual relations and the increase in child marriages in some communities, it is relevant to ask the participants about the consequences that these behaviours could have on their health.

To do this, ask the participants what they think about gender-based violence, particularly excision and other harmful practices, on the one hand, and early sexual relations on the other.

Use the table below for clarifications:

No	Practices	Consequences	Observations
1	Early sex	Early pregnancy, STIs, abortion, obstetric fistula	Postponing the first sexual intercourse as late as possible has the advantage of promoting sexual and reproductive health (avoiding STIs, etc.) on the one hand and education on the other.
2	Early marriages (child marriages)	Low level of education, school dropout, early pregnancies, obstetric fistula, increase in maternal and infant mortality	Preventing child marriage is to promote the realisation of their rights and guarantee their future



3	Female Genital Mutilation	Physical and psychological trauma, STIs.	To say no to FGM is to work for health and development
4	Breast ironing	Malformations, breast cancer and trauma	Fighting against this practice is promoting the health and well-being of the child.
5	Sexual violence	Pregnancy, STIs, psychological distress, failure	

1. What would you do if your child is abused?
2. How can we prevent our children from becoming victims of violence?

### Parents' role in managing puberty

Puberty is a delicate period in a child's development. During this period, the child is searching for identity and orientation and needs more guidance from parents, family and the educational community.

Tell parents that they should listen, be patient and engage in dialogue. Above all, they should be informed about the child's environment (attendance) and interests.

Before concluding the session, discuss with the participants the following question: What roles can parents play in helping adolescents to manage puberty?

Invite the parents to take a few minutes to think about their teenage years: what were their fears? What would they have liked to have heard from their parents? Invite the parents to write down these different elements to discuss back with their own child.

### SEQUENCE 4: INFLUENCE OF SOCIAL MEDIA (20 min)

Social media are an essential element to be taken into account in the support of adolescents. They play a role of social support, beneficial to the mental health of adolescents. They also contribute positively to relationships, simplifying communication with family and peers.



However, social media can also have a temporary or permanent impact on young people. If young people are not protected, they are exposed to the wrong people and to sensitive, age-inappropriate content, there is a high risk that they will be put at risk.

Ask participants:

- What do you know about social media?
- Are you willing to buy your child a smart phone?
- Are social medias important to your child?

## **SEQUENCE 5: SUPPORTING TEENAGERS IN THEIR LIFE PLANS (30 min)**

A life plan is a document that compiles what we want to be and what we are going to do to get there. It is a personal project defining the objectives to be achieved, taking into account the values and deepest wishes of the person.

Ask the participants divided into two groups (parents and teenagers):

To the parents:

- Do you think about your child's future?
- Have you already discussed the life project with your child? If yes, how do you think you can help him/her to achieve this project? If not, why not?

To teenagers:

- What are your life plans?
- What do you intend to do to achieve them?
- Have you discussed your life plans with your parents?

## **EVALUATION OF THE SESSION**

Three (03) participants were invited to share their experiences on the themes developed. The first one, a parent talks about how he approaches sexual education with his children. The 2nd, a girl shares her experience of gender-based violence. On the 3rd, a boy talks about his experience with social networks

Have a brief discussion with the group about the following points:

- What did you like most about today's session?
- What did you like least?



- Is there anything you did not learn or anything that was not covered today that you would like us to come back to?

## HOMework

Facilitator gives participants guidance on the assignment:

- 1- You are invited to spend time with your teenagers and ask them what they want from you as a parent. In turn, tell them what a parent expects from their teenage child. Discuss together the challenges the teenager faces and explore ways to deal with them.
- 2- Take time to have an honest dialogue with your children, it will increase their confidence and self-esteem.

## KEY MESSAGE

- Parents have an important role to play in helping their children cope with the challenges of adolescence.
- A good knowledge by parents of the changes linked to the period of adolescence allows them to understand their child's expectations and to provide him/her with the appropriate support necessary for his/her development.
- Addressing the expectations of parents and adolescents builds mutual trust and self-esteem and helps adolescents to develop the capacity to take responsibility for themselves and to better manage the challenges they face.
- All parents and guardians, regardless of gender or culture, have the capacity to establish a harmonious relationship with their child that facilitates the transition from childhood to adolescence.
- Strengthening parenting skills will enable them to improve the quality of the relationship with their child.

## REFERENCES

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END OF MODULE  
**END OF MODULE**



## END OF MODULE

*A process of change, a commitment to honour*

### OBJECTIVE OF THE SESSION

To lead participants to make a commitment to their community to be good parents, to practice the techniques learned and to promote good parenting in the family and community.

### PREPARATION

Ensure that:

- Witnesses and practical activities are prepared
- Participants are prepared with their commitments
- Husbands/wives of participants and their children will come
- The room is ready to receive the participants and guests (check the module material checklist).

### SEQUENCE OF EVENTS

	Sequence		
1	Welcome and installation of participants Welcome speech and presentation of the agenda	05 min	Facilitator
2	Introduction and presentation of guests	15 min	All
3	<b>Sequence 2:</b> Review of expectations and hopes/testimonies	15 min	Facilitator and participants
4	Interlude	05 min	Facilitator and participants
5	<b>Sequence 3:</b> Review of learnings and sharing of experiences	30 min	Participants
6	<b>Sequence 4:</b> Honorary commitment and presentation of certificates	20 min	Community leaders
7	<b>Celebrations</b>		All



## **SEQUENCE 1: INTRODUCTION OF PARTICIPANTS AND GUESTS (15 minutes)**

1. Start the session with a dynamic: a song with all the children and guests. Applause.
2. Start the session with an introduction by yourself and the participants.

Ask the children and guests to introduce themselves and explain their relationship with the programme participants. Be smiley, have fun and make everyone feel comfortable!

## **SEQUENCE 2: REVIEW OF EXPECTATIONS AND HOPES/TESTIMONIES (15 min)**

Take time to remind participants of their expectations and hopes at the beginning of the training. If necessary, display the conference papers on which they were recorded. Ask the parents if their expectations have been met

Allow some time for discussion and conclude the sequence by introducing the next sequence, which will provide more detail on what the parents have learned over the past few months.

## **SEQUENCE 3: RECALL LEARNING AND SHARING EXPERIENCES (30 min)**

1. Ask the parents to present the modules you have done together in the last few weeks and explain how they have been inspired by them.
2. Ask participants to share the different things they have learned and the actions they have started in their families.
3. Ask husbands/wives/children and other participants if they have any questions.
4. Explain that today is an important day for the community when adults will express the commitments, they will make to improve the situation of children.



**This session can be done using different methodologies: skits, poems, role plays, etc.**

Among the participants, find those who can testify about the things they have already done or changed as a result of the positive parenting programme. Make sure that the witnesses give examples of each activity.

#### **SEQUENCE 4: COMMITMENT TO HONOUR (15 min)**

1. There can be individual commitments and specific pledges if they want.
2. Ask participants to stand up in front of their family, children and community and read/say their honour pledge out loud.
3. Give certificates to all participants who have attended all sessions.
4. Applause.

#### **END: CLOSING STEPS**

Thank the parents once again for following the programme to the end and for the testimonies and activities organised. Also thank the leaders for their presence and facilitation. Take time to explain the next steps (post-training follow-up in the community, commitment to action, post-training evaluation) and if prospects for future trainings are known, this is also an opportunity to clarify them and the conditions to be met...



# APPENDICES

## APPENDICES

**Appendix 1: Module completion form**

**Appendix 2: Scorecard/attendance form**

**Appendix 3: Guidelines for setting up Parent Support Groups (PSG)**

**Appendix 4: Home visit guide**

**Appendix 5: Evaluation Form for a Session**

**APPENDIX 1: MODULE COMPLETION FORM****Facilitator Fidelity or Self-Monitoring Check-list**

	<b>Please circle YES or NO for each session step/ activity</b>	
Did you review the homework activity with the participants? (e.g. ask participants if they did their homework, ask participants to share their experiences)	<b>YES</b>	<b>NO</b>
Did you follow the activities / exercises described in the guide?	<b>YES</b>	<b>NO</b>
Session completed, Sequence 1	<b>YES</b>	<b>NO</b>
Session completed, Sequence 2	<b>YES</b>	<b>NO</b>
Session completed, Sequence 3	<b>YES</b>	<b>NO</b>
Session completed, Sequence 4	<b>YES</b>	<b>NO</b>
Session completed, Sequence 5	<b>YES</b>	<b>NO</b>
Session completed, Sequence 6	<b>YES</b>	<b>NO</b>
Did you explain the information described in the manual clearly and precisely, using appropriate language that is easy for participants to understand?	<b>YES</b>	<b>NO</b>
Were you warm, friendly, non-judgemental and respectful to the participants (e.g. smiling, addressing the participants politely)	<b>YES</b>	<b>NO</b>
Did you put participants in a position to ask questions and share their ideas? (e.g. asking participants to share their views and experiences, asking if anyone had any questions)	<b>YES</b>	<b>NO</b>
Did you use active listening when participants were speaking? (e.g. eye contact with participants when they were speaking)	<b>YES</b>	<b>NO</b>
Did you check that the participants understood and followed the sessions? (e.g. by asking open questions)	<b>YES</b>	<b>NO</b>
Did you provide positive feedback to participants? (e.g. congratulate participants for doing their homework or thank them for sharing their experiences)	<b>YES</b>	<b>NO</b>
Did you use stories, personal examples, proverbs or sayings to explain the ideas during the session?		
Did you play games, sing songs or do other energising and ice-breaking activities during the session?	<b>YES</b>	<b>NO</b>



Did you give and explain homework to participants at the end of the session?	<b>YES</b>	<b>NO</b>
Were you prepared for the session? (e.g. flip charts prepared in advance, familiarisation with the topics and activities, prior reading of this session in your textbook)	<b>YES</b>	<b>NO</b>
<b>GROUP WORK</b>		
Did all participants, both male and female, actively participate in the session?	<b>YES</b>	<b>NO</b>
Did participants ask questions during the session?	<b>YES</b>	<b>NO</b>
Did participants share their thoughts, feelings or experiences during the session?	<b>YES</b>	<b>NO</b>
Did participants get along in the group?	<b>YES</b>	<b>NO</b>
Did the participants seem to understand and follow the topics of the session?	<b>YES</b>	<b>NO</b>
Did participants take part in games, songs and other ice-breaking activities during the session?	<b>YES</b>	<b>NO</b>

End of session evaluation for parents (attach to fidelity form for each session)	Please write down what parents reported for each question.
What did the parents like most about the session?	
What questions would they have liked to have been able to ask but did not have time to ask?	
What did they find useful about this session?	
Any other concerns or comments?	



## APPENDIX 2: SCORECARD/ATTENDANCE FORM

Municipality of..... Locality.....

Group/village.....

Module .....

Session .....

Date .....

	Parents' full names	Sex	Start	End
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				



## APPENDIX 3: GUIDELINES FOR SETTING UP PARENT SUPPORT GROUPS (PSG)

**As part of the positive parenting programme, you will encourage parents to form small support groups (4-6 parents per group) to support each other in learning parenting skills.**

**At the end of session 1 (set aside about 15 minutes for this). Help parents decide how they will separate themselves into their groups. Some suggestions:**

1. Group them according to geographical location; this way it would be easier for them to get together.
2. Group them by the age of their children.
3. Or just let them decide if they have any ideas on how to group themselves together.

**Then explain to them what the support groups are for:**

1. Parent support groups will help to reinforce your learning in this module as you can talk to others about skills and even practice.
2. Parent support groups should be positive and supportive. We want you to praise and encourage each other.
3. You can also talk about problems you might have at home with your children or another family member and find solutions together.
4. This programme will end after 10 weeks and we want you to continue to meet and support each other. Parenting is hard work!



## APPENDIX 4: HOME VISIT GUIDE

Name of the group leader conducting the home visit.....

Name of family head .....

Date .....

People attending:

**This coaching session is designed to help parents implement the positive parenting skills they have learned in your group. You will encourage the parents, praise them for the progress they are making and help them solve the problems you will be addressing.**

### Guide and tips for a successful coaching session

1. At the end of the third session in your parent group, remind parents that the home coaching sessions will begin and you will arrange to visit them all at home, to provide additional support in implementing these new parenting skills.
2. Plan the home visit in advance with the family at a time convenient to them.
3. Make sure their children are at home as you want to see how they are using what they have learned in the home training with their children.
4. Ask if the parent/guardian has anything specific they would like to talk about while you are there and if so, bring it up first.
5. Then ask the parent to show you how they use their new skills by playing with, feeding or doing another activity they choose with their child. Bring something for the parent and child to play with (toys for 0–5-year-olds are the focus of the project) in case the parent has nothing at home. You can also plan to help create a toy or show them how to use something they have at home as a toy to play with their child.
6. When they have finished playing or interacting, praise them for all the effort they have made using positive parenting skills and gently offer some suggestions for talking, looking, or smiling at their child if you have not seen them do some of these things.
7. Once you have finished coaching the parents in their positive interactions and collected any questions or concerns, they have, ask the parents the following questions and then fill out the home visit activities questionnaire below:



## QUESTIONS FOR PARENTS

1. How often are you able to spend positive time with your child (ren)? What kind of things do you do with them?

.....  
.....  
.....  
.....

2. When your children behave well, do you use words of encouragement? What words do you use?

.....  
.....  
.....  
.....

3. What other positive parenting techniques we talked about in our sessions do you use? How do you use them? How often?

.....  
.....  
.....  
.....

4. Ask parents how they are coping with homework and if they have had the opportunity to discuss this with their support group.

.....  
.....  
.....  
.....

**Thank the parents for allowing you to visit their home!**

**NOTE: Please keep all home coaching forms to facilitate data collection at the end of the intervention.**



## APPENDIX 5: FINAL EVALUATION FORM FOR A TRAINING SESSION

CRITERIA	RATING SCALE			
	Unsatisfactory (1)	Not Satisfactory (2)	Satisfactory (3)	Very Satisfactory (4)
Achievement of training objectives				
Personal expectations met				
Relevance of the training				
Usefulness of training materials (manual, poster, advice card, etc.)				
Training methodology (methods and techniques)				
Material organisation of the training (room, training materials)				
Facilitators (mastery of topics, communication)				
Were your questions answered?				
Sharing experience				



**Animation during the training sessions**

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**What do you think of the duration of the training?**

Too long /\_\_\_/ Too short /\_\_\_/ Ideal duration /\_\_\_/

**Which topics covered in this training will be most useful for you?**

.....

.....

Which topics would you have liked to have more information about or to have spent more time on?

.....

.....

Other comments or suggestions

.....

.....

**THANKS FOR YOUR PARTICIPATION!**