

## Annex 1

### Help & Shelter/ UNICEF – New Child Protection Project

<b>Project Objectives</b>	<ol style="list-style-type: none"><li>1. Drafting of inter-agency Protocols for the protection of children and child abuse prevention and response</li><li>2. Establishment of multi-sector community teams for the promotion of child safety</li><li>3. Building Parents and adult’s capacity to provide safe family environments for children, void of violence and dysfunction.</li><li>4. Generation of data and motoring of child abuse and CSA cases, through prudent use of protocol and child protection networks.</li><li>5. Crafting of Community Action Plans, reflective of a cohesive and collaborated network of persons working to demand intervention, protection, service and justice for children who suffer violence and abuse</li></ol>
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### Progress Achievements October 2015 – February 2016

- i. **Availability and use of community-based protocols for abuse prevention and response in 3 communities for prevention, treatment and response to violence.**
  - Resulting from the second major Inter-Sector Round Table Forum which reviewed the previous contributions by the various sector representatives. A Child Abuse Intervention / Response Bulletin was sanctioned by participants as being a workable procedural publication which reflected the fundamental response and intervention action to child abuse (including CSA)
  - Health sector representatives expounded on the fact that there needs to be a system of consistent inter-sector collaboration for effective deliver of services which render child safety and protection at the highest level.
  - Education and law enforcement sector representatives agreed that prudent and effective protection and responses to traumatic situations which child victims are exposed to can, only be realized when there is a scale up of service providers education and stricter adherence to the process of justice and efficacy in the existing child protection and care system
  
- ii. **Establishment of multi-sector community teams responsible for child- protection/promoting of safe environments for children**
  - Community –based Action teams have been established in all 4 target communities and have begun implementing the short term implementation strategies in their drafted action plans , while continuing the process of capacity building and networking at the community level
  - All of the community-based action teams have attracted membership spanning several sectors of the care and services systems who have committed to work collaboratively also with them

- Two of the target communities have conducted public education campaigns which utilized the tips and tools acquired via training workshops conducted by the Project.
- One target community has indentified that the female child victims of sexual violence continue to be vulnerable and economically unstable because of their inability to productive or to earn an income mainly they are most time without skill or education. The project has determined that on the ensuing project phase this target group will be focused on for competency building and training
- Two primary schools have completed the Be Safe programme, at the culmination of the programme the students were addressed by Health, Education and law enforcement persons who reinforced the focus of child safety and understanding 'self protection' strategies and the role of supporting agencies and persons in keeping a child safe.

**iii. Increased use of CSA data and reporting to support accountability and quality of services and response as part of community based/NGO advocacy**

- Post training and capacity building exercises, Help & shelter has designed a community incident reporting format for data collection on child abuse which also captures a community-based referral system to be managed at the community level and which is going to strengthen the resolve of persons within the community to report rather than being complicit with increasing vulnerability of children exposed to abuse and dysfunction
- The gathering of anecdotal data, together with data gleaned from the baseline survey will be used by the Action teams to monitor and assess the level and or prevalence in response to the increased capacity of communities to respond to child abuse related issues.
- Promotion of support services and referral agencies are all part of the public education strategy of the project action while the community action teams are being given tolls to strengthen their ability to advocate among other community groups who are yet to register their collective support for the project action.

**iv. Increased support and networking on CSA and CSA-related issues**

- Referrals made to help & Shelter from the community is addressed by constant follow up with relevant agencies which are tasked with responding to child abuse and family violence issues.
- Over this reporting period the counselor has seen approximately 50 children per month and has a current case load of 17
- Community-based counseling offered by the project continues to bring closure to some cases(especially CSA cases), even as there are several cases which have already been engaging the Child Protection Agency and have not resulted in a positive outcome. The counselor has now added sessions on suicide to the repertoire of discussions due to the prevalence

- Slothful and sometimes sub-standard responses by CPA has resulted in adverse outcomes for some child victims of sexual violence and a lack of confidence by persons in the care system to adequately and exponentially provide support for vulnerable children

**v. Promotion of high demand by parents and community for high quality services through community champions**

- In excess of 43 parenting and youth programmes were conducted over 2 phases of the project.
- 387 persons (parents & others) were reached directly, via parenting and family violence prevention forums.
- 230 youths reached via youth sessions.(in and out of school)
- The project conducted 3 Training Workshops providing tools for community-based action to 68 persons – Training modules included Child Abuse/ Early Childhood development / SOA / PCA / Advocacy / Volunteerism / Facilitation / Data capturing & reporting / community Action Planning / Networking Entrepreneurism .
- The Project action piloted a miming & storytelling session, which has the capacity to now engage youth (or children) with hearing disability, thus expanding the reach to children with disabilities within the target communities.
- At an initial session with a Faith-based Group, the leader was very reluctant to allow for a parenting forum, because of the sensitive nature of some discussions which he feared his congregation may not respond well to. However after the session he was not only relieved, he expressed his gratitude and gave a contact number for another leader who was operating in another adjacent community only accessible by river, where he stated there was a high prevalence of incest and CSA.
- In one of the Target communities the PTA of the secondary school has partnered with the community-based action team to do staff development and parent’s engagement forums, which will be supported by Help & Shelter.

**vi. Follow-up and priorities for project action in the next Phase**

Public Education Work / Activities / Expanding scope / Media Production

- The project will establish child friendly spaces in all the target communities ( where the counsellor will operate from ), to also accommodate lay counsellors from the community –based action teams
- Continued parenting forums within the communities , especially with faith-based groups ( giving support to the CATs)
- Public promotion of child protection protocols (Via the Child Abuse Response/Intervention Bulletin)
- Training Workshops for Counsellors
- Training Workshops for Community teams
- Production of Child Abuse Documentary
- Inter-sector review Forum
- Youth Creative & Arts Programs ( messages of safety and protection via Music & Arts)
- Expansion of the Be Safe programme to all primary schools within the target communities

## Annex 2

### Summary of activities –October 2015 – February 2016

#### H&S/ UNICEF New Child Protection Project

Project Objectives	<ol style="list-style-type: none"> <li>1. Drafting of inter-agency Protocols for the protection of children and child abuse prevention and response</li> <li>2. Establishment of multi-sector community teams for the promotion of child safety</li> <li>3. Building Parents and adult's capacity to provide safe family environments for children, void of violence and dysfunction.</li> <li>4. Generation of data and motoring of child abuse and CSA cases, through prudent use of protocol and child protection networks.</li> <li>5. Crafting of Community Action Plans, reflective of a cohesive and collaborated network of persons working to demand intervention, protection, service and justice for children who suffer violence and abuse</li> </ol>
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### Summary of activities – Oct 2015 –Dec 2015

Date of Activity	Location of Activity	Topics Discussed	Sex		Age Groups				Facilitator
			Female	Male	12-18	19-25	26-40	41-60+	
5/12/2015	Maranatha Assemblies Church, Christian Mission Uitvlugt	Child Abuse/Child Protection	6	15	17	4			Colin Marks
20/10/201	Uitvlugt Football Club	Gender & Sex / Cycle of Violence	3	13	5	11			Colin Marks
19/10/2015	Lusignan Health Centre	Early Childhood Development (S.P.I.C.E) & Choices and Consequences	16		3	9	4		Suzanne Chung
31/10/2015	Good Hope Devi Mandir	Types of Violence Children Face in Schools – bullying, humiliation by teachers, corporal punishment	5	8	13				Suzanne Chung
16/10/2015	Lusignan Primary School	Self / Self Esteem / Self Concept	31	22	53				Colin Marks

13/11/2015	Cornerstone Church Phase 2, Good Hope	Suicide- Risk Factors, Warning Signs	*	*					Suzanne Chung
27/11/2015	Lusignan Primary School	Child Protection / Using poetry & song with messages of child protection	25	17	42				Colin Marks
16/11/2015	Lusignan Health Centre	Parenting/Good & Bad Techniques	20		1	14	5		Suzanne Chung
14/12/2015	Lusignan Health Centre	Child Protection, Anger Management re Child Abuse	17		5	7	5		Suzanne Chung
26/10/2015	Stewartville Church of Christ	Child Sexual Abuse	14	2	7			9	Linda Hustler
23/10/2015	Leonora HC	Parenting Tips	16	1	1	12	4		Linda Hustler
3/11/2015	Stewartville Primary School	Body Ownership- Be Safe Programme	13	14	27				Linda Hustler
18/11/2015	Stewartville Primary School	Unsafe Touches-Hitting	14	12	26				Linda Hustler
26/11/2015	Stewartville Primary	Touches Can Be Safe/Unsafe	13	14	27				Linda Hustler
27/11/2015	Leonora HC	Family Violence- Cycle of Dysfunction	21		4	8	9		Linda Hustler
30/11/2015	Stewartville Primary School	Personal Safety Rules, You can say No! tell someone your trust until someone helps you	14	13	27				Linda Hustler
/10/2015	Kwakwani Stakeholders Forum	Survey Results / Child Abuse & Adolescent Victims / Community Action Plans (Draft)	14	1		1	6	8	Colin Marks
24/11/2015	Kwakwani Community Centre	Child Protection W/shop-Childhood Experiences, Positive Parenting, Facilitation, CA & CSA, SOA, Action Plans	15	1	*	*	*	*	Colin Marks, Kevin Massaih, Linda Hustler, Danuta Radzik

28/10/2015	Kwakwani Regional Office	Sex, Gender & Abuse	9	5	9	5			Kevin Massaih
29/10/2015	Kwakwani Full Gospel Church	Child Abuse	14	1	3	7	5		Kevin Massaih
<b><u>TOTALS</u></b>  <b><u>Oct 2015 - Dec 2015</u></b>	<b><u>Stewartville; Uitvlugt; Good Hope; Kwakwani</u></b>	<b><u>Sex, Gender, Abuse; Child Abuse; Positive parenting; facilitation; CA, CSA, SOA, Survey results; family violence/cycle of Dysfunction; Safe/unsafe touches; Suicide; Anger management; Self Esteem, Self-Concept; Parenting, Child protection; Body Ownership</u></b>	<b><u>280</u></b>	<b><u>139</u></b>	<b><u>270</u></b>	<b><u>78</u></b>	<b><u>38</u></b>	<b><u>17</u></b>	<b><u>Suzanne Chung; Linda Hustler; Colin Marks; Kevin Massaih</u></b>

- 50+ persons attended the Cornerstone Church, Good Hope session, but facilitator was unable to record participants details so these could not be entered in columns above
- Register for Kwakwani Workshop did not include ages of participants so these could not be recorded

## EVALUATION

Participants Evaluation	Excellent	Very Good	Good	Fair	Poor
How would you rate participation?	18%	50%	31%		
Ask participants to rate their understanding of topics discussed?		25%	75%		
Ask participants to rate you as facilitator?	12%	18%	69%		
Ask participants to rate the overall session?	31%	18%	50%		

### Facilitator assessment of activity:

- This session at Lusignan Primary School was the first sessions of phase 2 of the project. Students were asked to reflect on topics discussed at previous session, students showed they were attentive and were able to share information with new students. The facilitator introduced the “Umbrella

Model” to deepen students’ understanding of whom, how and what offers a child protection and what situations and persons they need to be protected from. The Umbrella Exercise entailed listing things, persons and situations which form a protective net and persons and situations which make a child vulnerable and open to risk. Other topics discussed were- peer pressure, communication and role models

- At the Kwakwani stakeholder forum key findings of the baseline survey were presented along with a report from the previous stakeholder engagement, which encapsulated the issues at the community level which needed to be addressed regarding child abuse and vulnerability, and presentation of some tools for drafting a Community Action Plan. After a presentation on child abuse and its effects on the adolescent child some participants remarked that signs and symptoms of CSA and other forms of child abuse were very evident in the community while others felt that more information and public education needs to be disseminated at the community level via the faith-based and other community groups who can offer support
- At the 2<sup>nd</sup> session with the Uitvlugt Football Club, the facilitator did a brief recap of the project and proposed community action. Over half of the participants were new. When asked to define sex and gender 75% of participants said these were the same and even though it was felt that there was some difference they were unable to define what these were. Definition of sex, topics of masculinity and femininity, gender norms and practices and their impact on male/female relationships were also discussed interactively with the group. Gender roles were explored with and by the group based on their experiences at individual family and community level and in society in general. The Female and Male Gender Box exercise was introduced and it helped to give a clearer picture of the effects of gender roles and identities in the context of jobs, expectations and practices which was common to them and males in their communities. Other issue discussed were gender suppression; effects of abuse on girls and boys; the man as the dominant partner; gender equality; gender models in the family; family violence; violent childhood experiences; effects on children who witness DV; male & female role models in the family; parent/child relationships; low self-esteem. The facilitator stressed the dangers of normalizing of violence in the family unit, that violence was a choice and not about losing control but used to control another person. Forms and types of violence were also discussed with the group
- The facilitator asked students from Lusignan Primary to reflect on what was learned or discussed in previous sessions. Definitions of sex and gender were again briefly defined for the participants as they identified some key talking points. A sketch of an umbrella was set up and the facilitator invited the participants to discuss how they viewed the usefulness of the umbrella paying special attention to its structure, purpose how the umbrella protected them in the context of conditions and situations that reflected viable and safe environments for youths.
- At the Uitvlugt youth meeting the facilitator gave a brief outline of project activities in Uitvlugt and other target communities. He explained that youth were special and important groups who need empowerment to avoid the impact of violence and abuse as once seen and experienced where children are raised, they begin to think that it is “normal”. In discussing forms of child abuse participants identified mostly physical and sexual violence as most impactful and prevalent, only a few viewed verbal abuse as ‘real’ violence. Other topics discussed were -impact of child abuse including witnessing violence in the home, the undermining impact of verbal abuse & neglect and self-esteem. When asked by a show of hands who were, victims, witness or perpetrators of violence all the hands that went up were from the boys in the group. The facilitator reinforced the point that a lot of the violence being perpetrated in the homes and community was being done by men, and the reason was because of from childhood boys are taught that they must show and act out physical strength as a positive self-image. This was confirmed by some of the boys who said this was what they were being exposed to. Other issues raised were self-shapers, positive and negative messages, how ideas of manhood/womanhood helped shape/influence self-concept and personality and how to make oneself a “hard target” for abuse
- The session at the Leonora HC was excellent, full participation from all the persons present. Participants were very open asking questions and sharing experiences. For the first time they were able to identify with their behaviors as children and recognize why they were mistreated and ill-treated.

- The participants at the Stewartville COC were open to learning and were becoming familiar with the topic, child sexual abuse, which will help the Community Action Team to better address this issue at community level. Most of the younger participants were not familiar with the term “genitals”, this was explained. Over all the interaction was good, questions were asked and stories shared.
- Session at the Stewartville Primary was well received. Students indicated that they learnt some key words such as deserve, respect, private, personal as related to topic of Body Ownership and were eager to relate what personal safety and being responsible for their body meant to them. The session was reinforced by singing a body related song “head and shoulders, knees and toes”.
- The activities on Safe & Unsafe Touches were well received, lots of stories were shared and these helped to reinforce what was taught previously. Key messages shared were (i) No one should try to talk children into unsafe touching (ii) Messages and pictures for children should be safe (iii) Secrets about touching should not be kept
- Students were able to identify from illustrations which touches are safe against unsafe, this was very pleasing. The students also gave reasons to support their answers along with demonstrations making the session fully participatory.
- During this session on Personal Safety Rules, the primary school students demonstrated assertiveness when saying “No” to protect them. They were clear on standing up for themselves and using their personal safety rules.
- The activity at the Leonora HC on Cycle of Violence went well; some of the participants were new to this type of exposure. They were very attentive and some participated by asking questions.
- The session at the Good Hope Mandir went very well. Participation was good as the children listened attentively to scenarios of other children who had experienced similar abuse and how they had handled it successfully.
- There was good co-operation from the Lusignan Health Centre staff in helping participants with their questionnaires
- The session at the Cornerstone Church in Good Hope was well attended with representatives from Good Hope community, policing group, Church groups, sports group and neighbouring family members
- The Lusignan HC session went well. Participation was encouraging. First time mothers welcomed the new knowledge such as shaking baby syndrome and the dangers of this.
- The activity at the Kwakwani Full Gospel Church focused on child abuse; the session commenced late due to participants arriving late and had to be cut short due to a scheduled church meeting. Methodology used was discussions; scheduled group activity had to be cancelled due to time. However, the discussion was engaging.
- The session was conducted with students of the Kwakwani Secondary School who are housed at the hostel. The facilitator led interactive discussions on sex, gender and abuse. Methodology used was questions and answers, discussions and group activity. Participants were very engaged in the activities.

### **Feedback from Participants (what they learnt, what they shared, found useful, how they will use knowledge)**

- Students at Lusignan Primary said they learnt from the “Umbrella Model” that being safe included knowing not to walk at nighttime if surroundings were unsafe; knowing about the people around you; being aware that not everyone who is an adult will protect you; knowing that alcohol and drugs can put you at risk. The majority of the new students were very reserved and did not share much. However students who had participated at the previous session seemed to grasp the concept of protection and risk for youths very well. A few students gave examples of situations which put children and young people at risk of abuse and even death. One student stated that a person can commit suicide if they have been abused. All of the students said that they will share the information with friends.



- At the Kwakwani stakeholder forum the survey findings helped to cement for the group the important of having information generated from the community itself in order to identify gaps and areas for capacity building and responsiveness to challenges and problems. Ideas and proposals for responses to CSA/CA in the community were captured in group work exercises as participants utilized the community action plan format to draft a plan of their own.
- The majority of the Uitvlugt Football Group said they learnt a lot, with one of the more vocal participants remarking that “we all just processing what we just heard and discussed”. Individually participants said that information was new to them, especially about gender and sex being different. One of the youth stated that most youths just follow whatever model they see from childhood, without even giving it much thought and commented that “I have never really been exposed to any of these topics so deeply”. They all said that they would share the information and continue to discuss the topic among their peers
- Feedback from students at Lusignan Primary indicated that they learned what sex was in relation to gender; that youths need to protect themselves; some consequences of sexual activity; males and females act differently; sexual activity can cause diseases; all the things we learn about sex at home are not facts. Students identified the following things that protected or contributed to their safety, awareness and care such as - food, Church, faith, transportation, health, police, community, personality, people – friends , associates, family, education, information, garments / home, condoms. Additionally responses to things or situations that they needed to be protected from included –drugs, alcohol, poverty, exploitation, violence, abuse, police (this student stated that sometimes the police abuse people), dark streets. Students also identified the following aspects of themselves which were protective and positive such as- I believe in myself/my faith and church keeps me confident/my education and the things I know keeps me confident/I value myself/ My friends are good to me/I’m always truthful/my sporting performance and ability makes me confident/I don’t bow to peer pressure/the way my friends treat me. A poem on Child Abuse was also written by one of the students.
- Some young men at the Uitvlugt youth session shared personal experiences of feeling vulnerable but being forced to act tough when relationships evolved at a fast pace. Another participant said she witnessed how a child exposed to violence, not know any other way to solve problems except by violence. One participant requested H&S numbers and services offered and intimated that she knows someone who needs to benefit from an intervention because of the level of abuse she was enduring and will encourage her to seek help and give her H&S contact numbers. Most of the participants stated that their ideas were shaped by friends, parents, community and observation of persons with whom they have relationships or come into contact with and sometimes these were not positive. Other participants remarked that she was glad to hear that not all violence and abuse is physical, because some persons accept violence and abuse because it doesn’t leave bodily scars, but verbal abuse is just as bad.
- Feedback from a teacher attending Leonora HC - “I will not focus on every negative thing my child or other children may do, I am using alternative methods and I am getting positive results also I love the part of doing self-analysis and modifying my parenting style, this should be done regularly”. The sole male participant shared that his life as a child was rough, he hardly saw his father, his mother parenting style was physical abuse most of the time, he had hardly any play time with other children in the community and when he started secondary school his negative behaviors were corrected with lashes and insults by teachers. This he said caused him not to understand himself but being in this session has made him understand a lot of his parents/teachers did not understand what he was going through. He said “I will make sure that I use what I have learnt here today to raise my child” he then asked the facilitator to encourage his wife to eat because she is hardly eating
- A participant asked “if you are aware that sexual abuse is taking place with a child and you are talking with that child and person who maintains the abused child what could you do?” Another participant shared “I never knew sexual abuse has two categories contact and non-contact”. A third participant also disclosed- “I have learnt of the consequences /trauma children goes through who are sexually abused, learning about STD that can be contracted which have no signs or symptoms is frightening and scary”. Another participant disclosed that her nephew who was sexually molested is having a bad body odor even though he bathes and his clothing is washed and he uses deodorant. She further disclosed to the facilitator in private that she would also have him tested for HIV/AIDS because his mom died as a result of this. A request was made by a younger participant to learn

more about rape, sodomy, oral sex. Another shared it was the first time she was learning the facts about child sexual abuse and the signs, behaviors and effects it can have. Participants said they will definitely share this information to protect our children. Expressions of thanks for explaining so much to us was shared by everyone and they are looking forward for our continued work in the community.

- Feedback from Stewartville Primary students “I never knew we deserve to be safe and parents or adults are supposed to provide this”; “I have learnt to respect others as well as adults”; “I have learnt everyone has a body regardless of size, colour or religion and we need to respect each other”. Other students agreed that knowing they are responsible for their bodies they can give permission for someone to touch them e.g. if ill and need help to take a bath was good information. A student also shared. Students were high in praise for the facilitator bringing this information to them - “I love this Miss. Linda we will definitely share what we have learnt with our friends and we know now that we also have to practice safety on the roads”.
- Students responded to session on safe & unsafe touches as follows “I’m glad that I have learnt the four ways that a person can talk you into unsafe touching” all the other students agreed that this was the first time they were learning this. Another student said that she does not entertain unsafe messages and if received would take off her computer and tell my mom. Another student said she was very happy in knowing how to distinguish between which secrets should not be kept such as secrets relating to my body as against secrets which could be kept such as a surprise birthday party was important for her.
- During the session on hitting- a type of unsafe touches, one child disclosed being hit a lot at home and at school and this is unsafe. Another shared “it is never a child’s fault if they do something wrong, they don’t deserve lashes”. Another shared “learning that it is not always strangers who can hurt children but the people we know and trust, this is good information”. Other disclosures were - “I have been hit by my mom with pot spoon; wood anything especially when my dad comes home drunk”. According to the majority of children “Every day we see a lot of violence in our home”
- As a result of the session on Personal Safety Rules one student shared “I would not be afraid to say no to any adult if they try to abuse me” while Another student asked “if hitting children is wrong why do we still get licks at home and in school”? The majority of students said they would go to the police station if anyone tried touching their private parts or tried forcing us to touch their private parts. “I am happy we learnt that we deserve to be safe”, a student shared, another thanked the facilitator for bringing the programme to their school and promised that the students would “tell our friends and keep telling until we get help”.
- Feedback from participants at the Leonora HC session on Family Dysfunction & Cycle of Violence included- “this information that you are bringing to us is new and it makes sense, we never saw and knew this before”. “I am from a dysfunctional family, we had lots of violence and rightful I choose a partner to just get out and now I can relate better to my life”. “I am happy I have learnt how this cycle works and I know of this type of behavior in many homes”  
Finally another participant shared “I know men always leave for different reasons, I am going to ensure my children don’t end up like me”.
- A few of the participants said that they had changed their behavior around their kids and instead of shouting and hitting, they tried stern discipline and it worked. Also one mother said that her son one day spilt drink on his clothes and he was afraid that she was going to hit him but she was very loving instead.
- Many children attending the session spoke about various instances of abuse from both teachers as well as other students; a boy said that he was picked on often due to his being overweight; another boy who is small in size claimed that older and bigger boys beats him for his lunch money; a girl mentioned that her class teacher keeps hitting her on the head. Besides these there were other similar complaints
- During the session on Suicide at least three youths claimed they had previously attempted to kill themselves. Some thought about it but, sought counseling from their pastor. There was one teenaged boy who said his father died when he was only three from suicide and another young man in his twenties, who disclosed that an extremely costly operation he underwent makes him think of suicide constantly

- Participants were thankful for the information given. One woman claimed that communication with her parents was bad. Another young woman said that she was never completely happy at home, but now that she is pregnant and no longer lives at home, she feels like a stranger whenever she visits.
- Pastor of the Kwakwani Full Gospel Church expressed his gratitude for the information shared and promised to invite team again sometime in the future.

Parents felt they were justified in beating their children, they felt it was necessary to maintain discipline. Some persons felt that parents are to blame for the abuse their children experience, it was said that many mothers in the community are aware of the abuse their daughters experience/are exposed to but do nothing to protect them. Participants also disclosed that it is difficult to encourage parents who have these problems because when you attempt it, you are usually the recipient of a “fine cussing”. One participant indicated that she once attempted to offer some words of advice to a parents and she was told “to stop watchman my daughter [parts]”. Since that incident she has decided not to engage anyone, anymore. One participant indicated that a lot of what happens in the community is as a result of what has been encouraged in the early years of the child’s life. She recalled as a child living with her aunts who would encourage her to wine a lot, as she got older, the wining continued and it became a problem. She encouraged other parents to model proper behaviors so that their children can have the right information from early. Another participant indicated that her son lost his eye as a child due to an altercation with a child who grew up in an abusive home environment. She said to this day, she has never received any satisfaction from the mother of the child. Some persons indicated that they have been affected by verbal abuse they suffered as children and asked about ways to overcome effects of such abuse. The issue of child prostitution was again raised at this venue and persons were very concerned about what was being done to avert such practices as the perpetrators were the mothers of these children in 90% of the cases. Participants were encouraged to continue supporting affected families, encourage persons to report such matters, always follow through with court proceedings, encourage and support the work of the welfare officers operating within the community and be part of the action group set up by H & S so that they are informed and better equipped to respond to issues of child abuse, better able to protect their children and others within the community from such violations. It was reported that there is presently a nine year old child who is presently addicted to marijuana and has been very aggressive to younger children in the area. Recently he seriously injured another child [injury carried multiple stitches]. The parents received no justice in this case. The parties affected were encouraged to follow up the matter with the relevant authorities including making a report to the Child Protection Office(r) at Linden. Persons in the community are fearful of intervening in such matters as there is no protection for anyone who choose to do so, some persons felt the police could not be relied upon while others disagree.

- Students indicated that they are not given any freedom to have friends or visit with friends; parents are too strict. When asked about their expectations, the young ladies were very materialistic, there outlook on relationships was that the guy needed to provide a house, car, phones, jewellery, etc. and if he could not provide these things then the relationship was not worth having. 80% of the students did not quite understand the differences between sex and gender prior to the session. Only two students indicted that they were in an intimate relationship, however they did not specify the age of the other person or any other information about the relationship.

### Challenges:

- Some of the students were distracted and had difficulty focusing on the discussions
- Notable absent from the gathering of stakeholders was the police officer who had attended before and the probation officer
- The song presentation was not fully effective as the student who was singing had a very soft voice and the other kept shouting that they were not hearing properly.

- Not being able to work with the wife of the male who shared his story, she is experiencing some problems in her relationship. She was unable to speak because her husband was there
- Having to hear and explain to some student why their hands and mouth are private. Hearing of the student, who touches other students' bottom, uses indecent languages a lot and talks about sex, draws pictures of people having sex and their private parts. This was challenging and to further hear he refuses to do any school work.
- Trying to get some children to understand it is not always strangers who can hurt children.
- The seating arrangement is at the Health Centre is not conducive for group work which I think is necessary for better participation.
- The challenge was to convince children to report abuses to a trusted adult especially their teachers.
- A fifteen year old pregnant mother refused to join the session or collect the flyer
- Sessions starting late
- Some of the students were reluctant to speak because the housemother was present and they indicated that if they said anything it was likely to get back to their parents.

## Successes

- At the conclusion of the session some of the students stated that they can write songs and poems and role plays which speak about abuse and violence prevention
- The new Probation Officer who was assigned to the Kwakwani community from the regional office was introduced to the project team and she immediately signaled her commitment to working with the project team and with the stakeholders group.
- The rapt attention by the participants was very noticeable; there were no distraction during the session.
- The poem that was presented was created in a matter of 10 minutes but the students were positive of their intent to address child abuse
- The majority of student remarked that this information was new to them and even the things they would have heard before was never explained in a way which they understood. The majority of students remarked that they would like to have more session like this and were looking forward to discuss more topics and experiences
- Informing the participants about the services offered at H&S and how persons can access the services. This was done also for the female who was experiencing problems to contact us
- Informing the children about body ownership and hearing them sing the body related song and relating all they have learnt. They all love Trusty the Turtle
- Informing children about safe & unsafe touches and hearing them recite their personal safety rules.
- Having children relate what they have learnt and remembered from previous sessions is rewarding because it shows that learning is taking place. Also hearing children recite the safety rule was a bonus.
- Having a police woman from the Leonora Police Station, a nurse from the Leonora Health Center and a community helper to assist in delivering the session. They all spoke of what their jobs entails and how they are also in the fight of protecting children made the session very successful. The session ended with the children singing the song they were taught
- Being able to share this information and participants being able to relate and make commitments to utilize what they have learnt in their daily lives
- From all indications, it seems that a lot more parents are willing to try discipline instead of punishment.
- Helping children find the courage to do something to stop the assault suffered is success.

- A few persons were honest with their answers from the questionnaires
- A counselor from Human Services was on the spot to offer assistance where needed.
- A huge turn out from persons of all ages, demonstrated that persons are taking suicide seriously
- Some of the expectant mothers wanted to know when the facilitator would be returning and promised to share the information with their spouses. They felt the session was very good.
- After some persistence the sessions was conducted
- Facilitators were creative with a group of students who were reluctant to share information because of a housemother being present and got them to write questions on paper to be answered.

**Recommendation:**

- Holding a training workshop for the Kwakwani stakeholders’ group
- Work with the students to develops more artistic pieces which address social issues of interest to them
- Sessions to be done on sexual offences such as rape & sodomy
- It is recommended that all children in schools should receive information from the Be Safe Programme
- Immediate intervention should be planned to help the student who was displaying inappropriate behavior
- Monthly sessions of the kind on various relevant topics is on the chart.
- Need for more sessions

**Annex 3**

**Summary of activities – Jan 2016 –Feb 2016**

Date of Activity	Location of Activity	Topics Discussed	Sex	Age Groups	Facilitator
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			Female	Male	12-18	19-25	26-40	41-60+	
16/01/2016	Jenny's Shop Youth from Grass field, Good Hope	Child Abuse	*	*	*	*	*	*	Colin Marks, Suzanne Chung, Pamela Nauth, Linda Hustler, Danuta Radzik
18/01/2016	Lusignan HC	What is Child Abuse; Effects of Child Abuse ; Parenting Tips	14		2	7	5		
27/01/2016	Kwakwani Church of Christ	Positive Models of Parenting; Early Childhood Development; Parent/Child Communication; Child Abuse-Discipline vs. Punishment; Impact of Family Violence	9	1		2	6	2	Colin Marks; Kevin Massaih
29/01/2016	Kwakwani Action Plan Forum	Data Gathering; Community Action Plans; Inter-Sector Networking; Raising Awareness in the Community; Reporting Cases of Child Abuse (CSA); Action Plan Support; Feedback	12	1			5	8	Colin Marks, Kevin Massaih
<b><u>TOTALS</u></b> <b><u>Jan 2016 - Feb 2016</u></b>	<b><u>Good Hope; Kwakwani</u></b>	<b><u>Child Abuse; Effects of Child Abuse ; Parenting Tips; Communication; Discipline vs. Punishment; Impact of Family Violence; Data Gathering; Community Action Plans; Inter-Sector Networking; Raising Awareness in the Community; Reporting Cases of Child Abuse (CSA); Action Plan Support; Feedback; Positive Models of Parenting; Early Childhood Development; Parent/Child Communication</u></b>	<b><u>35</u></b>	<b><u>2</u></b>	<b><u>2</u></b>	<b><u>9</u></b>	<b><u>16</u></b>	<b><u>10</u></b>	<b><u>Suzanne Chung; Linda Hustler; Colin Marks; Kevin Massaih; Danuta Radzikj</u></b>
<b><u>Grand Total</u></b>			<b><u>96 *</u></b>						

\*59 children (youths) between the age of 6 to 24 were in attendance (sex ratio could not be confirmed)

## EVALUATION

Participants Evaluation	Excellent	Very Good	Good	Fair	Poor
How would you rate participation?	25%	50%	25%		
Ask participants to rate their understanding of topics discussed?		25%	75%		
Ask participants to rate you as facilitator?		50%	50%		
Ask participants to rate the overall session?	50%	25%	25%		

### Facilitator assessment of activity:

- After an introduction by the Senior Pastor of the church the participants were given a brief background of the project. As explained by the facilitator The Parenting Forum was very important for advancing protective responses and measures to prevent child abuse and all other forms of violence against children, via parenting skills education. Also highlighted was the important role of home, school, church and community in the protective approach to prevention of family violence. Most of the parents in attendance felt that child discipline were major concerns for parents, but were somewhat reserved in pointing out that it was maybe the methods or parenting style that was producing the results which was being witnessed throughout some sections of the community. Some examples were shared and discussed and the facilitator was careful to point that children were young individuals who would grow accustomed to, and follow whatever the adults around them practice and portray. Other topics discussed interactively were: Who is a Parent/parenting; Early Childhood Development – utilizing the SPICE model for discussion & sharing of experiences; Shapers – discussions on the 4 petal 7 shapers mode; Family violence – cycle of dysfunction & violence; Discipline vs. Punishment and Relevant Parenting Tips. The importance of reporting child abuse witnessed at the community level was reinforced by the Facilitator.
- This session focused on strengthening the Community Action Teams (CATs) in preparations for their public education work within the community. Facilitators reviewed the Action Plan which was drafted and sanctioned a core of stakeholders from the community. Specific attention was paid to the gathering and sharing of information and data relative to responses, and child abuse interventions. The CAT which represented several sectors and professional human resources persons who work and live in the community reflected and interacted on prudent approaches needed to curb the visibly high incidences of sexual and other forms of abuse in the community. It was a consensual decision to do intensify public education campaigns within the community and to utilize the resources provided by UNICEF / Help & Shelter to sustain the activities. Upgrading of the action plan was discussed in-depth, understanding the child protection system and the Sexual Offences Act was touted as being critical for successful knowledge –based engagements to bring about the needed changes in the community in response to child abuse, family violence and dysfunction
- The session commenced with group games activities where children sang and acted out roles. The afternoon’s formal activity started with the facilitator giving some background information on the project action and explaining that the afternoon’s activity was to discuss and look at child abuse through the use of an art form called story-telling miming. The entire group stated that they were not aware of what was miming, but they knew about story telling. Three (3) stories were selected to be read, which focused on the testimony of children who had suffered some form of abuse which concluded in intervention by the child protection system and a child receiving help in healing from an abusive situation that affected

them negatively. While the stories were being read an artiste did sign langue interpretations of the words which increased the children's attention and encouraged them to respond in a fun-like way. The younger children also found a way of being involved in the story as they were visually captivated by the person doing the miming. This activity was also intended to stimulate the attentiveness of those children who resisted verbal communication or were hearing impaired. At the conclusion of the story –telling & miming exercise one of the older children read from a pamphlet on how to respond to child abuse and how to “break the silence”.

- The session at the Lusignan Health Centre was good, participants were all new and the majority was first time mothers. Everyone was interested in the topics discussed and listened attentively.

### **Feedback from Participants (what they learnt, what they shared, found useful, how they will use knowledge)**

- At the Kwakwani Church of Christ one participant was initially very skeptical about your topics that Help & Shelter wanted to engage the congregation with, but reflected that what was heard has encouraged them to ask H&S to come back and do another session. Another participant said “I struggle with raising my 2 children sometimes the stress is so much I feel like I have 22 children instead of one. Other comments included-“I have learnt many things even though I thought I knew a lot about parenting and raising children.” “I have endured abuse home environment, but now I want to make my family better by not following the practices I witness as a child, it's good that the people in church can have this knowledge.”
- At the Community Action Plan Forum it was agreed that implementation of the Action Plan will help to consolidate a networking system for the protection of the community's children and parenting support. Participants reported on the willingness of persons from the various sectors who work within the community who recommitted to work together with a synergized approach, when addressing cases of child abuse or recalcitrant parenting practices in the community. Information sharing and knowledge-based engagements was arrived at by consensus, with the most realistic and workable approach for bringing the needed changes identified by the Team. Collaboration strategies were shared between teachers, police and welfare representative as team members with common goals. One team member from a faith-based group stated that work will begin soonest with the Church youth group.
- During the mimed storytelling interaction, several children disclosed aspects of violence they witnessed and articulated their own responses to child abuse such as “Speak out against abuse.”; “ Control your anger”; “Avoid cursing and fighting”; “Tell someone – speak out”; “Call the police when violence is taking place”; “Avoid bad behavior”; “Don't use / abuse drugs”; “Tell someone if you are a victim”. Some of the children couldn't read the pamphlet but they enjoyed the story telling. Three (3) children from one family were very vocal about acts of abuse they had witness including the action of the police. Some of the children also had a good understanding of what alcohol does and most of the children in the session were very conscious of adult practices which were not positive
- The feedback from the health Centre was good. A 29 year old mother of two children, ages 9 and 11, said that her 9 year old is a bit stubborn but, she does not beat her because. However, if the child is being too stubborn, she would give her time out. While discussing some parenting tips, a mother said that, her 5 year old daughter likes money to go to school but, if she misbehaves she would reduce the amount of money that she gives the child. A first time mother, while discussing physical abuse said that, when she was younger she used to get lashes for a lot of things; school work, playing and friends etc.

### **Challenges:**

- In our fist conversation with the senior pastor of the church he was very reluctant to endorse the session as he kept referring to some group who had come to the community and was encouraging wives to leave their husbands if he show any signs of abusive behaviour



- The session was conducted in the street so the seating arrangement had them in split groups which sometimes created distractions
- Some members still reflected on how confidentiality had to be upheld at all times for the work of the Community Action Team to have impact
- Getting some mothers to interact and share their stories.

### **Successes**

- At the conclusion of the forum the members committed to work together across the various sectors which comprise the child protection system and to begin its community outreach approaches via the faith-based groups.
- The rapt attention by the participants to the role play action to the stories was very catchy
- The session was a success, even though the participants were new to the session, they all listened attentively and agreed with the parenting tips given. The participants are looking forward to the next session.
- At the end of the session the Pastor give us a referral to visit another group of churches in the riverain communities of Kwakwani. He shared with the facilitators the contact number and name of the other pastor whom he strongly believes will love to have sessions with his congregation.

### **Recommendation:**

- There should be more follow up session
- Lay counseling training was needed for some members of the Community Action Team
- Visits to the other faith based groups that were not engaged will help to deepen the public awareness activities and expand project impact in Kwakwani and the neighboring catchment communities.

This activity can be replicated in all the target communities and would expand the participation of children or youths who are hearing impaired. Chairs or stools will be needed to keep the group all in one spot even if the session is conducted in the street.

### **Annex 4**

#### **Report**

Re: Use of the Child friendly room at the Kwakwani Secondary School

Period: September 2015 – February 2016

The child friendly room is being utilized effectively by me and 2 other teachers. For last term. We have had approximately 10 students that were taken to the room for intervention frequently because of their behaviour in the classroom and reaction towards their Teachers and other students.

Among those students five of them were girls, 2 of the girls use to be cutting themselves in the classroom and the other 3 were behaving confrontational and abusive to other students.

These cases were dealt with and the students are showing noticeable improvement.

For this current school term ( January – March 2016), we only had about 4 cases of which 2 of the girls were being exposed to abuse at home and are living with that traumatic experiences.

One of the girls and I have developed a very good relationship and I assist her whenever the needs arise, and give her moral support.

The school Welfare Officer also utilises the room on some occasions whenever she visits the school.

I must say that having this room here was a very good idea and all of the teachers are happy we have such to help children who have problems, the children too is very cooperative whenever they are taken there because they feel a sense of privacy and they do relate in an open and confidential way.

Recommendations for a permanent school counsellor to give support when the Help & Shelter counsellor is not there would be a welcomed situation. The teachers and Head Mistress are also looking forward to the training for counsellors which the Project intends to conduct, because it is very challenging some times when ordinary teachers have to deal with some children.

**Submitted by : Maxine Dover**  
**Teacher Kwakwani Secondary School**

**Annex 5**

### **Child Care Counsellor Reports**

**Month/Year of Report: OCTOBER, 2015**

**Name of Counsellor: PAMELA NAUTH**

**Total current case load: 31**

**Total new cases this month: 9**

**NB** Some of the counselling cases are also with the Child Care & Protection Agency for intervention. Eight (8), cases.

**Counselling**

**Types of Abuse** (some children may be experiencing or have experienced more than one type of abuse)

<b>Types of Abuse (only for reporting month)</b>	<b>No. of <u>new</u> children who are experiencing or have experienced abuse (for this month)</b>
Sexual	6
Physical	7
Abandonment	0
Neglect	5
Verbal	11
Emotional/Psychological	13
Domestic	3
Other (Specify) - RAPE	4
Other (Specify) -	
Other (Specify)-	
<b>Total</b>	<b>49</b>

**Issues/Topics addressed in counseling sessions** (several issues may be addressed with some children)

<b>Issue/Topic (only for reporting month)</b>	<b>No. of children</b>	<b>Responses</b>
Health education e.g. , hygiene, self-esteem, safety etc.	12	Ongoing capacity building and self – esteem sessions
SRH(puberty/adolescence/pregnancy/contraception , menstruation, STIs, HIV etc.	9	Referrals to SRH services
Anger management	2	Follow up

Parent/child communication & relationships	11	Improved through Bonding
Abuse (physical/sexual/psychological/neglect/abandonment, exploitation)	14	interventions
Grief/loss/bereavement	1	Counselling support to family
Behavioural problems	5	Positive changes
Other (Specify) -		
<b>Total</b>	<b>54</b>	

#### Referral of children to other agencies

Agency	Type of service sought	No. of children	Responses
Ministry of Social Protection		0	
Childcare & Protection Agency		5	Staff monitoring cases
Police		5	Follow up by parents/schools
Help & Shelter		2	counselling
School Welfare		7	Referrals by teachers
Other (specify) FBO		1	Counselling
<b>Total</b>		<b>20</b>	

#### Referral of parents/caregivers referred to other agencies

Name of Agency	Type of service sought	No. of Parents/ Caregivers	Responses
Help & Shelter		2	counselling

Childcare & Protection Agency		0	
Police		3	Made reports
Court		1	Awaiting trial
Ministry of Social Protection		0	
School Welfare		0	
<b>Total</b>		<b>6</b>	

**No of Home Visits for Reporting Month:**

**Parenting Sessions**

Topic Discussed	No. of Parents/ Caregivers	Responses
SUICIDE	14	Equipped with the tools n knowledge to recognize some of the signs and symptoms
COMMUNICATION		Listening to their children and making an effort to address their concerns
BONDING		Spending quality time with children

**Counselling interventions:**

Successes (how did your counselling make a difference or benefit your clients): Equipping them with tools to enhanced their self - esteem and taking actions through referrals and interventions in empowering them, to become stronger individuals and knowing their rights. “Capacity building in coping mechanisms.”

Clients, demonstrating positive behavioural changes, through confidence and higher self - esteem and better interactions.

**Challenges:**

1. In some cases it appears that CCPA and the Police are moving at sloth pace, while children are hurting both physically and psychologically.
2. Some teachers contributed further in abusing children who are already in abusive relationships.
3. Counselling spaces/settings need privacy, it ought to be much more conducive, as it relates to confidentiality.
4. Often times too many distractions during counselling’s sessions.

5. Privacy of client is not protected due to settings.
6. Number of students refer by teachers are numerous and often times does not required a counsellor's intervention.
7. Teachers are still beating children.
8. Teachers usually seek counselling also which is time consuming.
9. Few parents usually demonstrates an interest in their child's behaviour however, this also is very time consuming.
10. Based on cases referred they are high numbers of gang related incidences in these schools, it appears that teachers, probation and welfare officers are unable to cope with some of the cases.

**Recommendations:**

1. CCPA needs to strengthen their interventions process in comprehensively addressing the exploitation of the nation's children in a timely manner.
2. Children in Kwakwani require intervention also in a timely manner.
3. Children in Hinterland communities need for their cases before the court to be heard or prosecuted much earlier. Due to the long duration and domestic migration many witnesses usually are absent.
4. Teachers need to have additional training in recognizing students who are abused or exploited, in the educational sector.
5. Schools should be more receptive of the project by providing conducive counselling's rooms/areas/space.
6. Teachers need to know from the inception on what is required for the project such as who they should refer for counselling, setting.
7. Clarity on counselling room's settings and confidentiality.
8. Perhaps some types of interventions can be explored to assist teachers in a future project, as many of them are victims of domestic abuses which inevitably they bring to the classrooms.

**Month/Year of Report: NOVEMBER, 2015**

**Name of Counsellor: PAMELA NAUTH**

**Total current case load: 43**

**Total new cases this month: 17**

**NB** Some of the counselling cases are also with the Child Care & Protection Agency for intervention.

Nine (9), cases.

### **Counselling**

**Types of Abuse** (some children may be experiencing or have experienced more than one type of abuse)

<b>Types of Abuse (only for reporting month)</b>	<b>No. of <u>new</u> children who are experiencing or have experienced abuse (for this month)</b>
Sexual	16
Physical	9
Abandonment	1
Neglect	3
Verbal	17
Emotional/Psychological	21
Domestic	1
Other (Specify) - RAPE	16
Other (Specify) -	
Other (Specify)-	
<b>Total</b>	<b>84</b>

**Issues/Topics addressed in counseling sessions** (several issues may be addressed with some children)

<b>Issue/Topic (only for reporting month)</b>	<b>No. of children</b>	<b>Responses</b>
Health education e.g. , hygiene, self-esteem, safety etc.	18	Ongoing capacity building and self – esteem, self - worth, coping mechanism sessions

SRH(puberty/adolescence/pregnancy/contraception, menstruation, STIs, HIV etc.	16	Referrals to SRH services
Anger management	7	Follow up
Parent/child communication & relationships	5	Improved through Bonding & improved communication skills
Abuse (physical/sexual/psychological/neglect/abandonment, exploitation)	19	interventions
Grief/loss/bereavement	1	Counselling support to family
Behavioural problems	3	Positive changes
Other (Specify) -		
<b>Total</b>	<b>69</b>	

#### Referral of children to other agencies

Agency	Type of service sought	No. of children	Responses
Ministry of Social Protection		0	
Childcare & Protection Agency		8	Staff monitoring cases
Police		2	Follow up by parents/schools
Help & Shelter		4	counselling
School Welfare		1	Referrals by teachers
Other (specify) Childlink (sexual unit)		5	Counselling and other services
<b>Total</b>		<b>20</b>	

#### Referral of parents/caregivers referred to other agencies

Name of Agency	Type of service sought	No. of Parents/ Caregivers	Responses
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Help & Shelter		<b>1</b>	<b>counselling</b>
Childcare & Protection Agency		<b>3</b>	
Police		<b>2</b>	<b>Made reports</b>
Court		<b>0</b>	<b>Awaiting trial</b>
Ministry of Social Protection		<b>0</b>	
School Welfare		<b>0</b>	
<b>Total</b>		<b>6</b>	

**No of Home Visits for Reporting Month:**

**Parenting Sessions**

<b>Topic Discussed</b>	<b>No. of Parents/ Caregivers</b>	<b>Responses</b>
<b>SUICIDE</b>	<b>2</b>	Equipped with the tools n knowledge to recognize some of the signs and symptoms
<b>COMMUNICATION</b>	<b>5</b>	Listening to their children and making an effort to address their concerns
<b>BONDING</b>	<b>3</b>	Spending quality time with children

**Counselling interventions:**

Successes (how did your counselling make a difference or benefit your clients):

Some Clients are beginning to demonstrating positive behavioural changes

**Challenges:**

1. In some cases it appears that CCPA and the Police are moving at sloth pace, while children are hurting both physically and psychologically.
2. Some teachers contributed further in abusing children who are already in abusive relationships.
3. Counselling spaces/settings need privacy, it ought to be much more conducive, as it relates to confidentiality.

4. Privacy of client is not protected due to settings.
5. Number of students refer by teachers are numerous and often times does not required a counsellor's intervention.
6. Teachers are still beating children.
7. Teachers usually seek counselling also which is time consuming.
8. Few parents usually demonstrates an interest in their child's behaviour however, this also is very time consuming.
9. A greater need for more counselling support especially in the Kwakwani area.

**Recommendations:**

1. CCPA needs to strengthen their interventions process in comprehensively addressing the exploitation of the nation's children in a timely manner.
2. Children in Kwakwani require intervention also in a timely manner.
3. Children in Hinterland communities need for their cases before the court to be heard or prosecuted much earlier. Due to the long duration and domestic migration many witnesses usually are absent.
4. Teachers need to have additional training in recognizing students who are abused or exploited, in the educational sector.
5. Schools should be more receptive of the project by providing conducive counselling's rooms/areas/space.
6. Teachers need to know from the inception on what is required for the project such as who they should refer for counselling, setting.
7. Clarity on counselling room's settings and confidentiality.
8. Perhaps some types of interventions can be explored to assist teachers in a future project, as many of them are victims of domestic abuses which inevitably they bring to the classrooms.

**Month/Year of Report: DECEMBER, 2015**

**Name of Counsellor: PAMELA NAUTH**

**Total current case load: 39**

**Total new cases this month: 6**

**NB** Some of the counselling cases are also with the Child Care & Protection Agency for intervention.

Three (3), cases.

**Counselling**

**Types of Abuse** (some children may be experiencing or have experienced more than one type of abuse)

<b>Types of Abuse (only for reporting month)</b>	<b>No. of <u>new</u> children who are experiencing or have experienced abuse (for this month)</b>
Sexual	4
Physical	2
Abandonment	0
Neglect	1
Verbal	9
Emotional/Psychological	18
Domestic	5
Other (Specify) - RAPE	4
Other (Specify) -	
Other (Specify)-	
<b>Total</b>	<b>43</b>

**Issues/Topics addressed in counseling sessions** (several issues may be addressed with some children)

<b>Issue/Topic (only for reporting month)</b>	<b>No. of children</b>	<b>Responses</b>
Health education e.g. , hygiene, self-esteem, safety etc.	10	Ongoing capacity building and self – esteem, self - worth, coping

		mechanism sessions, managing and controlling anger
SRH(puberty/adolescence/pregnancy/contraception, menstruation, STIs, HIV etc.	2	Referrals to SRH services
Anger management	4	Follow up
Parent/child communication & relationships	1	Improved through Bonding & improved communication skills interventions
Abuse (physical/sexual/psychological/neglect/abandonment, exploitation)	22	
Grief/loss/bereavement	0	Counselling support to family
Behavioural problems	7	Positive changes
Other (Specify) -		
<b>Total</b>	<b>46</b>	

#### Referral of children to other agencies

Agency	Type of service sought	No. of children	Responses
Ministry of Social Protection		1	Referred for welfare support
Childcare & Protection Agency		3	Staff monitoring cases
Police		0	Follow up by parents/schools
Help & Shelter		0	counselling
School Welfare		3	Referrals by teachers
Other (specify) Childlink (sexual unit)		1	Counselling and other services
<b>Total</b>		<b>8</b>	

#### Referral of parents/caregivers referred to other agencies

Name of Agency	Type of service sought	No. of Parents/ Caregivers	Responses
Help & Shelter		0	
Childcare & Protection Agency		3	Follow up
Police		0	
Court		0	
Ministry of Social Protection		0	
School Welfare		0	
<b>Total</b>		<b>3</b>	

**No of Home Visits for Reporting Month:**

**Parenting Sessions**

Topic Discussed	No. of Parents/ Caregivers	Responses
<b>SUICIDE</b>	<b>1</b>	Equipped with the tools n knowledge to recognize some of the signs and symptoms
<b>COMMUNICATION</b>	<b>1</b>	Listening to their children and making an effort to address their concerns
<b>BONDING</b>	<b>4</b>	Spending quality time with children

**Counselling interventions:**

Successes (how did your counselling make a difference or benefit your clients):

Via a combination of referrals and information sharing there are signs of short term changes in some of the clients.

**Challenges:**

1. In some cases it appears that CCPA and the Police are moving at sloth pace, while children are hurting both physically and psychologically.

2. Some teachers contributed further in abusing children who are already in abusive relationships.
3. Often times too many distractions during counselling's sessions.
4. Privacy of client is not protected due to settings.
5. Number of students refer by teachers are numerous and often times does not required a counsellor's intervention.
6. Teachers are still beating children.
7. Teachers usually seek counselling also which is time consuming.
8. Few parents usually demonstrates an interest in their child's behaviour however, this also is very time consuming.
9. A greater need for more counselling support especially in the Kwakwani area.

**Recommendations:**

1. Prosecution of perpetrators of violence against children should be much earlier. Due to the long duration and domestic migration many witnesses usually are absent.
2. Teachers need to have additional training in recognizing students who are abused or exploited, in the educational sector.
3. Schools should be more receptive of the project by providing conducive counselling's rooms/areas/space.
4. Teachers need to know from the inception on what is required for the project such as who they should refer for counselling, setting.
5. Clarity on counselling room's settings and confidentiality.

**Month/Year of Report: JANUARY, 2016**

**Name of Counsellor: PAMELA NAUTH**

**Total current case load: 35**

**Total new cases this month: 8**

**NB** Some of the counselling cases are also with the Child Care & Protection Agency for intervention. Four (4), cases.

**Counselling**

**Types of Abuse** (some children may be experiencing or have experienced more than one type of abuse)

<b>Types of Abuse (only for reporting month)</b>	<b>No. of new children who are experiencing or have experienced abuse (for this month)</b>
Sexual	7
Physical	5
Abandonment	0
Neglect	0
Verbal	8
Emotional/Psychological	19
Domestic	5
Other (Specify) - RAPE	7
Other (Specify) -	
Other (Specify)-	
<b>Total</b>	<b>51</b>

**Issues/Topics addressed in counseling sessions** (several issues may be addressed with some children)

<b>Issue/Topic (only for reporting month)</b>	<b>No. of children</b>	<b>Responses</b>
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Health education e.g. , hygiene, self - esteem, safety etc.	15	Ongoing capacity building and self – esteem, self - worth, coping mechanism sessions, managing and controlling anger
SRH(puberty/adolescence/pregnancy/contraception, menstruation, STIs, HIV etc.	6	Referrals to SRH services
Anger management	3	Follow up
Parent/child communication & relationships	0	Improved through Bonding & improved communication skills
Abuse (physical/sexual/psychological/neglect/abandonment, exploitation)	19	interventions
Grief/loss/bereavement	1	Counselling support to family
Behavioural problems	7	Positive changes
Other (Specify) -		
<b>Total</b>	<b>51</b>	

#### Referral of children to other agencies

Agency	Type of service sought	No. of children	Responses
Ministry of Social Protection		0	Referred for welfare support
Childcare & Protection Agency		4	Staff monitoring cases
Police		1	Follow up by parents/schools
Help & Shelter		3	counselling
School Welfare		5	Referrals by teachers
Other (specify) Childlink (sexual unit)		2	Counselling and other services
<b>Total</b>		<b>15</b>	

#### Referral of parents/caregivers referred to other agencies



Name of Agency	Type of service sought	No. of Parents/ Caregivers	Responses
Help & Shelter		0	
Childcare & Protection Agency		3	Follow up
Police		0	
Court		0	
Ministry of Social Protection		0	
School Welfare		0	
<b>Total</b>		<b>3</b>	

**No of Home Visits for Reporting Month:**

**Parenting Sessions**

Topic Discussed	No. of Parents/ Caregivers	Responses
<b>SUICIDE</b>	<b>0</b>	Equipped with the tools n knowledge to recognize some of the signs and symptoms
<b>COMMUNICATION</b>	<b>0</b>	Listening to their children and making an effort to address their concerns
<b>BONDING</b>	<b>0</b>	Spending quality time with children

**Counselling interventions:**

Successes (how did your counselling make a difference or benefit your clients):

Some Clients still in the process of change

Some clients seem to be struggling with complete change, quite often they revert to old attitudes

**Challenges:**

1. In some cases it appears that CCPA and the Police are moving at sloth pace, while children are hurting both physically and psychologically.

2. Some teachers contributed further in abusing children who are already in abusive relationships.
3. Counselling spaces/settings need privacy, it ought to be much more conducive, as it relates to confidentiality.
4. Often times too many distractions during counselling's sessions.
5. Privacy of client is not protected due to settings.
6. Number of students refer by teachers are numerous and often times does not required a counsellor's intervention.
7. Teachers are still beating children.
8. Teachers usually seek counselling also which is time consuming.
9. Few parents usually demonstrates an interest in their child's behaviour however, this also is very time consuming.
10. Based on cases referred they are high numbers of gang related incidences in these schools, it appears that teachers, probation and welfare officers are unable to cope with some of the cases.
11. The child friendly space at Good Hope School is covered with dust, including equipment and furniture. The fan is of a different voltage consequently the room is unbearably hot.

***Recommendations:***

1. Teachers need to have additional training in recognizing students who are abused or exploited, in the educational sector.
2. Schools should be more receptive of the project by providing conducive counselling's rooms/areas/space.
3. Teachers need to know from the inception on what is required for the project such as who they should refer for counselling, setting.
4. Perhaps some types of interventions can be explored to assist teachers in a future project, as many of them are victims of domestic abuses which inevitably they bring to the classrooms.

**Total current case load: 17**

**Total new cases this month: 3**

**NB** Some of the counselling cases are also with the Child Care & Protection Agency for intervention. ONE (1), case.

**Counselling**

**Types of Abuse** (some children may be experiencing or have experienced more than one type of abuse)

<b>Types of Abuse (only for reporting month)</b>	<b>No. of <u>new</u> children who are experiencing or have experienced abuse (for this month)</b>
Sexual	0
Physical	7
Abandonment	0
Neglect	0
Verbal	5
Emotional/Psychological	7
Domestic	1
Other (Specify) - RAPE	0
Other (Specify) -	
Other (Specify)-	
<b>Total</b>	<b>20</b>

**Issues/Topics addressed in counseling sessions** (several issues may be addressed with some children)

<b>Issue/Topic (only for reporting month)</b>	<b>No. of children</b>	<b>Responses</b>
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Health education e.g. , hygiene, self - esteem, safety etc.	7	Ongoing capacity building and self – esteem, self - worth, coping mechanism sessions, managing and controlling anger
SRH(puberty/adolescence/pregnancy/contraception, menstruation, STIs, HIV etc.	1	Referrals to SRH services
Anger management	3	Follow up
Parent/child communication & relationships	0	Improved through Bonding & improved communication skills
Abuse (physical/sexual/psychological/neglect/abandonment, exploitation)	7	interventions
Grief/loss/bereavement	0	Counselling support to family
Behavioural problems	7	Positive changes
Other (Specify) -		
<b>Total</b>	<b>25</b>	

#### Referral of children to other agencies

Agency	Type of service sought	No. of children	Responses
Ministry of Social Protection		0	Referred for welfare support
Childcare & Protection Agency		2	Staff monitoring cases
Police		2	Follow up by parents/schools
Help & Shelter		0	counselling
School Welfare		3	Referrals by teachers
Other (specify) Childlink (sexual unit)		0	Counselling and other services
<b>Total</b>		<b>7</b>	

#### Referral of parents/caregivers referred to other agencies

Name of Agency	Type of service sought	No. of Parents/ Caregivers	Responses
Help & Shelter		0	
Childcare & Protection Agency		1	Follow up
Police		0	
Court		0	
Ministry of Social Protection		0	
School Welfare		0	
<b>Total</b>		<b>1</b>	

**No of Home Visits for Reporting Month:**

**Parenting Sessions**

Topic Discussed	No. of Parents/ Caregivers	Responses
<b>SUICIDE</b>	<b>0</b>	Equipped with the tools n knowledge to recognize some of the signs and symptoms
<b>COMMUNICATION</b>	<b>0</b>	Listening to their children and making an effort to address their concerns
<b>BONDING</b>	<b>0</b>	Spending quality time with children

**Counselling interventions:**

Successes (how did your counselling make a difference or benefit your clients):

More clients are now able to recognize how actions have consequences, and consequences are all results from types of choices made by an individual

**Challenges:**

1. In some cases it appears that CCPA and the Police are moving at sloth pace, while children are hurting both physically and psychologically.
2. Some teachers contributed further in abusing children who are already in abusive relationships.
3. Number of students refer by teachers are numerous and often times does not required a counsellor's intervention.
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