

Protecting OURSELVES

AND EACH OTHER

A Child Rights & Protection Resource

With stories, poems
and drawings
by children
living in Western
Uganda



The Bantwana Initiative & Francois-Xavier Bagnoud-Uganda (FXB)

Acknowledgements



THE BANTWANA INITIATIVE AND FRANCOIS-XAVIER BAGNOUD – UGANDA (FXB) WOULD LIKE TO ACKNOWLEDGE THE VALUABLE CONTRIBUTIONS OF THE FOLLOWING STAKEHOLDERS IN THE DEVELOPMENT OF THIS BOOKLET.

- ▶ KABAROLE DISTRICT, PROBATION
- ▶ KABAROLE POLICE, FAMILY PROTECTION UNIT
- ▶ KYENJOJO DISTRICT, PROBATION
- ▶ KYENJOJO POLICE, FAMILY PROTECTION UNIT
- ▶ KASESE DISTRICT, PROBATION
- ▶ KASESE POLICE, FAMILY PROTECTION UNIT
- ▶ BRINGING HOPE TO THE FAMILY
- ▶ TOIL AND PROMOTE AGRICULTURE (TAPA)
- ▶ RURAL WELFARE INITIATIVE FOR DEVELOPMENT (RWIDE)
- ▶ KYEMBOGO FARMERS' ASSOCIATION (KYEFA)
- ▶ NGOMBE COMMUNITY HEALTH PROJECT
- ▶ LITERACY AND EMPOWERMENT
- ▶ KAGUMA BROAD BASED INTEGRATED CHILD CARE PROGRAM (KABBICCA)
- ▶ KARAMBI ALLIANCE FOR COMMUNITY DEVELOPMENT OF ORPHANS AND WIDOWS (KACDOW)
- ▶ RWENZORI DEVELOPMENT AND RESEARCH CENTRE (REDROC)
- ▶ YOUNG AND POWERFUL INITIATIVE (YAPI)



BANTWANA AND FXB ARE GRATEFUL FOR THE WORK DONE BY THE CHILD RIGHTS CLUBS IN KABAROLE, KYENJOJO, AND KASESE — AND THE CLUB MEMBERS WHO PARTICIPATED IN THE DEVELOPMENT OF THIS BOOKLET.

Introduction

This booklet has been made for you and others in your community, and was designed to raise awareness on child protection and child rights issues.

The booklet includes many contributions from children. We hope this booklet will help you and your friends understand your rights and responsibilities. We also hope it helps you identify resources in your community that can help you if you know your rights are being violated, or if you or someone you know is being abused.

This booklet can also be used by teachers, caregivers, and by other organizations working to strengthen community child protection services.

The Bantwana Initiative and FXB-Uganda worked closely with community-based organizations, youth-led child rights clubs, and district officials in the three districts of Kasese, Kabarole, and Kyenjojo in Western Uganda to identify common child protection issues.

The booklet is organized into five sections and contains information, stories, poems, and drawings around the seven most commonly identified child rights abuses and violations, including:

- ▶ Child Labour
- ▶ Child Neglect
- ▶ Defilement
- ▶ Domestic Violence
- ▶ Drug and Alcohol Use
- ▶ Early Marriage
- ▶ Denying Education

We hope that this booklet will provide you with useful information on how you or children you know can lead safe, healthy, responsible lives and be protected against different forms of abuse!

The Bantwana Initiative and FXB-Uganda

Table of Contents

SECTION 1: CHILD PROTECTION AND CHILD RIGHTS	5
SECTION 2: CHILD RIGHTS VIOLATIONS AND ABUSES	11
Child Labour	12
Child Neglect	15
Defilement	17
Domestic Violence	19
Drug and Alcohol Use	21
Early Marriage	23
Denying Education	26
Protect yourself!	29
Protect yourself!	30
SECTION 3: RESPONDING TO AND REPORTING ABUSE	33
SECTION 4: CHILD PROTECTION REFERRALS AND SERVICE DIRECTORY	39
Referral Networks	39
Service Directory	41
Existing Child Rights Clubs	43
SUPPLEMENT: ENGAGING YOUR COMMUNITY	45
Advocacy for Community Participation in Child Protection	47
Community Participation: For Youth	47
Forming a Child Rights Club	48
Community Participation: For Adults	49
Forming a Child Protection Committee	50

How to Use this Booklet

YOUTH

- ▶ Read the booklet and discuss the issues with your friends and family members
- ▶ Try each of the activities with a group of friends
- ▶ Talk to your family, friends, teachers, and community members about child protection issues in your life
- ▶ Express your views and experiences through discussion, poems, artwork, or music
- ▶ Identify the child protection resources available in your community
- ▶ Discuss what children can do when they are abused
- ▶ Join or form a child rights club
- ▶ Use the information in the book to protect yourself and report child abuse

ADULTS

- ▶ Read the booklet and discuss the issues with children in your community, school, or household
- ▶ Identify the child protection resources available in your community
- ▶ Discuss responses to child abuse within your community and report child abuse
- ▶ Join or form a child protection committee in your area
- ▶ Use the information in the booklet to lobby for improved child protection services in your district



1.

Child Protection and Child Rights



What is child protection?

Child protection is keeping children safe from violence, abuse, neglect, and exploitation. It means that children's rights are upheld and protected from abuse. Child protection has 4 components:

- ▶ Reducing risks to children
- ▶ Protecting children's rights
- ▶ Working towards the wellbeing of children
- ▶ Creating a protective community environment

Children are the most vulnerable members in society. Every day in Uganda, children face risks that put their lives or their wellbeing in danger. Understanding child protection can help to reduce these risks. Keeping children safe is important because it allows them to develop into healthy, confident adults with bright futures!

When children are protected from harm they will have a better chance to:

- ▶ Maintain good overall physical, mental, and emotional health

- ▶ Stay in and perform well at school
- ▶ Develop strong social relationships
- ▶ Support their parents and other family members
- ▶ Grow up into healthy adults who contribute positively to their country

Do you know you have rights?

Every human being, young and old, has rights. A right is something that you are born with no matter where you live – in any village, city, or country in the world. Children depend on adults for their wellbeing and need to be taken care of; because they need adults to help protect them, children have specific rights. In this booklet, a child refers to anyone below 18 years of age.

Children's rights are recognized to protect and promote the best interest of the child so children can live full, healthy lives. This does not mean that children should always get what they want. But it does mean that adults like parents, teachers, community members, and religious and political leaders should always try to protect children from harm.

Examples of child rights

1. Children have the right to life (Article 6, CRC)
2. Children have a right to primary education (Article 28, CRC)
3. Children have a right to relax and play (Article 31, CRC)

★ ACTIVITY

WHAT DO YOU ALREADY KNOW ABOUT YOUR RIGHTS?

Can you think of any child rights?

1. Work with a group of friends to list as many as you can.
2. Discuss and compare your list with that of another group.
3. Then compare the lists you've developed with the examples of child rights listed on the next page.
4. Discuss: Why is each one important to your life, and to the lives of your friends?

The Convention on the Rights of the Child

There are many laws and treaties that protect children, but one of the most important is the Convention on the Rights of the Child (CRC). In most countries in the world, child rights are protected by this convention. A convention is an agreement between countries to obey the same law. When the government of a country “ratifies” a convention that means it agrees to obey the law written down in that convention.

The CRC is an international law written by an organization called the United Nations. The CRC was written to safeguard the special rights of children. Every person under 18 years of age has all the rights in the convention.

Uganda ratified the Convention on the Rights of the Child, which means the Government of Uganda has accepted the responsibility to uphold all the rights in the convention. Government commitment to protect child rights is also shown in the Uganda Constitution and in the Children Act.



SOME CHILD RIGHTS LISTED IN THE CONVENTION ON THE RIGHTS OF THE CHILD¹

- ▶ All children have the right to life and healthy development.
- ▶ All children have the right to a legally registered name and nationality.
- ▶ Decisions made by parents, lawmakers, and communities must always take into account the best interests of the child when the child may be affected by the decision.
- ▶ All children have the right to be protected from all forms of discrimination and unfair treatment or punishment no matter the child's race, religion, family status, culture, or whether the child is a girl or boy or has a disability of any kind.
- ▶ Children have the right to participate when adults are making decisions that affect them.
- ▶ Children have the right to get and to share information and express themselves, as long as the information is not damaging to themselves or to others.
- ▶ Children have the right to express their beliefs and thoughts.
- ▶ Children have the right to meet together and to join groups and organizations.
- ▶ Children have a right to privacy.
- ▶ Children have the right to educative and reliable information from the mass media like TV and radio.
- ▶ Children have the right to good quality health care, clean water, nutritious food, and a clean environment.
- ▶ Children have a right to a standard of living that is good enough to meet their physical and mental needs.
- ▶ Children should be protected from any activities that could harm their development.
- ▶ All children and young people have a right to a primary education.
- ▶ Children have a right to learn and use the language and customs of their families.
- ▶ All children have a right to relax and play, and to join in a wide range of activities.
- ▶ Children have the right to be protected from social and customary practices that are harmful to the child's health, such as female genital mutilation, early marriage, etc.
- ▶ Children have the right to live with their parents and families.

¹ Adapted from the UN Convention Articles: 3, 6, 7, 12, 13, 14, 15, 16, 17, 24, 27, 28, 30 and 31

Do you know you also have responsibilities?

Children have rights, but these rights also come with responsibilities. For example, if you have a right to education that also means that you have the responsibility to go to

school, study, and try your best. If you have a right to relax and play, that also means that you have the responsibility to complete daily chores. Children have the responsibility to respect other people including other children, and especially their parents, family members, and teachers.

★ ACTIVITY

MY RIGHTS, MY RESPONSIBILITIES

Think about each right listed in the box on the left. Can you match each child right listed in the box with a responsibility listed in the box on the right?

Each right has one matching responsibility. Do this on your own, or in a group.

Once you have finished, think about other rights that you have and the responsibilities that come with those rights.

CHILDREN'S RIGHTS

1. Children have a right to get and share information.
2. Children have a right to a full life.
3. Children have a right to a clean environment.
4. Children have a right to think and believe what they want.
5. Children have a right to be protected from cruelty.
6. Children have the right to be protected from physical harm, including severe physical punishment.

CHILDREN'S RESPONSIBILITIES

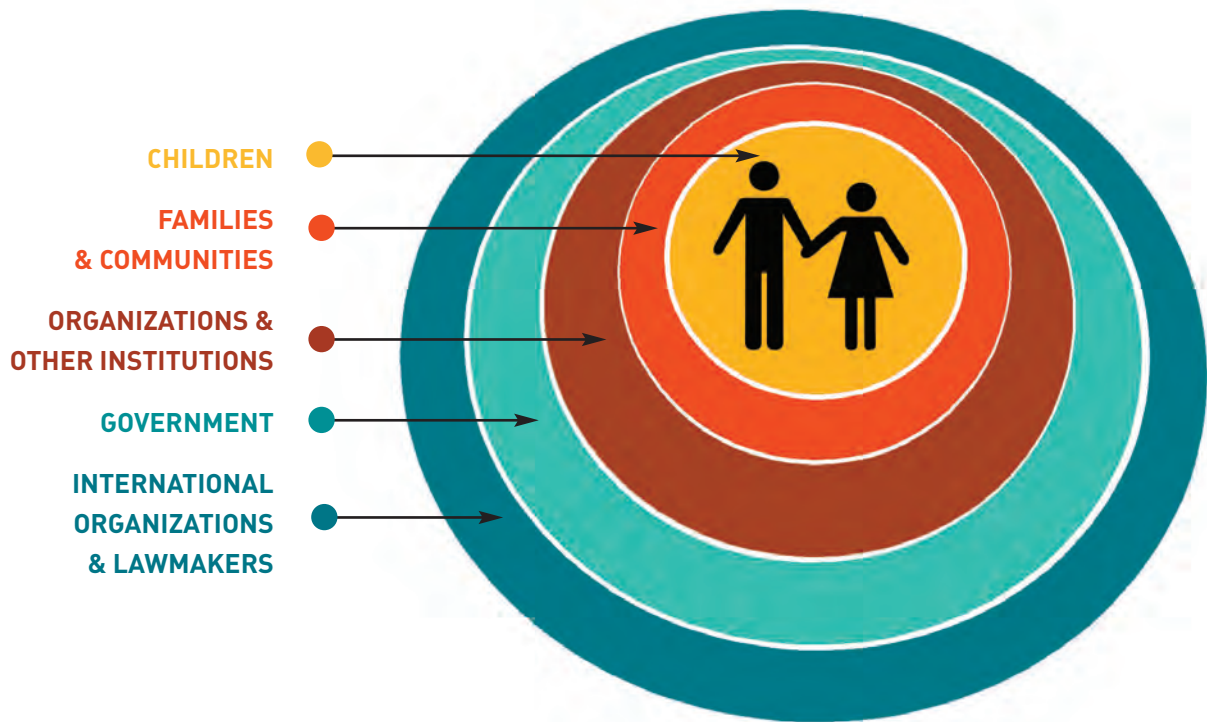
1. Children have a responsibility to respect other people's life.
2. Children have a responsibility to clean and take care of the environment.
3. Children have a responsibility to respect other people's opinions, thoughts, and beliefs.
4. Children have a responsibility not to bully or be cruel to others.
5. Children have the responsibility to share information appropriately and honestly.
6. Children have the responsibility to behave well at home and at school.

Who should protect child rights?

Everyone in society has a duty to protect children and their rights, including children themselves. Parents, teachers, community members, local leaders, religious leaders, doctors, members of parliament, and even the president all play a role in protecting children.

The family, especially parents and guardians, have the primary responsibility to raise children and ensure their safety.

Child protection is important for everyone!!



How can we create a protective environment?

Children can study their rights and responsibilities and behave in ways that help protect each other. Children can also be respectful to others and openly discuss issues affecting their rights and safety.

Families, Communities and Adults can support the care and development of children, discuss with children issues affecting them, and report child rights abuses to the local authorities.

Organizations and Other Institutions can become knowledgeable about child rights issues and respond to abuse.

Government can protect the rights of children through the use of the laws.

International Organizations and Lawmakers

can set universal child protection standards and work hard for the protection of child rights.

Remember!

- ▶ As a child, you have rights and responsibilities!
- ▶ Having rights **does not** mean that you get everything you want; it does mean you are protected, cared for, and remain safe!
- ▶ You should know both your rights and responsibilities!
- ▶ Every member of society has a duty to protect your rights!
- ▶ The Convention on the Rights of the Child means that your rights are protected by law!
- ▶ Parents or caregivers have the primary responsibility to protect your rights!



2.

Child Rights Violations and Abuses



What is child abuse?

When children are not protected, they are at risk of abuse. Abuse can be neglect, or any physical, emotional/psychological, or sexual violation or mistreatment of children.

- ▶ Physical abuse can mean shaking, hitting, beating, or burning a child.
- ▶ Emotional abuse can mean too much shouting at, blaming, or criticizing a child.
- ▶ Sexual abuse can mean inappropriate touching, exploitation, forced or coerced sexual activity involving a child.
- ▶ Neglect can mean failure of parents or guardians to provide for a child's basic needs such as food, clothing, shelter, healthcare, emotional care, or education.

The specific types of child abuse and protection issues highlighted in this booklet include:

1. CHILD LABOUR
2. CHILD NEGLECT
3. DEFILEMENT
4. DOMESTIC VIOLENCE
5. DRUG AND ALCOHOL ABUSE
6. EARLY MARRIAGE
7. DENYING EDUCATION

1. CHILD LABOUR

Child labour can be defined as the employment of a child below 18 years in dangerous work, or beyond his or her abilities, or for too many hours per week.

Millions of children around the world are involved in child labour. This may mean that they work long hours when they should be in school, or that they work in dangerous situations. Girls are often overworked as domestic servants and miss the opportunity of primary or secondary school education. Child labour can also happen at home, when children are given too much work that prevents them from going to school. In Western Uganda, child labour may involve work on tea plantations, lime quarries, cattle herding, selling in markets, or as house girls and house boys.

Children have the right to be protected from harmful practices like child labour and should be allowed to go to school.

Factors that increase the risk of child labour can include:

- ▶ Poverty
- ▶ Civil wars or civil instability
- ▶ Lack of parental care
- ▶ Orphanhood
- ▶ Child neglect
- ▶ Peer pressure
- ▶ Unenforced laws
- ▶ Desire for money
- ▶ Lack of guidance and counseling
- ▶ Ignorance about child rights and responsibilities



IN OUR OWN WORDS: CHILD LABOUR

One day there was our neighbor in our village. When I went to visit her I found her telling her children that it is the last day to go to school. The children asked her, "Why mother?" "Because I will take you in the garden to dig. After you have finished to dig, I will take you to the well and you fetch one jerry can of water. If you refuse to fetch water I will beat you thirty sticks. After beating you will wash for me clothes. After clothes you will cook for me food and bathe for me children. You will give them food." My story was about a stepmother.

— CHILD RIGHTS CLUB MEMBER, P6, BRINGING HOPE TO THE FAMILY

A Poem on Child Labour

*Mary was employed by Mr. Kaheeru.
Mary was 13 years old.*

Responsibilities:

*Cook
Sweep
Fetch water
Look after the children
Dig
Collect fire wood
Wash clothes and dishes.
And after four months
verbal agreement,
Mary broke a plate and she was
dismissed without being paid
even a single coin.
The boss told her that
while with them she used to eat.*

— KANSIIME, CHILD RIGHTS CLUB MEMBER,
NGOMBE CHILD RIGHTS CLUB, KABAROLE



IN OUR OWN WORDS: CHILD LABOUR

In the village of Kyebando, there was a man. The man married two wives. He was drinking alcohol then he beat his wives. After beating his wives, one of his wives went away and left her three children... then the other wife, she started abusing the children and telling them to go and dig a big garden in one week. The children

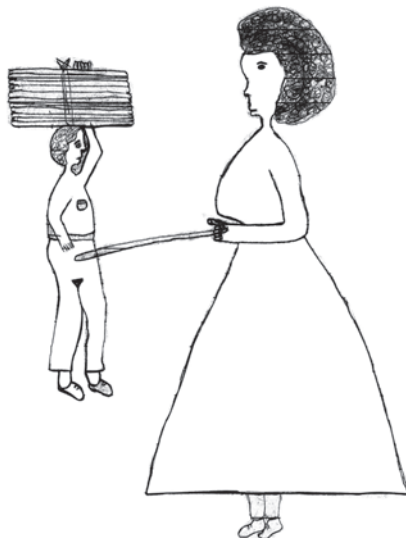
went to the garden and started digging. The children did not eat anything but her own children ate. When those three children came back home they started sharing and talking about their mother. They said why did our mother go? If we are going home we are going to suffer. Their step mother one day told them

to fetch water. One drum they fetched. The first born child was a girl and a girl decided to be married. The second born was a boy that boy decided to go to the wars. The last born was a girl decided to get work as a house girl.

*— CHILD RIGHTS CLUB MEMBER,
P7, BRINGING HOPE TO THE FAMILY,
KYENJOJO*

CONSIDER

- Has something similar happened to you or someone you know?
- What advice would you have for the children and adults in these stories?
- How would you try to help the children in these stories?



★ ACTIVITY

UNDERSTANDING CHILD LABOUR

1. **Discuss** the stories you have read with a group of your friends. How do the examples they illustrate fit the definition of child labour?
2. After you have discussed the issue and all shared your opinions, discuss the **differences** between child labour, and the responsibility of house work and helping in the family garden, for example.
3. **Consider** the following situations:

Alice: Alice is 13 years old, and does not attend school because her father has her digging in the garden all day so that the family has food. Alice works all day and only rests for a few minutes before going to sleep. She carries very heavy loads from the garden without any help, and her back has begun to hurt. She doesn't know what to do.

Hope: Hope is also 13 years old and is attending P.6. Each day when Hope comes back from school, she works on her school assignments for a few hours. After her school work is finished, she likes to play with her friends in the village. She plays for a long time and comes back in time for dinner.

When Hope's mother asks her to help with cleaning the house or carrying water, Hope refuses. She says she will not do the work. "I have rights," she tells her mother, "and if you try to make me work I will report you for child labour to the police."

Are these children's rights being violated? Why or why not? How would you advise Alice? How would you advise Hope? Can you think of other situations you have seen in your community? How would you advise the children you've seen in your community?

4. **Reflect** how much work you do at your home?

- Are you doing so much work that you are in danger, or cannot go to school or have time to study?
- Are you doing very little work and leaving your other family members with too much to do?
- Are you doing just enough work to respect both your rights and responsibilities?

Once you have thought about these issues, you might decide to **respectfully** discuss any issues you feel are important with your parents or guardians, or to ask someone to help you discuss these issues.



2. CHILD NEGLECT

Child neglect can be defined as any situation where parents/guardians purposely do not provide basic needs (food, clothing, medical care, shelter, education, etc.) for their children.

Children rely on adults for basic care, support, and guidance. When children are neglected by their parents or guardians, they are exposed to unnecessary and harmful risks. Children may be neglected when their parents or caregivers are absent or unable to provide them with the basic care and supervision they need. Children may also be neglected if their parents abuse alcohol or drugs and are not capable of watching over them properly. In Uganda, even when there are several children in a household, each child has the right to have their basic needs met.

Factors that increase the risk of child neglect include:

- ▶ Poverty
- ▶ Orphanhood
- ▶ Ignorance
- ▶ Domestic violence
- ▶ Divorce/separation
- ▶ Alcoholism
- ▶ Drug abuse
- ▶ Polygamy (extra-marital affairs)
- ▶ Lack of concern by parents
- ▶ Children's misbehavior and indiscipline
- ▶ Denying one parent access to the child
- ▶ Discrimination (see story below!)



IN OUR OWN WORDS: CHILD NEGLECT

One time I had one of my best friends called Flavia. She lost her mother when she was in p5... and she was left with her father. When her mother died her father married another wife. So that woman was so

rude and cruel to her when her stepmother heard that she is the only child he has. Then, Flavia by that time suffered a lot with her step mother. That woman mistreated her very seriously. She refused to give

Flavia food and shelter. Then she abused her and said, "Am I your mother or your relative? So, go and get married in order to get good clothing, food, and shelter."

—CHILD RIGHTS CLUB MEMBER,
NGOMBE, KABAROLE

Alas! It was a disappointing moment. My mother was divorced when I was 12 years old. We were four children and two of us were male and two female. Our father shifted us from our home to our step mummy's home. As time went by mistreatment came in. I was in primary level from 1998-2004. That time I was waking up very early in the morning

at around 4:00 am while digging and fetching water. My father was a fisherman. While he was away from home, our step mummy mistreated us. For example, she denied us food, gave us heavy working, carrying heavy jerry cans, waking up early in the morning. Because of this, I grew up in problems. By the time I was in Senior I, I faced a problem of fees. My father told me

I should leave school. But fortunately I was assisted by my brother who is still now providing fees for me. Therefore, I request step mummies and our fathers to treat their children well because you never know. You can also leave your children and divorce leaving them with another one.

—CHILD RIGHTS CLUB MEMBER, S6,
KARAMBI, KASESE

✓ CONSIDER

- Has something similar happened to you or someone you know?
- What advice would you have for the children and adults in these stories?
- How would you try to help the children in these stories?



IN OUR OWN WORDS: CHILD NEGLECT

A story about neglect and discrimination

One time there was a man in our village who lived alone in a grass thatched house and no other house was near him. He was surrounded by forests. It was as if God was discriminating him.

The man decided to marry so he went looking for a wife and he found one from another village. The man stayed with the wife quite a long time and they produced three children. After some years passed the man decided to marry another woman. The new wife produced a child.

Later on the new wife died and she was buried near the

home of the husband. Few days passed and unfortunately the husband also died. He left his first wife with four children. One of the children was the child of the other wife and was now a total orphan.

The boy stayed in the home suffering a lot from his step-mother. The orphan was the one to fetch water. He collected fire wood alone and could come back to find nothing to put in the stomach. Where the children of the step-mother went to school and study but for him he stayed home doing domestic work.

The boy suffered, the boy cried and cried but instead of giving him food he could

be given ten whips and nothing for lunch and two pieces of cassava as dinner. "Oh what a suffering world," the orphan said.

When the boy was at the age of fifteen he decided to go to the town to look for a job. The boy had never been to town and when he reached there he could not find where to sleep. He started sleeping in the water pipe and eating from the garbage. The following days he started stealing people's property and robbing people's houses. The orphan was caught by the residents of someone's house and he was stoned, executed and he was burnt with petrol.

What an evil discrimination is!

✓ CONSIDER

Non-discrimination is one of the "backbones" of the CRC. Children should not ever suffer because of race, gender, language, religion, ethnicity, politics, poverty, or disability.

- Why is non-discrimination such an important part of protecting child rights?
- How can discrimination lead to neglect and abuse?
- Are there children in your community who face discrimination? Why?
- What are other reasons people discriminate against each other?
- What can you do to help children who face discrimination? What can adults do?

3. DEFILEMENT

Defilement can be defined as sexual intercourse with a person below 18 years of age with or without consent. Sexual abuse can mean any inappropriate, coerced, or forced sexual activity, touching, exploitation, misconduct, or sexual assault involving a child.

Sexual abuse and defilement of children—both boys and girls—happens much more often than is reported. Girls are especially at risk of sexual abuse or defilement, and can be vulnerable to sexual assault by their relatives at home, their teachers in school, or people in the community. In conflict or unstable areas, girls are at risk of defilement by soldiers. In many cases, young girls and boys are convinced into having sex with the promise of better grades, gifts, money, or other small tokens. Sometimes children are threatened and told not to report abuse. In a further abuse of child rights, parents and other caregivers have been known to accept payments for not reporting defilement cases.

Sexual abuse is not always easy to see, but it can lead to great physical and emotional harm to the child. All children should be protected from sexual abuse by known or unknown people in their communities. Children should know that sexual abuse is **never** their fault.

Factors that increase the risk of defilement include:

- ▶ Drug or alcohol abuse
- ▶ History of child abuse or neglect
- ▶ Breakdown of social fabric
- ▶ Civil unrest
- ▶ Peer pressure
- ▶ Leaving female children with adult males unsupervised
- ▶ Poverty
- ▶ Idleness
- ▶ Community rituals that put girls at risk
- ▶ Promiscuity
- ▶ Assumption that all children are HIV negative
- ▶ Pornography
- ▶ Poor judgement or unethical behavior



IN OUR OWN WORDS: DEFILEMENT

Rape is very common today in Uganda and other countries of the world...I think it has happened to most of the girls as the one I have seen called Barbara. Barbara is my village mate who was raped by some men who use drugs. She was from the borehole and was alone when she met these men who had I think taken drugs like marijuana, marungi, and alcohol. We were home when we heard an abrupt

noise. So me and my three brothers came to find out what the noise was for and only to find some three men standing in a circle. And it's like they were four and one was in action. Because of fear and shock I just started crying then my brothers ran to rescue the gal who they didn't know before that was Barbara. And as soon as they saw my brothers, the men took off and left Barbara in pain,

crying loudly and even bleeding. Because she was my friend, I said sorry to her and then we took her to the nearest clinic for some help and my brothers and I went back home. My advice to fellow girls is that you should try to avoid moving alone. And then if one is raped you should not laugh at her but try to console her.

—CHILD RIGHTS CLUB MEMBER,
NGOMBE CHILD RIGHTS CLUB,
KABAROLE



IN OUR OWN WORDS: DEFILEMENT

You can reduce the risk of rape by moving in groups, avoiding moving alone at night and in lonely places, avoiding alcohol and drugs...

and other things that make after your sensitivity.

—CHILD RIGHTS CLUB MEMBER,
KABBICCA, KABAROLE

In our town there is a woman who is our neighbor. But there was a girl who was calling her Aunt. And she came to visit her but the girl where she was coming from there was poverty. Unfortunately both of her parents died and she decided to go and stay with her Aunt at our town. And the woman lived with her husband. Unfortunately, the husband turned to request the young girl who was 13 years of age. Really a man enjoyed sex with that young girl. Moreover she was still very young. When the woman noted that the young girl was defiled by her husband the woman became very tough to her husband. Here the stupidity of the woman came and the woman decided to burn the child. Really the woman burnt the child by inserting a panga into the fire.

She heated the panga up to the maximum of getting heat. Secondly the panga was put to the "central government" {as in private parts} and at the stomach of the young girl yet the panga was too hot. We as neighbors decided to report the news to the LC I and good enough the LC I hurried to the woman and saw how the young girl was suffering. The LC I took the information to the sub-county. Together the chairperson with the defence brought the police and the woman was arrested by the police and taken to prison. Really this one shows that defilement has led to the deterioration of our lives. I am concluding by saying defilement, defilement, defilement, you are a great form of child abuse.

—CHILD RIGHTS CLUB MEMBER,
KABBICCA, KABAROLE

Girls, Girls, Girls – A Poem

*We are the mothers of tomorrow.
Girls, Girls, Girls!
We are the teachers of our nation.
We are the doctors of Uganda.
We are the lawyers of tomorrow.
But we have heard of selfish men who rape and defile girls.
Selfish fathers who abuse their daughters.
Sugar daddies who spoil our future.
Working mothers who make us their babysitters.
This is our prayer
Men of this nation, allow us to live.
Dear fathers, stop assaulting us.
Men of this nation, allow us to be professionals.
This is our prayer.*

—PEER LEADER, NGOMBE CHILD RIGHTS CLUB

✓ CONSIDER

- Is anyone in the stories above committing child abuse? Who? What rights are they violating?
- Has something similar happened to you or someone you know?
- What advice would you have for the children and adults in these stories?
- How would you try to help the children in these stories?
- To whom would you report cases similar to these stories?

★ ACTIVITY

PROTECTING OURSELVES!

1. With a group of your friends, discuss how children can help protect themselves from sexual assault, defilement, and sexual abuse. Some examples might be walking in groups of two or three, or avoiding drinking alcohol. What are other ways children can protect themselves? Each other?
2. Next, work as a group to develop some messages that tell how to help protect children from defilement. Make posters with slogans and pictures. Ask your teachers or community leaders if you can put these posters in places where people can see them.
3. You can also practice a short drama that teaches children how to help protect themselves from defilement and sexual abuse. Ask your teachers or community leaders if you can perform the drama for other children.
4. Tell your friends what you have learned. Remember, you are a leader for child rights!

Violence in the home is a serious threat to the well-being of children. It can happen in wealthy homes and in poor homes, and has serious harmful effects on victims, but can be difficult to identify. Violence between adults or other members of the household and against children can have negative effects on child development. In many communities throughout Uganda, violence in the home happens every day, and is often masked by silence. Domestic violence can include emotional, physical, or psychological abuse. Because cultural and social norms often allow for heavy punishments or child beating, domestic violence against children is often overlooked and under-reported. Children should be kept safe within their homes and should not suffer violence at home.

Factors that may increase the likelihood of domestic violence include:

- ▶ Poverty
- ▶ Alcohol or drug abuse
- ▶ Unfaithfulness
- ▶ Previous family history of violence
- ▶ Discrimination by step-parents
- ▶ Children's poor discipline and lack of respect for adults
- ▶ Gender inequality
- ▶ Income inequality
- ▶ Social or cultural norms that do not explicitly respect or safeguard children

4. DOMESTIC VIOLENCE

Domestic violence is physical, psychological, or emotional abuse that occurs in or around the home between family or household members. Domestic violence includes all forms of abuse resulting from conflicts or misunderstandings that take place at home.





IN OUR OWN WORDS: DOMESTIC VIOLENCE

Mistreated by an Aunt

A girl aged 13 years lived with her Aunt in Kabahango Parish. She never used to go to school because of lack of scholastic materials like uniform, books, pens. She used to go to the garden with her aunt from 6am to 6pm. After a days work with all the conscience of hunger, she goes to the well at night, and then she prepares supper. After all the work, no food to eat, she goes to bed with all the hunger. She used not to have a mattress but sleeping on dry banana leaves with some rags to cover her-

self. She used to do tiresome jobs like carrying a whole jerry can of water, big bunches of matooke and walk for about 5km from the garden and the well to her home place. One day she was instructed by an Aunt to prepare food for supper as the Aunt was going for a party. She prepared a very delicious food and because of hunger she was forced to take some food. Unfortunately as she was eating then the Aunt came and it was like at 8pm. When her Aunt called her with a soft and nice voice the poor girl knew that she had

brought her something. The girl greeted her Aunt in a very humble way and the Aunt got hold of her hand and she removed a panga and cut off her two fingers. The girl made an alarm and good enough the neighbor came and rescued her. The Aunt tried to hide but the neighbors called the police and she was put in jail for 3 years imprisonment. The girl was taken to the hospital, The Good Samaritans, and now she is well and studying well.

—By CHILD RIGHTS CLUB MEMBER,
BUKURAKOLE-KABAHANGO CHILD
RIGHTS CLUB, KABBICCA,
KABAROLE

At our place a boy had a father and his father was punishing him every now and then. The boy was working hard at his home and unfortunately not attending school. He was given heavy punishments whenever he did

wrong. For example, the boy was punished severely. And he was tied on the mango tree where he stayed for two days!! Yet he was surely punished. Then the following day he was given a big jerry can of water to carry. The poor

boy was still 10 years old. If you're the one what can you do? I conclude by saying that heavy punishments should be abolished.

—CHILD RIGHTS CLUB MEMBER,
P7, BHTF, KYENJOJO



CONSIDER

- Are the children in the stories above being protected? Why or why not?
- Has something similar happened to you or someone you know?
- What advice would you have for the children and adults in these stories?
- If this happened to you or one of your friends, to whom would you go for advice or help?



IN OUR OWN WORDS: DOMESTIC VIOLENCE

CASE STUDY from the Kabarole Police Child and Family Protection Unit

A school boy, age 13, still in Primary School stole 50,000 shillings from his grandfather. The boy was sent to steal money by another adult. After the boy stole the money he gave the money to the adult

who sent him to steal. The next day, the boy went to school, but the grandfather picked him from school and took him to the sub-county headquarters. He was severely beaten and then taken to police post where he was detained in the cells. The Child and Family Protection Officer noticed the young boy with a swollen arm, and she

asked him to explain what happened. The boy said that before being taken to police he was beaten seriously. Since the parents were not around, the police officer in charge started feeding and treating the boy, while looking for the way to resettle this boy. With help from District Community Based Services the boy was taken back to his mother.



CONSIDER

Sometimes when children misbehave, they have to be disciplined. However, severe physical or emotional punishments that harm children are a form of child abuse.

- In the story above, how can the boy be punished for stealing without suffering abuse?
- Can you think of punishments that do not harm the health and safety of children but teach children to behave well?

5. DRUG AND ALCOHOL USE

Drug and alcohol use can be defined as the use of substances like drugs (marijuana, chatt, opium, etc.) and alcohol (beer, wine, waragi, etc.) that impair thinking and good judgement, and can cause serious accidents and health problems. Drug and alcohol use is illegal for children in Uganda.

Drug and alcohol use is very dangerous for children. Any drugs that are not prescribed by a doctor should not be used by children. Alcohol like beer, wine, or other liquor should also not be consumed by children.

Appropriate use of alcohol is legal for adults, but even for adults too much alcohol is very dangerous and can cause a variety of health and social problems. It can also lead to very bad decision-making.

Drugs and alcohol are very addictive and can lead to physical, emotional, and mental harm. They can make it very difficult for a person to think or reason well, and can damage your brain, liver, and other parts of your body. It can lead to absenteeism from school, early and dangerous sexual relationships, and unemployment. Children usually use drugs and alcohol when they are pressured by their

peers or in order to make themselves feel better. Sometimes they believe they will have a good time and forget their problems. Some children sniff fuel or glue as drugs, sometimes to dull pain or hunger. But using these substances is extremely harmful and can even cause death. Alcohol and drug use only creates major problems; when children use alcohol, they may cause accidents, drop out of school, steal, lie, or engage in unsafe behaviors. There is **no** good reason to use drugs and alcohol.

Factors that may increase the likelihood of drug and alcohol use include:

- ▶ Peer pressure
- ▶ Depression
- ▶ Neglectful caregivers
- ▶ Influence of mass media
- ▶ Physical, emotional or sexual abuse
- ▶ Availability of drugs
- ▶ Poverty
- ▶ Unemployment
- ▶ Idleness
- ▶ Wanting to forget problems
- ▶ Hanging out close to bars and discos
- ▶ Easy access to drugs and alcohols by sellers who do not respect the law



IN OUR OWN WORDS: THE DANGERS OF ALCOHOL USE

I stayed with my elder sister and she was married. She used to drink alcohol. She could go very early in the morning and return at mid-night. One day, she asked me to accompany her. She could come with new clothes. She told me to put them on so that we can go. We went with a car at 7:00pm.

As we reached there, I saw two men of my sister's age seated waiting for us. My sister told me to sit near one man and she also sat with the other one but we were on the same table. They brought bottles of beer, eggs, and fried meat. I then picked an egg and a piece of fried meat and

the man whom I was seated with asked me why I did not take beer. I replied and said I have never tasted and I prefer never to taste and asked him to at least bring a bottle of soda.

The man told my sister that I proved to be stubborn. There and then my sister started abusing me and promised to give me 20,000 shillings if I took beer. Unfortunately, I found my self taking it. At the end I was top up, very drunk. That real sister of mine forced me to have a sexual relationship with that man. I told her am soon having my menstruation periods but she told me not to mind all about

those that I will be under her control. She then closed us in a room. Due to too much drunkenness a man ended up having sex with me whereby he even created wounds around my vagina.

Due to the above, that sister of mine was forced by her husband to divorce and because we were of the same family I also went yet that brother in law of mine was the one paying for my school fees. Therefore, fellow students, I advise you never to stay with your sisters who are used in taking alcohol.

*—CHILD RIGHTS CLUB MEMBER,
19 YEARS OLD, S6, KARAMBI
SECONDARY SCHOOL, KASESE*



IN OUR OWN WORDS: THE DANGERS OF ALCOHOL USE

Alcohol Abuse by Parents Affects Children

In our village there lived a man and his wife. The man and wife had 15 children and 8 were girls and the rest were boys. Only 5 children were in school and the rest were not schooling because the man and wife had no money for school fees.

One day the man and wife went to the trading centre. They started taking alcohol from morning up to the evening and the 5 children when they were coming from school they found their father and their mother sleeping on the side of the road and they had already urinated in their clothes and they were

stinking. And other pupils from the school started laughing at them. And now the children were embarrassed and decided not to go to school anymore because pupils could laugh at them.

—CHILD RIGHTS CLUB MEMBER,
TAPA, KYENJOJO

✓ CONSIDER

- How were the rights of the girl in the story violated?
- Have you or someone you know been tempted to take alcohol or drugs?
- What are some ways you can say “no” when you are asked to take them?
- What advice would you have for the children and adults in these stories?
- How could you help these children not feel stigmatized and to go back to school?

6. EARLY MARRIAGE

Early marriage can be defined as the practice of a child—a person below 18 years—marrying with or without their consent.

In many parts of Uganda, young girls are married off at an early age. This practice has been a long-standing tradition in several cultures and continues today. Young girls are married early for various reasons. Some families choose to marry off their daughters at an early age for financial reasons – either to relieve financial burden or to receive a bride price. Others marry their daughters early because they feel the husband and his family can provide her with a better life. Many girls are married early because of gender

discrimination (e.g. when boys but not girls are sent to school or encouraged in their education). Some girls leave home early because they are attempting to escape an unfavorable situation and hope for something better.

However, early marriage can have negative consequences for girls. Early marriage of very young girls interrupts their emotional, psychological and educational maturity. Once married, they often don't finish their education. In some cases they are abused by their husbands. Often they do not have decision making power in their marriages.

Young girls have the right to finish their education and to be protected from any activities that are harmful to their development.

Factors that may increase the likelihood of early marriage include:

- ▶ Poverty
- ▶ Orphanhood
- ▶ Cultural norms
- ▶ Gender inequality
- ▶ Unwanted pregnancies
- ▶ Peer pressure
- ▶ School drop out
- ▶ Neglect
- ▶ Sexual abuse
- ▶ Domestic violence
- ▶ Parents looking for dowry (bride price) and accepting dowry for under-aged girls
- ▶ Girls tempted to accept gifts and money from older men



IN OUR OWN WORDS: THOUGHTS ON EARLY MARRIAGE

Early Marriage

*What a big problem this is?
Caused by poor and needy
parents and children
themselves
in this country of ours.
Children need quick things
they have never seen with*

their parents.

*Parents loving money from
their daughters also.
But all in all blame nobody but
poverty in Uganda.
And above all people are now
in groups
One is rich, one poor*

*Another one is the most rich
This has brought people to
love or lure our young girls
into early marriage
And parents to support the
action!*

*—KIBOOTA YOUTH CLUB,
KABBICCA, KABAROLE*

*Early marriages have caused
more hard than good to the
young who get involved. The
situation worsens where the
husband has short pockets to
handle family affairs and to
some extent the married part-
ners become unfaithful be-
cause they get married at an
early age. For example, I have
a sister who got married at
the age of 17 when she was in
S2. She could enjoy easy days
with lovers and could not
reach school. One time she
came home and told the*

*parents that she no longer
wanted to go to school.
The following day she did not
turn up from school and was
found on the 3rd day. Since
her departure from school
she was staying with a boy
of 19 years. Time reached
she became pregnant but the
husband could not afford the
basic needs in as far as the
wife was concerned. Making
matters worse, the husband
could cheat on the wife and
when she discovered, they
ended up turning tables and*

*the wife decided to go out
of marriage and came home.
From there, her future was
ruined and she became
second hand, moreover
on that age of 19 years.
I therefore advise my fellow
friends to stay in school.
Be in school and complete
your education so as to
achieve a bright future
and avoid such shortcomings
in life.*

*—CHILD RIGHTS CLUB MEMBER, S6,
KARAMBI SECONDARY SCHOOL, KASESE*



IN OUR OWN WORDS: THOUGHTS ON EARLY MARRIAGE

In our clan early marriage is common practice whereby most young girls are forced to drop out from school and get married to people who are above their age. In doing this parents are expecting to get money which is well known as bride price/bride wealth. One day one of my sisters was forced to drop-out of school at the age of 15 and get married to a man who had another wife. My sister was called Jane. Jane after reaching

that man she faced a problem of his wife who could never want that sister of mine to share the same husband. So they kept on quarrelling every time. One day the wife of that man burnt Jane with hot water. Jane's face was burnt seriously. Jane could not go back home because our father had already eaten the money. And in our clan when you eat money for your daughter who is going to get married, you refund that money when

your daughter fails to stay with that man. Unfortunately, my father had no way how he could refund that money. My sister got pregnant she suffered with it. And during the time of delivery, she didn't get enough assistance. She died with it at the age of 17. That was the end of Jane's life due to unwanted early marriage.

—CHILD RIGHTS CLUB MEMBER,
NGOMBE CHILD RIGHTS CLUB,
KABAROLE



CONSIDER

- What advice would you have for the children and adults in these stories?
- Has something similar happened to you or someone you know? What were the underlying causes in those situations?
- Can you think of other consequences of early marriage that may not be listed here?



★ ACTIVITY

FOR GIRLS:

1. With a group of your friends, think of all the women you know in your community, and list the ones that have become successful and respected women. Which ones have completed school?
2. Once you have a list, contact some of these women and tell them your group would like to learn from them about how they succeeded in life.
3. Interview these women and learn from their experiences. How did they succeed in school? How did they avoid early marriage? Who helped them along the way?
4. Ask your teachers and community leaders if some of these role model women can come and discuss their experiences with other children (girls and boys) in your community.
5. Ask the women if they would be willing to assist when cases of early marriage are reported. They can talk to the girls at risk, or to their families, and can inspire others to move away from early marriage and keep girls in school.

FOR BOYS:

1. With a group of friends, think of all the men you know in your community and list the ones that have completed school and have become successful and respected men.
2. Once you have a list, contact some of these men and tell them your group would like to learn about how they succeeded in life.
3. Interview these men and learn from their experiences. How did they succeed in school? How do they keep a happy family where men and women, boys and girls are treated well? Who helped them along the way?
4. Ask your teachers and community leaders if some of these role model men can come and discuss their experiences with other children (boys and girls) in your community.

7. DENYING EDUCATION

Education can be defined as the process of sharing knowledge and skills which can be acquired through school, at home, in the community, and through other institutions. Every child has a right to education. Denying children education, particularly primary school education, is a violation of child rights.

Although all children have the right to education, many are denied the opportunity to go to school. In Uganda, primary education is compulsory, meaning all children should attend primary school. In some cases children have parents who cannot afford school fees or school materials, while others are forced to work in order to support their households. Other times, children attend school until a certain point and then drop out for various reasons like early marriage, early pregnancy, or family problems.

At school, children have the right to study and learn in an environment that supports their development and dignity. Corporal punishment, sexual abuse, and other forms of harsh behaviors towards children can disrupt this development. Children should be allowed to complete their education in a safe environment that is free from harm. Boys and girls should have the same opportunities to study, learn, and grow.

Factors that may increase the likelihood of lack of access to education or school drop out include:

- ▶ Poverty
- ▶ Ignorance
- ▶ Stigmatization
- ▶ Peer pressure

- ▶ Gender discrimination
- ▶ Poor school performance
- ▶ Illness and frequent absence from school
- ▶ Problems at home
- ▶ Orphanhood
- ▶ Corporal punishment
- ▶ Cultural practices
- ▶ Far distances from school
- ▶ Unsafe to travel on the road to school
- ▶ Lack of value of education, especially for girls
- ▶ Stigma and discrimination of OVC in school
- ▶ Sexual harassment by teachers or fellow students
- ▶ Lack of guidance from parents and teachers



IN OUR OWN WORDS: **DISRUPTING OUR EDUCATION**

At our school, there is a boy who has been missing from school and preferring to go and attend market days on Mondays, Tuesdays, Thursdays, and Fridays. One day, our Director of Studies called him and questioned him why he was not attending fully. He replied that he normally attends market days to sell a few products from his business so that he can raise his school fees to keep in school. Unfortunately enough, the teachers could not listen to his argument, and one day, a teacher got him in the school compound and took to the staff room and was asked to lie down and be beaten for

absenting himself, although the boy continued pleading for forgiveness but all in vain. After that, the teachers who were in the staff room all got canes and started beating him wherever they could find and the boy also tried to fight them, but the teachers overpowered him and he had to run away from school.

Since this term began, he has not attended school and its coming to the close of the year. As child rights advocates, we are trying to support, counsel him, and restore hope in him so that he can come back and complete school since education is

the back bore to human success in life. But the boy who is 19 years in Senior two has not yet accepted fully to report and the term is ending. Maybe, we hope that at the beginning of next year, he will start his education, although he tells us that he does not see why he should go to school and get such heavy punishments. This story about corporal punishment has led to very many children dropping out of school both at primary and secondary level, thus an increased rate of dropout.

—CHILD RIGHTS ADVOCATE, YAPI, KASESE

One day a S.3 student at our secondary school S.3 came late twice in one week. The class teacher decided to punish him for coming late by canning him. When the boy was called he ran out of school and did not report

back that day. The following day when he was told to meet the school disciplinary team he said "instead of being punished I rather go back home and graze my fathers cows". He decided to drop out of school because he did not

want to be beaten by the class teacher. Today the boy sells charcoal in Kasese town instead of being in school.

—CHILD RIGHTS CLUB MEMBER, REDROC, KASESE

✓ CONSIDER

- Has something similar happened to you or someone you know? What were the causes?
- How does corporal punishment affect the education of children?
- What happens to children you know who don't complete school?
- How can the community help children who are not in school? How can you help them?

★ ACTIVITY

OUR RIGHTS AND RESPONSIBILITIES AT SCHOOL

1. Ask your teacher at school for permission to discuss children's rights and responsibilities related to education with your class. Some questions to consider in your discussion:
 - Are child rights respected at your school?
 - What can be done to improve the situation?
 - Do boys and girls face the same challenges to their education success?
 - Do pupils at your school respect their responsibilities and behave in ways that promote child rights?
 - If not, how can children at school improve their behavior?
2. What are some ways you can promote respectful, responsible, rights-oriented behavior among your peers?
2. Work together with your peers to all agree upon some basic rules of how everyone is expected to behave and how children should be treated. With the permission of your teacher, write the rules on a big piece of paper and post it in the class.
3. Prepare and perform a role play demonstrating how students can disrupt their own and others' learning. Then perform the same skit with the student demonstrating respectable and responsible behavior that promotes children's right to education.



Signs of abuse

Abuse can seriously harm the physical, mental, and emotional wellbeing of children. Family, friends, school and community members can sometimes spot signs of child abuse.

Physical abuse may result in:

- ▶ Injury
- ▶ Bruises
- ▶ Fire burns
- ▶ Bite marks
- ▶ Swellings

Emotional (psychological) abuse may result in:

- ▶ Aggressiveness
- ▶ Low confidence
- ▶ Suicide attempts
- ▶ Loneliness

Sexual abuse may result in:

- ▶ Self harm
- ▶ Swellings
- ▶ Suicide attempts
- ▶ Low confidence
- ▶ Aggressiveness

Neglect may result in:

- ▶ Lack of basic needs
- ▶ Absenteeism from school
- ▶ Child left alone for long periods of time
- ▶ Disturbed growth

Some signs of abuse appear as physical marks on the body, while others are hard to see and have more to do with behavior and emotions. For example, some abused or neglected children:

- ▶ Show changes in behavior or school performance
- ▶ Are consistently fearful of others
- ▶ Use drugs and alcohol
- ▶ Suffer from lack of help for physical or medical problems
- ▶ Have learning problems or difficulty concentrating

Protect yourself!

Here are some ways you can help protect your rights. Can you think of others?

Protect yourself against **child labour** by:

- ▶ Knowing your rights
- ▶ Expressing a desire to stay in school to your parents or caregivers
- ▶ Avoiding peer pressure
- ▶ Staying in school and doing your best to complete school
- ▶ Respecting parents so when you express problems they listen to you

Protect yourself against **child neglect** by:

- ▶ Knowing your rights
- ▶ Talking openly with your parents or caregivers
- ▶ Talking to a trusted adult if you feel you are in danger
- ▶ Being active in the community
- ▶ Behaving well and being disciplined

Protect yourself against **defilement** by:

- ▶ Knowing your rights
- ▶ Encouraging caregivers to acquire birth certificates
- ▶ Avoiding traveling alone, especially at night
- ▶ Avoiding drug and alcohol use
- ▶ Talking to a trusted adult if you feel you are in danger
- ▶ Being assertive and staying focused on school
- ▶ Avoiding peer pressure and bad peer groups

Protect yourself against **domestic violence** by:

- ▶ Knowing your rights
- ▶ Reporting abuse to a trusted adult
- ▶ Staying in school

Protect yourself against **drug and alcohol use** by:

- ▶ Understanding the dangers of drugs and alcohol
- ▶ Staying in school and doing your best
- ▶ Avoiding idleness
- ▶ Avoiding peer pressure

Protect yourself against **early marriage** by:

- ▶ Knowing your rights
- ▶ Staying in school and doing your best
- ▶ Avoiding teen pregnancy
- ▶ Speaking openly with your parents or caregivers
- ▶ Avoiding getting into relationships for money or material gains

Protect **your right to education** by:

- ▶ Knowing your rights
- ▶ Staying in school and doing your best
- ▶ Avoiding early marriage
- ▶ Avoiding teen pregnancy
- ▶ Speaking openly with your parents or caregivers
- ▶ Talking openly about gender biases
- ▶ Expressing a desire to stay in school

REMEMBER!!

- ▶ *Every child has rights!*
- ▶ *Child abuse is a child rights violation!*
- ▶ *Child abuse occurs when someone is physically, emotionally, or sexually mistreated!*
- ▶ *Children and adults, you should learn about the different types of abuse and signs of abuse!*
- ▶ *Children, you can help protect yourself from certain child rights abuses by avoiding dangerous situations and behaviors!*
- ▶ *Children, you should speak out when abuse occurs!*





3.

Responding to and Reporting Abuse



What can you do in the case of abuse and child rights violations?

If you or someone you know is abused, there are several steps that can be taken. It is important to remind any victims of abuse that:

1. they are not alone
2. there is help available, and
3. what happened to them is not their fault.

Remembering these three things will help when deciding the best course of action.

Reducing Immediate Risk to the Child

Unfortunately, many cases of abuse go unreported. Although they have not done anything wrong and should not feel guilty, victims often have feelings of fear, shame, or they may not know what to do. For a victim of abuse to get help, they must share information about the abuse with a person who is in a position to take action and who can protect the victim.

In any case of child abuse or child rights violation, the following things should be considered carefully:

- Is the child's life in immediate danger? Does the abuse need to be reported immediately or is there time to respond? What actions can quickly be taken to reduce risk to the child?
- Will reporting this abuse put the child at further risk of harm? For example, is the child threatening to hurt himself? Is someone else threatening the child? If so, what can be done to reduce the risk of harm to the child?
- Do parents or other adults need to be immediately involved?
- What legal or community level steps can be taken to improve the environment for the child in the long term?

Confidentiality

Confidentiality simply means keeping any details around the abuse and the reporting secret—and only sharing information with persons who need to know so they can help the situation. Confidentiality is important because it helps to establish trust and because child abuse victims have the right to have their privacy respected. Breaking confidentiality may also put the victim or the person reporting at risk.

It is very important to share information **ONLY** with people who have the authority to act in response to child rights abuses and violations. Information should also be limited to the smallest number of people possible.

When possible, we should ask permission – or seek consent – from the child and parents before sharing information with anyone else.

Informed consent means that the person saying ‘yes you can share the information’ truly understands the possible outcome of sharing that information.

For authorities and everyone involved to ensure the case of abuse is properly and fairly handled and that the child’s rights are upheld, every effort should be made to ensure that confidentiality is maintained for all concerned, and consent for disclosure of information is given. This includes the victim, the victim’s family/close contacts, the violator, any witnesses, and key actors handling the case.

Reporting

In order for an abused child to get help, child abuse and rights violations have to be reported.

When reporting child abuse, you should always remember to:

- ▶ Keep in mind the best interest of the child
- ▶ Make sure that no discrimination occurs while reporting the case
- ▶ Make sure that no further harm is done to the child
- ▶ Respect confidentiality; only share with people who need to know
- ▶ Obtain informed consent from the child
- ▶ Make sure that the child fully participates in any decision making

The violation or abuse should be reported to someone who is trusted and can respond to the information shared, such as:

- ▶ A parent
- ▶ A teacher
- ▶ An adult neighbor
- ▶ A community leader (e.g LC I and II, Community Development Officers)
- ▶ A CBO representative
- ▶ Police – Child and Family Protection Unit
- ▶ District Probation Officers
- ▶ Legal Aid and other paralegals
- ▶ Uganda Human Rights Commission

Please note:

- ▶ Defilement, murder, robbery, rape, physical abuse, and other serious crimes should be reported directly to police.
- ▶ Civil cases, such as neglect, minor damages, lost and found children should be referred to the LC I Secretary for Children Affairs.
- ▶ If necessary, the LC I will forward cases to the sub-country, district probation, or police.
- ▶ When children are in conflict with the law, it is best to report to the Police – Child and Family Protection Unit, where officers have been trained to handle cases without violating children’s rights.

Every effort should be made to report violations or abuses to a child’s parent or caregiver as long as this will not cause further harm. If the child is being abused or violated in the home or by parents/caregivers, another responsible adult in a position to act should be informed. It is important that children consult adults and ask for assistance before reporting. CBO representatives, community leaders, and other adults you trust are there to help you in reporting.

★ ACTIVITY

REPORTING ABUSE TO A TRUSTED ADULT

As you have learned, when you suffer from child abuse or know someone who has been abused, the most important step is to talk to an adult you can trust and who can help the situation.

Take a pen and paper and make a list of people you can talk to about cases of abuse. Try to have at least one name for each category below:

- ☐ A friend: _____
- ☐ A parent/ guardian: _____
- ☐ A teacher: _____
- ☐ An adult neighbor: _____
- ☐ A community leader: _____
- ☐ A CBO representative: _____
- ☐ Police: _____

Keep this list somewhere, so if you or someone you know is abused, you remember who to talk to as soon as possible!

★ ACTIVITY

RESPOND TO THREE CASE STUDIES

Instructions: Read the brief child abuse scenarios below. When you have finished, consider the questions that follow each case or discuss in a group. Read the text after the case study for advice and suggestions. You might find some aspects of the cases very challenging, especially when families are facing obstacles like severe poverty.

CASE 1: BRIAN

A young boy, Brian, aged 13 years, is sent to do work outside of the household by his parents, who have little money. The boy finds work at a local bar. The bar owner says the boy can run errands and wash dishes for a small payment each week. The boy works six or seven days a week and is paid only sometimes. Some weeks, the bar owner refuses to pay the boy. Yet, the money he occasionally receives is better for the household than no money at all, so he continues to work. Because he works each day, the boy is unable to go to school. He works very long hours but feels he has no choice. The young boy confides in you, a friend, about his situation.

What type of abuse or child rights violation has occurred in this case?

Who is the violator in this case?

How would you respond to this case of abuse?

CASE 2: LINDAH

You have a friend and neighbor called Linda. Both of you are in secondary school form 2 together. Each day you walk to and from school. Often, when you and Linda return from school, you notice that she never wants to return to her home. You have also noticed other things about Linda. She always has bruises and cuts on her body. You have heard her step-mother shouting and yelling at her for small things, like dropping a piece of firewood or returning from school a few minutes later than expected. One time from your home, you saw Linda's step-mother beating her so hard that she started bleeding and had a huge wound in her back. Linda has never mentioned these things, but you feel that she is being treated too harshly.

What type of abuse or child rights violation has occurred in this case?

Who is the violator in this case?

How would you respond to this case of abuse?

CASE 3: MARY

A young girl, Mary, aged 10, has not been coming to school. You are her friend so you are worried. When you go to visit Mary you find out that she has been sick. You ask her if she went to hospital but Mary says she has not gone because the family has no money. Mary's mother has been working hard trying to get money, but the hospital is far and treatment is expensive.

What type of child rights violation has occurred in this case?

How is the mother trying to ensure her child's rights are upheld?

How would you respond to this case? What can the mother do?

CASE STUDY RECOMMENDED RESPONSES

CASE 1: BRIAN

What type of abuse or child rights violation has occurred in this case?

- Child labour

Who is the violator in this case?

- The bar owner and the child's parents

How would you respond to this case of abuse?

- Report the case to the nearest local council
- Community leaders should discuss with Brian's parents about the best interest of the child
- Seek assistance of community organizations for Brian and his family
- Discuss Brian's case (without mentioning the name) with other young people so they learn about their rights.

CASE 2: LINDAH

What type of abuse or child rights violation has occurred in this case?

- Domestic violence

Who is the violator in this case?

- The step-mother

How would you respond to this case of abuse?

- Speak to Linda and ask about the situation at home
- Ask Linda her permission to share her experience with someone in the community who can help
- Contact a neighbor or community leader that can help Linda
- Report the case to the nearest local council (secretary for child affairs)

CASE 3: MARY

What type of abuse or child rights violation has occurred in this case?

- Right to health care

Who is the violator in this case?

- This case does not have a clear violator of child rights; the mother is responsible for providing health care, but it is clear that she is trying her best.

How would you respond to this case of abuse?

- Speak to a teacher or community leader and tell them Mary is sick and the family cannot afford treatment
- Community members with support from local leaders can try to find support for the family
- Report the case to the nearest local council (secretary for child affairs) so they can refer the case to someone who can help Mary receive treatment
- Follow up and see if Mary is improving

★ ACTIVITY

ROLE PLAY ON CHILD NEGLECT

For this activity, you need a group of your friends. You are going to role play. To role play means that you act out a situation like in a drama, but instead of following a script, you have to think about what to do or say in a situation on your own.

Each person will play a different character role. Characters are:

- Brenda, a 12 year-old girl who does not attend school and works everyday cleaning houses for people in the village. Brenda sleeps outside and eats very little.
- Brenda's mother, a widow and mother of five children. Brenda's mother works in the garden all day.
- Brenda's grandmother, who also lives in the house.
- Members of the child rights club, who heard about Brenda's situation and want to help by talking to her mom before reporting the case.

Now play out the situation with your group of friends. After you complete the role play, reflect on the questions below together. Remember: How we respond to cases of neglect depends on the situation.

If Brenda's mother told you that she wants to send Brenda to school but cannot pay fees and that she is so poor that if Brenda does not work they will have nothing to eat, what would you do?

If instead you found Brenda's mother drinking alcohol and giving food to men who visit her, while Brenda has nothing and has to sleep outside, what would you do?

When neglect happens because of poverty, we try to help families by talking to local leaders who can assist. When neglect happens because parents or guardians are not acting in a responsible manner, we report the case to leaders in the community who can discuss the problem with them, advise them to change bad behaviors or report them to the police. The response always depends on the case.

Now, create characters and scenarios of your own to practice how you would respond to and report different situations of child abuse and neglect.

REMEMBER!!

- ▶ In order for a victim of child abuse to get help, the violation must be shared with those who can help!
- ▶ Information shared about abuse is confidential and should only be shared on a “need to know” basis in order to protect the victim!
- ▶ In the case of child abuse or child rights violations, a trusted adult should be informed as soon as possible!
- ▶ Before you report a case of abuse or child rights violation, be sure to obtain consent of the child!



4. Child Protection Referrals and Services Directory



Referral Networks

After a child abuse or child protection violation case has been reported, the abused child should receive available assistance and/or be referred to other service providers.

All referrals should prioritize the best interest of the child and should be handled according to the rings of responsibility.

Referrals can happen at different levels with each level having distinct roles:

- ▶ Child/Peer
- ▶ Family
- ▶ Community
- ▶ Institution/Services
- ▶ Sub-county and District
- ▶ National
- ▶ International

Follow up: Referrals should ALWAYS be followed up. This means that if you helped someone get help, make sure they actually got the help. Ask how it went and what else you can do!

★ ACTIVITY

COMMUNITY MAPPING

1. For this activity, you need a group of your friends, and a few adults who are knowledgeable about the community (local leaders, CBO representatives, teachers, etc).
2. Choose a type of child abuse or child rights violation to discuss (child labour, defilement, early marriage, lack of access to education, neglect, etc). For this example, we will use defilement, but you can choose anything.
3. Walk around your community as a group and find all the places where someone who has suffered the type of abuse you are discussing can find help. In this example of defilement, you might find a clinic, a CBO that has a counselor for discussing gender-based violence, the police station, and the LC I office.
4. After you have finished your walk and identified all the places someone can find help, draw a community map that shows the location of all the places where one can find help for the type of child abuse you discussed. Make many copies of the map and give it to children in your community so they have the information.
5. In our example of defilement, you can make a map called – Where to Find Help if You have Been Defiled – and include the clinic, CBO, police station and LC I office. You can also include information on the map about the services available at each location and encourage children to report cases of defilement.
6. Repeat this process for all the different types of child abuse and child rights violations. When you are done you can have a big map that shows all the services available for all the different kinds of abuse.
7. Make sure to share copies with this information with children in your community!

★ ACTIVITY

EXPRESS YOURSELF THROUGH WRITING OR DRAWING

Throughout this booklet you can see writing and artwork by children on child protection. What could you draw to express yourself and your experiences with being a responsible child determined to protect your rights and the rights of those around you? If you were to write a poem or tell a story, what might you write?

REMEMBER!!

Remember, you have rights, and you have responsibilities. Share what you have learned about these rights and responsibilities with your friends and family, or in a child protection club.

Everyone has a role to play in protecting the rights of children—adults, children, policy makers and government officials, community leaders, police, teachers, and religious leaders. We hope that this book has given you—and people with whom you share it—some useful information on how you and other children can lead safe, healthy, responsible lives and be protected against different forms of abuse.

SERVICE DIRECTORY

Name of Organization/Sector	Contact Person	Title	Tel No.	Location	Services Offered
Kasese District Local Government	Sowedi Kitanywa	Probation Officer	0772610133	Kasese	Deal with child abuse cases when they fail to be handled at Sub County Level.
Kyenjojo District Local Government	Kasaija –Kalya Ezra	Probation Officer	0772669809	Kyenjojo	
Kabarole District Local Government	Shamillah Kakungulu	Probation Officer	0774705706	Kabarole	
Kasese District Local Government	Henry Ben Burundi	District Community Development Officer	0712530020	Kasese	Handle issues to do with planning for children and other community services.
Kyenjojo District Local Government	Yafesi Twooli	District Community Development Officer	0772570801	Kyenjojo	
Kabarole District Local Government	Deo Balisanga	District Community Development Officer		Kabarole	
Police	Hadija Namyalo	In charge CFPU	0772993746	Kabarole	Handle issues like defilement, rape, murder and any other case of abuse when it has failed to be handled at the lower level
Police	Monica Nambozo	In charge CFPU	0782450405	Kyenjojo	
Police	Asha Tibananuka	In charge CFPU	0772881003	Kasese	
Education department	Businge-Rusoke Victoria	District Education Officer	0772418056	Kabarole	Promote retention of children in schools.
Education department	Gertrude Tibakanya	District Education Officer	0772669575	Kyenjojo	
Education department	Faith Makombo	District Education Officer	0772671144	Kasese	
Save the Children in Uganda	Michael Byamukama Francis Ekadu	Regional Manager- Western region Project Manager, Child Protection- Western region	0772750628 0772610308 (Office 0392578816)	Kasese	Promote children's rights, refer child abuse cases and follow up on referrals and reporting.
ANPPCAN-Kasese Branc	Philip Monday	Program Officer	0782617481 (office: 0782617481)	Kasese	Support out of school Child Rights clubs, Train teachers on corporal punishments, Respond to child abuse cases like defilement, case follow ups, sensitize parents and teachers on violence and monitor UPE by child in school.
Rwenzori Empowerment Centre (REC)	Erisania Isingoma	OVC Coordinator	0782881095 rempowerment2007@yahoo.com	Kasese	Trace and resettle children, offer care and support services, support education services for children in school and advocate for children's rights.

4. Child Protection Referrals and Services Directory

Name of Organization/Sector	Contact Person	Title	Tel No.	Location	Services Offered
AHURIO	Josephine Kayondo	Program officer	0772 566836 / 0712 007397 (Office: +256 483 25165)	Fort portal	Offer paralegal services and human rights advocacy, Legal advice, basic medical costs for severely abused children, for example, medical examination fees for defilement victims, and advocacy on children's rights.
Legal Aid Advocate	Angella Bahenzire.	Legal officer	077 5315458 (Office: + 256 -483 -423023)	Kabarole	Legal advice, handle neglect complaints i.e. mediate between the two parties- The complainant and defendant, make court representations and sensitization.
Joy for Children	Moses Ntenga	Executive Director	0712982301 (Office- Kla: +256 414 530450)	Kabarole/ Kyenjojo	Advocate for children's rights and enhance participation in promoting their right through school outreach, formation of child rights clubs, participation on radio/TV programs and production of child rights magazine.
CARITAS-Fort Portal	Anne	Coordinator Child Protection Project	0772405922 (office : +256-483-427038)	Kabarole	Conduct basic life skills and child rights workshops for peer leaders. Conduct sensitization meetings for SMC to discuss child protection issues.
Bantwana Initiative	Christine Kiiza	Community Development Coordinator	0772554832 +256 483 660247	Kabarole	Offer training and advocacy around children's rights. Facilitate and support community based organisations that implement child protection activities.
Karambi Alliance for Development of Orphans' and Widows	Pastor Baluku Noah Charles	Executive Director	0775417962	Karambi Sub County - Bwera - Kasese district	All these CBOs advocate for children's rights, formation of child rights clubs, refer child abuse cases, and sensitize communities through dialogue meetings on forms of abuses.
Young and Powerful (YAPI)	Robert Kambasu	Project Coordinator	0775277343	Kasese district	
Rwenzori Development and Research Centre	Biira Robina	Project Officer	0772 946 324	Kasese district	
Kaguma Broad Based Integrated Child Care Project (KABBICCA)				Buhesi Sub County – Kabarole district	
Literacy and Empowerment	Joshua Turyamureba	Bantwana Focal Person	0784690005	Bukuku Sub County - Kabarole district	

Name of Organization/Sector	Contact Person	Title	Tel No.	Location	Services offered
Ngombe Community Care Project	Rev. Fr. Mbonabingi Constantine	Project Coordinator	0772629020	Busoro Sub County-Kabarole district	All these CBOs advocate for children's rights, formation of child rights clubs, refer child abuse cases, and sensitize communities through dialogue meetings on forms of abuses.
Kyembogo Farmers Association (KYEFA)	Godfrey Muramira	Coordinator	0782 307 503	Kyarusozi Sub County- Kyenjojo district	
Bringing Hope to Family	Faith Kunihiro	Executive Director	0772518907	Kaihura Trading Centre – Kyenjojo district	
Rural Welfare Improvement for Development (RWIDE)	Vincent Mubiru	Technical Advisor	0772977314	Kyenjojo	
Toil and Promote Agriculture (TAPA)	Nathan Rwabulemba	Director	0751357886	Kyegegwa Sub County - Kyenjojo district	<ul style="list-style-type: none"> • Child protection • Economic strengthening • Psychosocial support • Education support • Health support • Nutrition support
FXB Uganda Program	Sekadde Robert Evans	Program Manager	0772 84 97 13 (mob) + 256 312 263342 (office)	Kampala Kyenjojo	

EXISTING CHILD RIGHTS CLUBS

Name of organization	TAPA	RWIDE	Bringing Hope to Family	KYEFA	Ngombe	KABBICCA	REDROC	YAPI	KARAMBI
Number of child rights clubs	3	3	5	3	3	7	5	4	4
Name of child rights clubs	Amon Memorial Primary/ Kibuye Primary/ Kibuye Parish - Community club	Kyenjojo SS/Kyenjojo Primary/ Katos a Primary	Durcus Vocational/ Kaihura Parents SS/St Mary P/S, Villa Maria/I Community Club	Kyembogo Primary/ Barah ija P/S/I Community Club	Kitumba SS, Bwabya Pri, Ngombe Pri.	Rwenzori Valley Pri/Kaguma P/S/Kabahango P/S/Buhesi SS (Not functional). Bukorakole/ Kibota/ Rwensenene (All three are community clubs)	Karusandara SDA/Kanamb a P/S/Karusandara Seed SS/Karusandara Ps/ Karusandara community club.	Kyabarungi C/R Club- Maliba/St. Johns' Ps/ Maliba SS/Kiban-zanga High School	Karambis s/Mirami Ps/Green valley orphanage/ Kamasasa Ps.

IN OUR OWN WORDS: RESPECTING CHILD RIGHTS

Poem on Children's Rights

*Teachers, parents, guardians
It is time to recognize children
It is time to recognize orphans
It is time to protect the rights
of all children
Parents, take all children to school,
even if they are orphans
Give them food
Parents, give your children medical care
if they are sick
Parents, give children freedom to speak
Parents, treat all children equally
at home*

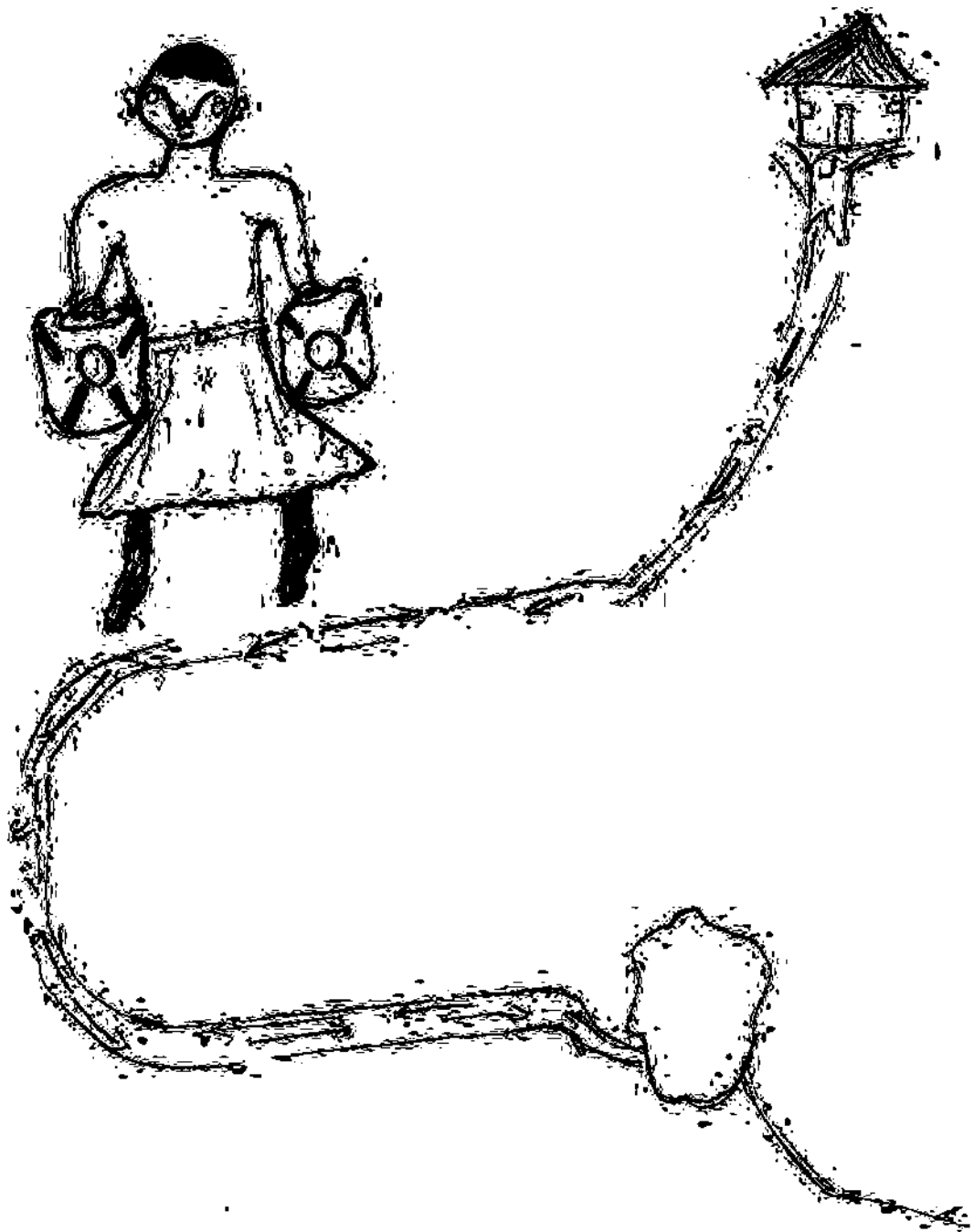
*Teachers, you teach different pupils at school:
the rich, the poor,
the sick, and the disabled
Do not discriminate them in class
Do not give them corporal punishments
Treat them as your own children
Give them love and care
like their parents.*

*Children, respect your parents, teachers,
and guardians
Listen to your parents and teachers.
Help your parents and teachers
so they can help you too.
Avoid bad peers groups and bad manners
And together we can have children
grow to health,
and responsible citizens of this nation.*

— PEER LEADER, RWIDE KYENJOJO SECONDARY SCHOOL
CHILD RIGHTS CLUB



SUPPLEMENT: Engaging Your Community



ADVOCATING FOR COMMUNITY PARTICIPATION IN CHILD PROTECTION

Child protection violations or abuses, especially those discussed in this booklet, continue to occur in Western Uganda and throughout Africa. There is often a lack of knowledge about child rights within communities, so advocating for child rights is extremely important. There are several ways that both children and adults can sensitize community members about child rights and advocate for improved child protection services.

One of the best ways you can ensure that children are protected—and are offered the services they need if they have been abused—is to reach out to your community. Community members, including local leaders, teachers, parents and caregivers, police, district officials, religious leaders and others, are your greatest tool for change.

Both children and adults can and should be involved in community outreach around child rights and child protection. The following section includes some simple approaches that can be used to reach out to community members and help build a protective environment for children. In the booklet, you can also find some information about how to refer a case of child abuse to the appropriate service providers.

COMMUNITY PARTICIPATION: FOR YOUTH

STEP 1: KNOW YOUR RIGHTS AND UNDERSTAND YOUR RESPONSIBILITIES!

Knowing your child rights is the first step to protecting yourself and advocating for child protection. Understanding your responsibilities will help you respect the

rights of other people, including other children, parents, teachers, etc.

STEP 2: GET INVOLVED IN CHILD PROTECTION ACTIVITIES!

There are several activities that will enable you and your friends to: discuss the issues that are important to you; empower you to speak effectively about child protection; and reinforce positive life skills.

1. Form or Join a Child Rights Club

A child rights club is an organized group of children below the age of 18 years who have come together to share, learn, promote their rights, and understand their responsibilities. Clubs can be formed both in and out of school. Clubs should always seek the consent of a head teacher or community leader. A child rights club is an excellent way for children to become involved in the promotion of their rights. Please see the following pages for more details on how to form a club.

2. Performance Arts

Music, dance, and drama are a wonderful way for children to express ideas about child rights in an educational and entertaining way. If you have a dance or drama club at your school or in your community, you can use the information that you have learned about child protection to sensitize other young people through performance. Teachers and other community members can help you write a script that includes accurate and appropriate information.

3. Mural Paintings and Drawings

You can share child protection messages by creating mural paintings and drawings. Empty or blank walls at schools or community centers can be used to create

awareness about child protection. You can use blank walls in visible areas to draw pictures or share advice and messages about how to keep children safe. The more visible the wall, the easier it will be to share your message. Plan your artwork in advance and agree with your peers on the messages you want to convey. For any public paintings or drawings, always first seek consent from a head teacher or another responsible adult.

4. Sports Teams

Many young people, both in and out of school, are involved in group sports like football or netball. Sport competitions (and opportunities for entertaining presentations at half-time) are a great way to spread child protection messages. Young people can form teams around a particular child protection issues and before and after the game the teams can present information to each other and to the audience. Teams and spectators could then continue to discuss any other relevant issues.

5. Community Dialogue Meetings

Community meetings are a great forum for discussion of child protection issues. Meetings can be held with children, or with a mix of children, teachers, parents, district leaders and other community members. In these meetings, children can lead a discussion about child protection issues of concern and propose solutions. If adult members are present, this creates a great opportunity for children to share their unique perspectives and solutions, and to advocate for themselves.

STEP 3: KEEP THE CONVERSATION GOING!

Once you have become involved in child protection activities and understand the issues, it is very important that you keep the conversation about child protection going; keep the discussion alive with both peers and adults.

If you hear of cases of child abuse, report this to a trusted adult so that children receive the help they need.

FORMING A CHILD RIGHTS CLUB

What is a child rights club?

Child rights clubs are organized groups of children below the age of 18 years who have come together to share, learn, promote their rights and understand their responsibilities.

How and where do I form child rights clubs?

- ▶ Child rights clubs can be formed both in and out of school.
- ▶ The people forming the club should seek consent from the relevant authorities (e.g. Head teachers or LCs).
- ▶ They should acquire all relevant materials about child rights (e.g. CRC, Africa Charter, Children's Act).
- ▶ The club should have a patron who is a teacher or community leader and who is knowledgeable about child rights.
- ▶ Sensitization meetings about the importance and role of child rights clubs should be held before registering members.
- ▶ Members should be registered either by classes they attend or other convenient groupings.

- ▶ Members should elect a committee on agreed positions (7-15) depending on the number of members in the club.
- ▶ Members should discuss and come to a consensus on club rules and regulations.
- ▶ If there is a child rights club in existence in the same school or community, cooperate with that existing club rather than creating a new club.

What are some guidelines to consider?

- ▶ Activities of CRCs should be incorporated into the school curriculum—especially extra curricular activities.
- ▶ School administration or local leaders should be involved in activities of CRCs.
- ▶ Work as a group to develop a workplan and calendar of events for the CRCs.
- ▶ Arrange for meetings (when possible) with other child rights clubs to share ideas.

What kind of activities can take place in CRCs?

- ▶ Music, dance, and drama
- ▶ Debating competitions
- ▶ Discussions with adult guest speakers about child rights issues
- ▶ Sports
- ▶ Environmental protection (tree planting)
- ▶ Awareness creation (Mural paintings, drawings)
- ▶ Child out-reach days
- ▶ Advocacy campaigns (Marching sessions)
- ▶ Peer to peer sessions
- ▶ Story telling
- ▶ Protective activities (walking together, building a fence)
- ▶ Reporting and referring cases

COMMUNITY PARTICIPATION: FOR ADULTS

STEP 1: FAMILIARIZE YOURSELF WITH CHILD RIGHTS AND CHILD PROTECTION ISSUES!

Understanding child rights issues will help you better advocate for child protection-related services in your community. Identify the child rights issues that are affecting your community, and any specific dynamics or challenges in your community that might be contributing to child abuse or neglect. Talking to adults and children alike about these issues will give you a better perspective on issues and potential solutions.

STEP 2: GENERATE DIALOGUE!

Once you have identified the child protection and child rights issues in your community, meet with other concerned members to set an agenda and a plan of action. Decide what steps can be taken within the community and what efforts may require assistance or input from NGOs, district leaders, and other stakeholders.

STEP 3: FORM OR JOIN A CHILD PROTECTION COMMITTEE!

A child protection committee is a forum that brings together various people responsible for helping protect children from abuse. The committees can be used both to ensure that children are protected and also to lobby for further sub-county and district-level services. Please see the following pages for more details on how to form a committee in your area.

STEP 4: BUILD A COALITION!

After meeting regularly with community members and mapping out a plan of action, you can build alliances with other groups, organizations or key individuals. Working together and forming strategic alliances will help you achieve better results. Target any local, sub-county, or district leaders that you feel can work with your coalition.

STEP 5: ENGAGE KEY STAKEHOLDERS!

Develop a clear child protection advocacy message with your group and agree to meet with key stakeholders to present your case, including NGOs, media (local radio program), local leaders (LC1), district officials (Probation officer or Community Development officer), or police (Family protection unit). You can identify a spokesperson that is able to speak on behalf of your group.

STEP 6: SEEK ONGOING DIALOGUE AND FOLLOW UP!

Change can take time. Be sure to seek ongoing dialogue with key stakeholders once you have initiated contact. Updating committee and community members on your progress will ensure community participation and interest in your efforts. Child protection cases require ongoing follow up to make sure children are safe and cases are reported. When you identify children who are vulnerable or have been abused, make sure you follow up with these cases on a regular basis to ensure abuse has not continued.

FORMING A CHILD PROTECTION COMMITTEE

- ▶ Identify and contact relevant duty bearers in child protection.
- ▶ Work together to formulate and come to a consensus on aims, objectives and responsibilities of each duty bearer.
- ▶ Execute roles of each stakeholder.

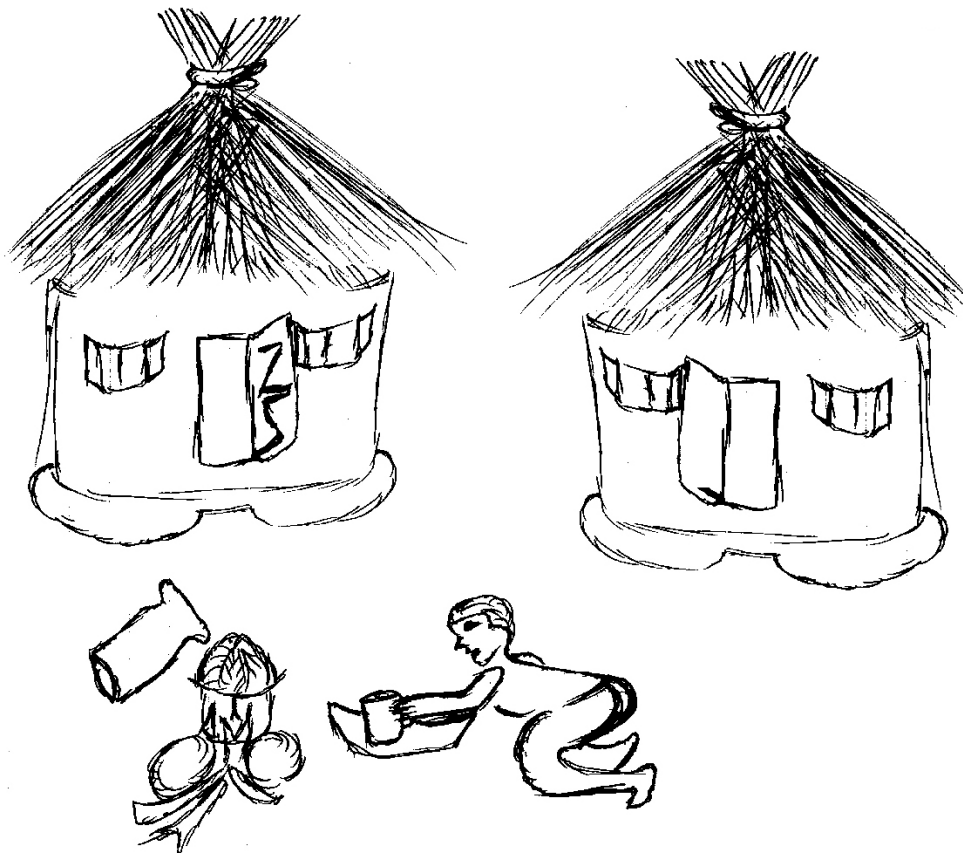
Membership of Child Protection Committees:

Child protection committees can include any person involved in the protection of children. The two most important aspects in composition are *representation* and *authority*. Child protection committees can therefore include: local leaders, religious leaders, youth leaders, police, district leaders, volunteers, legal representatives for children, among others.

Child Protection Committee can perform the following functions:

- ▶ Raising awareness of child protection issues within communities, including children and young people.
- ▶ Promoting the work of stakeholders protecting children to the public at large.
- ▶ Providing information about where members of the public will go if they have concerns.
- ▶ Reviewing policies and laws in protection of children.
- ▶ Promoting good practice among all people with the duty to protect children.

- ▶ Building capacity of stakeholders in child protection through trainings.
- ▶ Communicating on child protection issues to cause change in practice.
- ▶ Planning child protection campaigns in area of operation.
- ▶ Visiting homes and conducting ongoing monitoring of children to make sure they are safe.
- ▶ Working with local authorities to report any cases of child abuse, and advising community members who mistreat children.



Messages.

You can reduce ~~by~~ the risks of rape by moving in groups, avoiding moving alone at night and in lonely places, Avoiding alcohol and drugs among other things that make alter your sensitivity





The Bantwana Initiative helps children orphaned and made vulnerable by HIV/AIDS access the full range of support and comprehensive care they need to grow into healthy adults. Bantwana partners with schools, government ministries, NGOs, and community based organizations to find sustainable local solutions in caring for the community's orphaned and most vulnerable children.



The mission of FXB is to fight poverty and AIDS and support the world's orphans and vulnerable children left in the wake of the AIDS pandemic by advocating for their needs and reinforcing the capacities of communities that care for them.



WORLD EDUCATION



John Snow, Inc.

Bantwana is a joint initiative of World Education, Inc. and John Snow, Inc.

WWW.BANTWANA.ORG

INFO@BANTWANA.ORG