

March 2023

LEARNING BRIEF

JOFA TECHNICAL  
APPROACHES SERIES



JOINING FORCES  
For All Children



Co-funded by  
the European Union

# Parenting without Violence as a common technical approach for the JOFA project

Joining Forces for Africa (JOFA)





## BACKGROUND

**The Joining Forces Alliance is a collaboration between the six biggest child focused agencies: Child Fund Alliance, Plan International, Save the Children International, SOS Children's Villages International, Terre des Hommes International Federation, and World Vision International.**

### About JOFA

The project "Joining Forces for Africa (JOFA)-protecting children during the COVID-19 crisis and beyond" is implemented in five countries (Senegal, Mali, Ethiopia, Kenya and Uganda) across three years (August 2020-2023), supported by a €10 million grant from the EU.

The overall objective of the JOFA project is Children and adolescents experience reduced levels of violence, abuse, exploitation and neglect. It has four specific objectives

### Technical Approaches and Methodologies in the JOFA Project

The JOFA project aims to use evidence informed child protection approaches and methodologies, building on the collective experience of the consortium members. After an extensive review and consultation process, three common technical approaches have been chosen for scale-up amongst several countries and Joining Forces partners.

1. **Parenting without Violence**  
Save the Children

2. **Child Friendly Accountability**  
Childfund

3. **TeamUp**  
Save the Children, War Child Holland and UNICEF Netherlands

The JOFA project team has conducted a learning series on technical approaches, starting in April 2022 and culminating in an external sharing workshop in March 2023.

### JOFA Objectives

- Strengthen national and local protection and response systems.
- Improve protection in resilient families, communities, and institutions in the context of COVID-19 and during recovery phase.
- Increase capacity and agency of children to prevent and respond to violence against them during COVID-19 crisis and recovery phase.
- Increase learning and sharing of knowledge and best practice related to child protection approaches.

### Key facts

- **Duration:** 06.08.2020-05.08.2023
- **Budget** 10,000,000 € EU Funding  
771,458 € consortium members
- **Countries:** Ethiopia, Kenya, Mali, Senegal, Uganda.
- **Direct beneficiaries:**  
438,000 child beneficiaries  
3,000 service providers  
23,000 parents and caregivers



The learning series aimed to learn from the process of adopting common technical approaches for scale up, and to exchange, share and analyse implementation challenges, solutions, good practices.

It is hoped that the learning series will also generate opportunities to further scale up these approaches with Joining Forces agencies and others, and explore opportunities for further research and learning on the approaches.

The learning series has consisted of the following stages:

### Learning series stages

- 1** Country level Internal Learning- Peer reviews - qualitative research/ monitoring process.
- 2** Exchanges between two or more JOFA countries, to explore the common learning questions.
- 3** Three learning review workshops with JOFA country teams - specific to each technical approach.
- 4** Webinar- to present the findings of our learning series to an external audience of global child protection stakeholders.

This learning brief captures the essential outcomes of this learning series process.

## ABOUT PARENTING WITHOUT VIOLENCE

The Parenting without Violence approach is designed as a universal preventative program for use in development and humanitarian contexts to prevent physical and humiliating punishment of children and to improve positive parenting capacities of fathers, mothers, and caregivers of girls and boys of all ages.

Developed by Save the Children, the approach has the following objectives:

- Reduce the physical and humiliating punishment of children in the home.
- Improve parent/caregiver's capacity to practice positive parenting.
- Improve the quality of parent/caregiver-child relationships.
- Increase children's resilience and confidence to express their views and feelings in their home and to seek support when they feel unsafe.
- Strengthen social norms and gender and power dynamics that support equal responsibility for positive, non-discriminatory parenting.
- Strengthen equitable and gender sensitive child protection systems that prevent and respond to violence in the home.

The Parenting without Violence (PwV) approach consists of four core components – each are complementary and form part of a holistic approach to child protection programming:

### PwV Components

- Providing fathers, mothers, and other caregivers with the knowledge, skills and attitudes to parent positively without using violence
- Empowering children so that they feel valued, respected and safe within their family and community
- Supporting communities so that they are willing and able to protect children from violence.
- Strengthening equitable and gender-sensitive child protection systems.

The PwV manual includes detailed guides for 9 sessions for children, 10 sessions for parents/caregivers, and 2 session that combines children and parents/caregivers. The sessions are accompanied by home visits by the mentors/ facilitators to further support families achieve more nurturing relationships.

# SELECTION OF PARENTING WITHOUT VIOLENCE AS A COMMON TECHNICAL APPROACH FOR THE JOFA PROJECT

Parenting without Violence was one of three positive parenting approaches presented by global Joining Forces partners at the start of the project as a possible common technical approach.

In subsequent country level workshops, country teams selected the technical approaches they would scale and adopt amongst all partners within one country.

The country teams in Mali, Uganda, Ethiopia and Kenya all selected Parenting without Violence as their preferred approach, using a set of objective criteria with which to assess available approaches.

Significant in the decision by the Ethiopia team to selected Parenting without Violence was the fact that the materials had already been adapted to the Ethiopian context by SCI Ethiopia.

In Senegal, the team chose the Celebrating Families approach to positive parenting, as the Country Lead- World Vision- had the capacity to support with materials and training.

The fact that PwV was chosen in 4/5 of the target countries demonstrates that NGO staff from diverse organizations will agree on choosing the most appropriate, evidence-informed approach if given objective criteria with which to choose the approach, and presented with available options to assess.

## PROGRAM INCEPTION PLANNING

Whilst JOFA country teams did not conduct formative research specific to parenting, child protection needs assessments were conducted in all countries.

The outcomes of these needs assessments demonstrated increased stress and demand for support from parents, which triggered adaptations to budgets and activity plans to increase implementation of Parenting without Violence across all countries.

In many cases, implementing agencies did not plan and budget for all 4 components of the

approach as a whole, but focussed only on one component, such as the parent sessions.

Each part of the approach is important, and for future interventions, implementing agencies should plan for all four components:

- **Parent and child sessions**
- **Home visits**
- **Community dialogues**
- **Advocacy and communication**

All work together to change behaviours around physical and humiliating punishment.

## MONITORING, EVALUATION AND RESEARCH

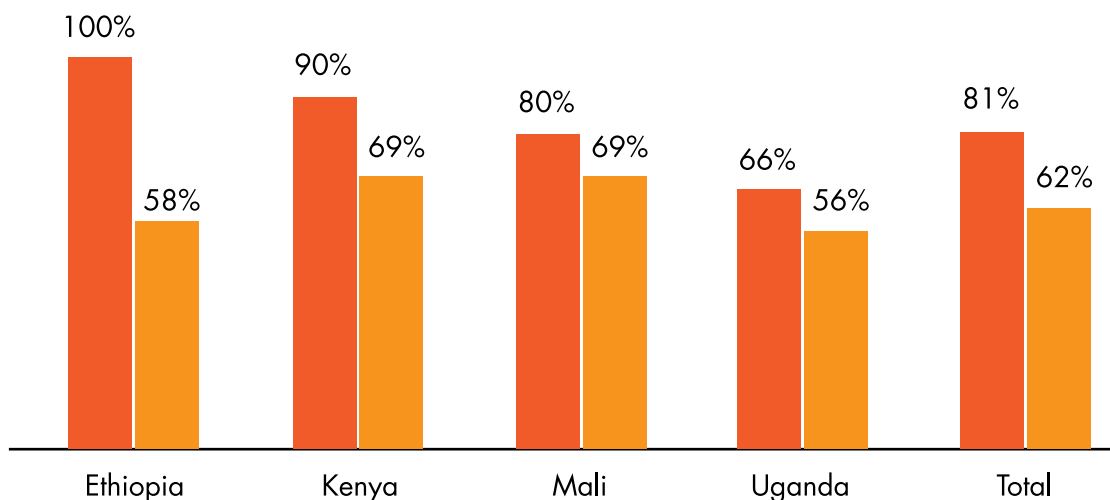
The JOFA project logframe has incorporated from project inception (i.e baseline) the majority of the recommended M&E tools for the PwV approach, and the technical approaches learning series included additional implementation research elements which have provided extra input to the MERL process.

JOFA Country teams have engaged over 24,000 parents and caregivers in Parenting without Violence sessions so far. At mid-term review, results from country teams who used the PwV approach were very encouraging, as illustrated below:

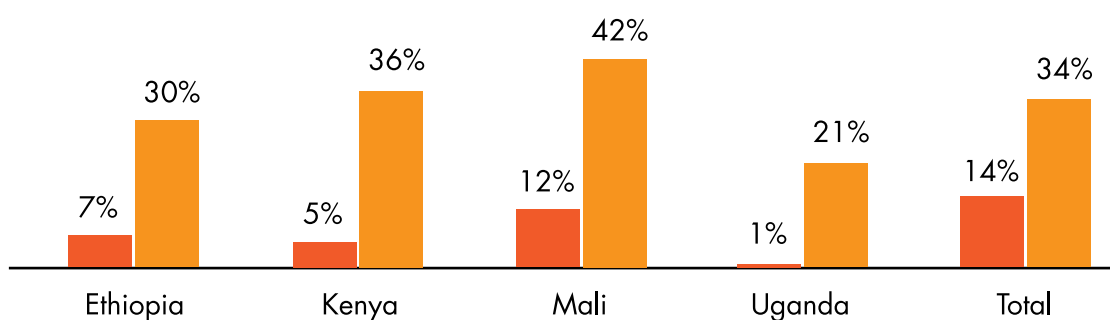


## Results

% of children aged 10-17 years who experienced any physical punishment and/or psychological aggression by guardians in the past month



% of children aged 10-17 who report their parents and guardians understood their problems and worries most of the time or always during the past month



■ Base line ■ Mid-term review

## ADAPTATION OF PWV GUIDELINES

Whilst the team in Ethiopia benefited from having existing PwV guidelines that had been adapted specifically for the country context and translated into local languages, this was not the case in Uganda, Mali and in Kenya, where PwV had not previously been implemented.

Country teams in Kenya and Mali did not initially plan and budget for adaptations and translations of guidelines, which caused some challenges in implementation. Any agency wishing to scale up PwV should anticipate time and budget for translations and adaptations.

## INITIAL TRAINING OF STAFF

The Uganda country team implemented well planned, structured initial training for project staff and facilitators, with all three implementing agencies involved.

In Ethiopia, the teams from Plan International and SoS Children's Villages relied on trained local staff from Save the Children to provide support to ToTs- as Save the Children staff had direct experience in implementing the approach, this approach was effective.

In the Kenya team did not hold any joint staff training, and each agency took the PwV guidelines and interpreted them as they saw fit, holding in-house trainings or planning sessions individually. This presented challenges in consistency of implementation method and fidelity to the core elements of the approach. After reviewing implementation as part of the technical approaches learning series- this issue was identified, and a refresher training- with the support of Save the Children regional trainers- was arranged which has greatly improved implementation fidelity.

In Mali, the team received an initial online training from Save the Children staff, but subsequent more in-depth training was not available from experienced trainers in French, and therefore project staff took it upon themselves to lead the training for facilitators. Any agency wishing to scale up PwV should ensure that they plan for staff training from qualified trainers who are experienced in the approach.

## IMPLEMENTATION

Issues related to implementation were assessed and analysed during the peer review process, exchanges between partners and between

country teams, and at the learning review workshop. The following analysis framework was used for this assessment:

### Parenting without Violence - Analysis Framework

- A** Implementation challenges
- B** Facilitator training and quality
- C** Target audience and Structure of Sessions
- D** Male engagement
- E** Programme duration, frequency and completion rates
- F** Handouts/ take-home activities & Home Visits
- G** Logistical considerations & location:
- H** Positive Stories of Change
- I** Response and referral
- J** Feedback processes



Common tools were used by the country teams in reviewing the PwV implementation, and included Focus Group Discussions (FGDs) with children, Parents and with PwV facilitators

who were purposively sampled because they had participated in the implementation of Parenting without Violence in target areas.

## A. IMPLEMENTATION CHALLENGES

Most of the implementation challenges, which are detailed below under each analysis category, could be addressed through two main methods.

1. Closer adherence to the existing PwV implementation guidelines
2. More time, effort and resources invested in the planning phase

As has been noted in other research related to the scale up of technical approaches<sup>1</sup>, the following are essential:

- Build in sufficient time for NGOs to internalize a program approach
- Maintain fidelity to core principles
- Create a strong foundation (staff training)
- Engage program developers
- Adapt and evolve
- Support innovation

## B. FACILITATOR TRAINING AND QUALITY

Overall, facilitators were considered to be of good quality and received sufficient initial training but need more ongoing supervision and support.

**Clear criteria for selection of facilitators** must be established at the outset as well as a clear process for certifying trainers, using the existing PwV guidelines and materials.

**Incentives and recognition of facilitators** should be planned from the start of implementation,

Refresher training should be planned after 1 year of implementation. It is important to recruit locally based community facilitators to reduce interruption of the sessions and ensure continuity, and to have two facilitators per session to help capture participant ideas, lessons and stories.

As well as initial training on PwV, additional trainings should be considered, especially related to psycho-social support and counselling and support to understand their role in the referral and case management process.

with consideration to sustainability- particularly in the paying of per diems or other monetary incentives.

### Training of facilitators

Initial training should be consistent, use existing training materials and experienced, expert trainers and be of sufficient duration (5 days in-person recommended). Where possible, the Save the Children training modules (available online) should be used.

Facilitators have identified the following topics for which further training might be required: Counselling skills, Psycho-social support, Alcohol and drug abuse, Para-legal support, Online child abuse

### Psycho-social support, counselling and mediation

During PwV sessions, both children and parents/ caregivers often bring up traumatic experiences or disclose cases of abuse and violence. It is essential that facilitators:

1. CUSP (2017) On the cusp of change: Effective scaling of social norms programming for gender equality, Community for Understanding Scale Up



- a) Are trained to be able effectively manage such cases during the sessions.
- b) Create a safe space either during the session or after the session for the child or parent/ caregiver to be able to openly discuss concerns.
- c) Are fully aware of the correct referral pathways and procedures for cases that require specialist attention.

PwV facilitators may also be called upon to mediate in cases of family violence or disputes. To prepare for such cases, they should be trained in the basics of mediation, and also have the full support of traditional and state justice actors in the local community/ district.

## Supportive supervision

A clear supportive supervision plan for facilitators should be established at the start of implementation- this can be part of the certification process.

Good practices for supportive supervision include developing a monthly review platform for the facilitators to assess the effectiveness of their training and the establishment of Telegram/WhatsApp caregiver group channel for the facilitators and project staff, so they are able to talk about any concerns that arose after each session (Ethiopia).

## Recognition and legitimacy

Certificates for completion of training and for completed facilitation of the full 8-10 sessions (cohort) should be used to recognize facilitators- this was a recommendation from project participants across all countries.

T-shirts or badges can be used to help them with legitimacy.

## Different types of facilitators

Community based facilitators/ mobilizers are trained as PwV facilitators in most cases, with



teachers and para-social workers also used in Uganda.

Including teachers as facilitators or mentors of PwV can help build positive relationships between teachers and parents and help to spread the same message in both homes and schools. It can also help children and teachers to have better relationships among each other.

Depending on the type of facilitator used, workload issues may arise- para-social workers may already have high workload on case management and teachers may not have sufficient time.

Good practice: To avoid workload issues of existing community resource persons, and to build sustainability, participants of PwV sessions who performed well in the past cohorts and meet a defined set of minimum standards set by the organization can be upgraded to work as PwV facilitators for subsequent cohorts as the team in Uganda have done.

## C. TARGET AUDIENCE AND STRUCTURE OF SESSIONS

### IDENTIFICATION OF PROGRAM PARTICIPANTS

Parenting without Violence is designed as a Universal approach- meaning that all parents can participate, and the guidelines recommend including all parents in participating communities. In practice however, it is challenging to include all parents, and project teams targeted those most at risk.

Various methods were used to identify participants and convene parent groups, including building on existing groups (such as VSLA groups), recruitment via radio, religious and community leaders, teachers, children who participate in Life skills sessions in schools, project staff and facilitators directly recruiting parents and using existing referral pathways and case management procedures.

In Uganda, head teachers and senior teachers (both male and female) select children to participate in the sessions and then the para social workers work with the Local Council to mobilize the children's parents from within the wider community.

Parents most at risk were prioritized, including children and adults living in households where violence has occurred. This approach could incur risks, especially related to creating stigma, but also can achieve the biggest outcomes.

Of note in many of the communities was the way parents recruited their peers within the community, and especially those most at risk, such as neighbours they knew who were abusing alcohol and/or were abusive towards their children.

In some cases, children and adults participants of the Parenting without Violence sessions recommend families to be targeted for inclusion in PwV learning sessions based on their observations of violence against children in the family. The facilitators, project staff, and

community development officers work with the local council to mobilise children and adults from such families and get them enrolled in the PwV learning sessions.

The Senegal team used two different methods of targeting- one with the support of community mobilizers to identify couples to participate, and the second through working with existing women's savings and loans groups. Whilst working with the existing groups allowed rapid mass expansion of the program, it had the effect of excluding men, and it has been a challenge to engage significant numbers of men in areas where this method was used.

When using community mobilizers to target couples rather than parents/ caregivers, the Senegal team aims to include couples that are known to come from households where violence has occurred. This has the potential to create stigma for those couples selected to participate, however, stigma has not been an observed issue to date.

Resource people w/in the village identify the couples, but they do not communicate to couples that they have been selected due to having issues or a history of violence. Invitations to the couples are communicated carefully without creating stigma.

However the identification of participants is done, it must be intentional and aim to include those most at risk. A Universal approach that aims to reach all parents in a participating community will rarely reach this target and those excluded will often be those most at risk.

A recommended approach is to plan from the outset to implement multiple cohorts of parents/ caregivers and their children in the same community. This way, the first cohort can be convened building on existing groups or





referral mechanisms, and subsequent cohorts can be planned to include those not reached in the first cohort. The PwV guidelines recommend cohorts of 30-35 parents maximum, so multiple

cohorts in each participating community are necessary to reach a critical mass for community-wide behaviour change.

### Identification of 1st cohort of parents

Use existing groups such as VSLA

Use existing community mobilizers, referral mechanisms or case management procedures to identify those most at risk

### Identification of most at-risk parents and children excluded from 1st cohort

Identify ways to mobilize parents and children not included in 1st cohort for inclusion into 2nd cohort

Work with facilitators, parents and children of 1st cohort to identify others to attend 2nd cohort

### Expansion into 2nd, 3rd, 4th cohort

Continuously identify at-risk groups not yet reached (Disabled, grand parents, single parents, drug and alcohol users, men/fathers)

Support past participants to become facilitators and/or continue to spread the messages and maintain social connections

Community leaders and religious leaders are important gatekeepers and must be engaged

when targeting, and throughout the process to maintain support for the PwV programs.

## ENGAGEMENT OF CHILDREN

The PwV approach includes an outline for engagement with both Parents and Children separately, as well as some joint sessions with both parents and children. In joint sessions, the children of parent participants should be involved. Children aged 10-17 should be targeted for the children's sessions as younger children may not be able to engage effectively in the content of the sessions.

During the sessions, children in Mali were initially reluctant to speak out because of existing norms regarding the role of children in the family and society.

In response, the team ensured that before conducting the mixed sessions, separate sessions with adults and children were

organized, during which both actors are prepared for interaction.

Children are helped to understand that there will be no negative repercussions if they speak up during the sessions, and icebreakers (games, bans, songs, etc.) are introduced at the beginning of the sessions to put children and parents at ease. During the sessions, parents are encouraged to appreciate their children's interventions.

Children often understand better than adults the context and specificity of violence against children in their own community, and can therefore explain it to their parents. This



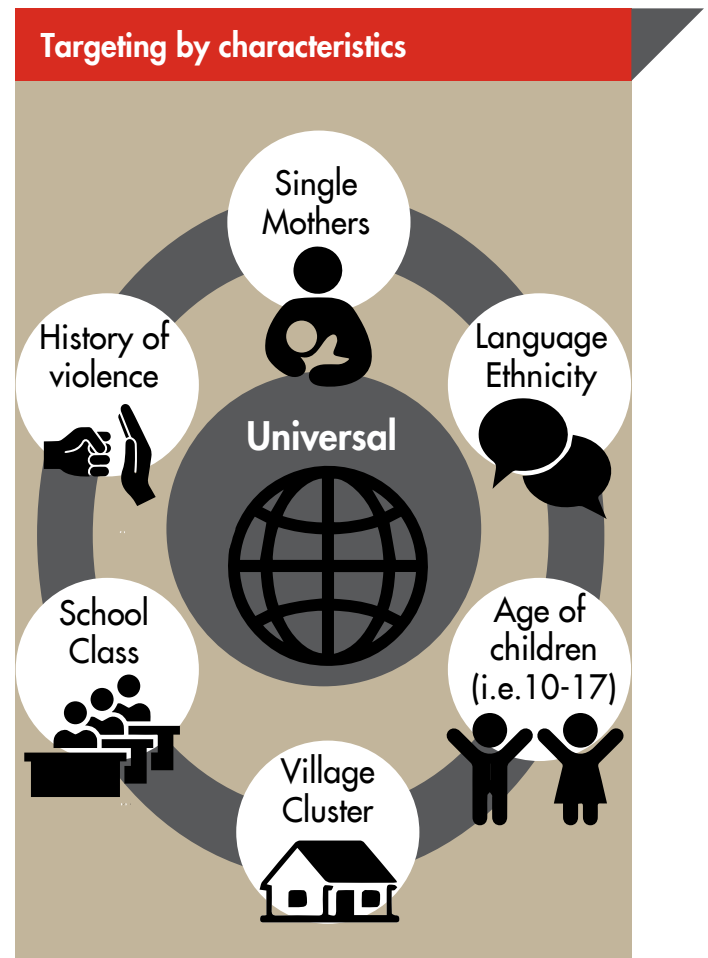
has helped to build children's confidence to confront their parents with these realities. The children also learned to better understand their parents' stress and worries.

Parents have learned to discover their children's potential, and a climate of trust between parents and children has been built during the sessions.

## TARGETING PARENTS/ CAREGIVERS BY SPECIFIC CHARACTERISTICS

At the start of implementation, project teams must determine which parents and caregivers will be targeted. PwV is designed as a universal program applicable to parents of children of all ages, however, there may be a need or a reason for targeting parents of children of a certain age, or targeting parents and caregivers with other specific characteristics to meet together in one cohort.

Organization of cohorts by specific characteristics- by age (i.e. young single mothers), by language group, by the age of their children (i.e. parents of children aged 10-17) etc. has benefits, but also mixing groups can have benefits for increasing understanding between differing groups, peace building (for example, mixing people from different language/ ethnic groups in Kakuma contributed to stronger social ties between previously conflicting groups) and also fostering mentoring relationships between older parents and younger parents.



## STRUCTURE OF SESSIONS

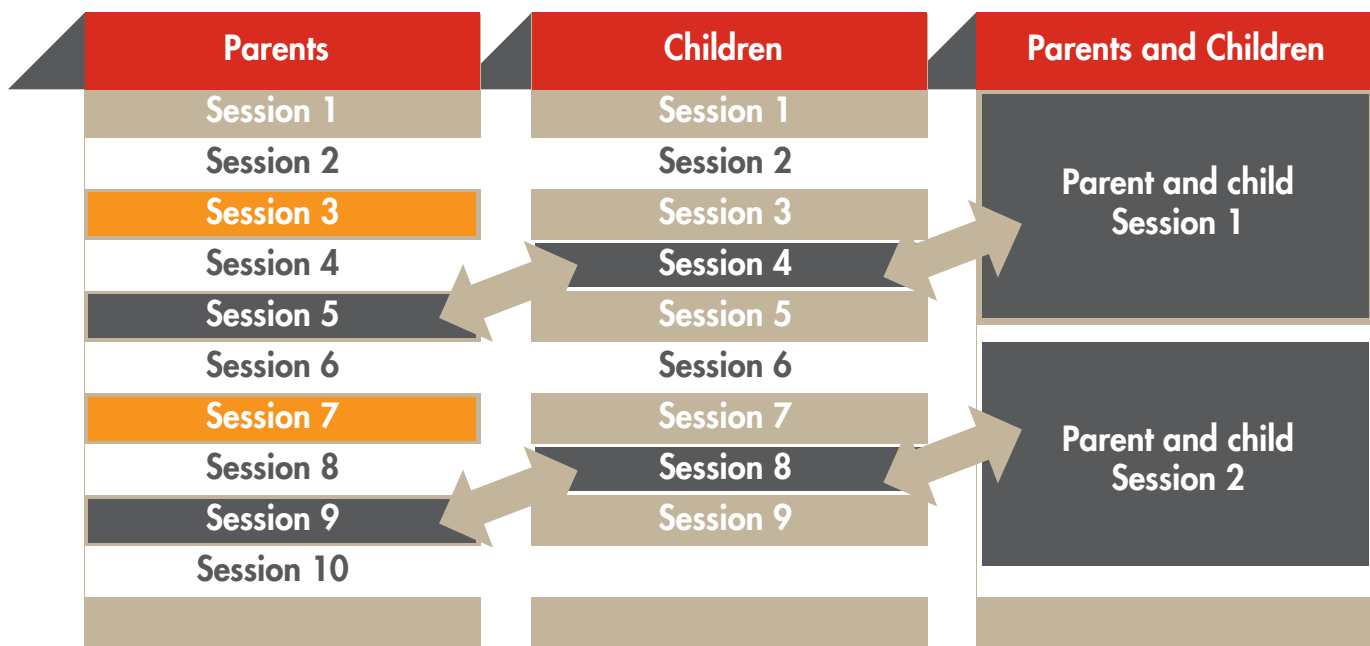
The PwV training involves 9 sessions for children, 10 sessions for parents/caregivers, and 2 sessions that combine children and parents/caregivers.

Groups can also be organized by sex- male specific groups can support further engagement & retention of men where male engagement is

an issue by adapting to their availability and creating a more comfortable environment.

However sessions are structured, there should always be opportunity for interaction between men and women and between parents/caregivers and children.

### Example structure of sessions



■ Separate sessions for fathers/ male caregivers and mothers/ female caregivers

## D. MALE ENGAGEMENT

A significant topic of discussion and challenge faced by participants and facilitators was the involvement of male caregivers in the PwV groups and sessions.

Most groups had more females than males (up to 95% females in some cases). This was reported as being due to the existing stereotypes and norms about the role of the father and the perception of mothers as the primary caregivers, as well as men not having the time to engage in the sessions at the times that they are held, or preferring to prioritize income-generating activities rather than coming for PwV training where they don't get any financial benefit.

Cultural reasons were also given, for example, men in Gulu (Uganda) said that it is culturally unacceptable to sit in the same room attending PwV sessions with their parents' in-law. In Ethiopia, due to ongoing security issues in some project areas, the majority of the men are also involved in maintaining the security of the village's border.

There were examples of good practice in regards to male engagement, such as the use of male parenting champions who actively recruited other men to participate, and of male participants recruiting their neighbours and colleagues to attend.

In addition, some women convinced their husbands to attend the sessions, or the fathers were motivated to join the sessions after seeing positive changes in the parenting of their wives, or reading/ hearing about information that their wives had learned.

Most PwV groups were mixed male/ female and this was reported as mostly positive as it was an opportunity for men and women to improve their relationships within the family, and to hear different gendered perspectives on parenting. There were, however, also reports of mixed groups being problematic because men and women engaged in a "blame game" when discussing parenting issues, and sometimes women dominated the discussion, not allowing men to talk or vice versa.

Implementing agencies must take an active approach to recruiting male participants to the PwV groups, and the challenge should be anticipated from the outset. Implementers should try the “male champion” model and build on reflections from the first cohort of parents/ caregivers for greater male inclusion in subsequent cohorts. This may necessitate having PwV sessions (mixed male/ female or male only) at different times to accommodate the schedules of men. Male engagement is a contextual issue and one should be able to adapt in order to ensure the participation of males.

Whilst in Senegal the targeting of existing members of Village Savings and Loans (VSL) groups meant that far greater numbers of women were engaged than men, in Uganda the opposite was true, as existing Self-Help Groups (similar to VSLs) attracted more men as they were seen as income generating activities,

therefore by building on these groups, more men were engaged.

However recruitment is managed, it must be intentional and adaptable to ensure that men are engaged effectively. It is recommended that implementing agencies start with mixed groups, but also create space for some sessions to be single-sex, male only or female only, to allow space for discussion.

Implementing agencies must prioritize male involvement at the onset in equal measure with female involvement while considering the implications of social norms on the role of fathers.

They should identify and assist male champions to take lead in mobilizing and recruiting both male and female parents and caregivers to enrol for the PwV sessions, and encourage spouses to attend the sessions together.

## E. PROGRAMME DURATION, FREQUENCY AND COMPLETION RATES

Across all JOFA implementing countries, the number and frequency of sessions has been consistent and as per the guidelines.

A minimum of 8 sessions with parents and a maximum of 12, with sessions held either once per week or once every two weeks.

Parallel sessions with children were also held at similar frequencies and durations.

A cohort will usually last a minimum of 2 months and maximum of 3 months with 30-35 parents per cohort and similar numbers of children.

There were no major issues with retention and completion rates, with over 70% of parents completing all sessions.

Good practices were noted in Uganda where PwV participants have been paired and tasked with the responsibility of reminding each other of the date, time, and venue for the next PwV learning session.

This has improved the retention and completion rates of participants in the PwV learning sessions.

In some cases, food or snacks are served to participants, which helps to motivate and retain participants- particularly in areas of extreme poverty (i.e. informal settlements in Nairobi).

Wherever per diems or other incentives are provided for participants, it is important to avoid perverse incentives- parents should be motivated to attend in order to improve their parenting, not for rewards.

## F. HANDOUTS/ TAKE-HOME ACTIVITIES AND HOME VISITS

Most PwV groups did not have any handouts, but there is a demand from parents. Pamphlets, booklets didactic materials (IEC) for facilitators and parents and other take home materials should be developed for local contexts and provided as part of PwV implementation. Consideration to literacy levels should be made and handouts should be in local languages and include pictures if appropriate. Pictorials (flashcards, audios and video) such as those used during sessions in Uganda are recommended to generate discussions.

Guidelines and PwV manuals are all in English (except in Ethiopia) - this has made it hard for facilitators to translate on the spot and provide take home materials to participants. Adaptations of the PwV guidelines into local languages should be developed for facilitators. In addition, it is important that the trainer for the facilitators delivers training in local language to assist in translation. They will interpret concepts together to ensure common understanding and better delivery.

In many project areas, multiple languages are spoken which can make it hard to translate the training content being delivered despite the use of language translators. In such areas, the organization of cohorts by language group could facilitate more effective sessions.

Guidelines for home visits are included in PwV guidelines, but were inconsistently utilised by project teams. For some partners there are case workers (project staff) who are well trained and able to conduct home visits, but

other agencies do not have case workers on staff.

A well-defined approach to home visits should be developed at the outset and included in training using existing PwV guidelines. This should include tools to monitor or record outcomes and documents for appropriate recording of referrals and follow up of cases.

Good practice: in Senegal, instead of handouts/ materials, the Senegal team has worked with local artists to produce a song related to positive parenting, which can help reinforce the messages of the positive parenting sessions. They have also incorporated drawing into the sessions.

Parents are encouraged to draw pictures at each stage/ module of the training - for example- my hopes for my family.

Parents share these pictures with their children at home so their children can see what they are learning and discuss with them. It has been a very positive experience, and is especially good for illiterate parents.

In Uganda, the PwV sessions were complemented by a Social Behaviour Change campaign, including a radio drama series on positive parenting.

Facilitators could play the radio drama during sessions so that parents and children listen together and have discussion arising from the drama.

## G. LOGISTICAL CONSIDERATIONS & LOCATION

In most cases the locations chosen for PwV sessions are suitable. Sessions are held in schools, churches, child friendly spaces and occasionally outside (under a tree) or in a participant's house.

It is important for participants that locations are close to their homes, have enough space to avoid crowding, are private so as not to attract a crowd, and that they have the space for enough time to allow for discussion. A location



free from distractions- noise and interference by non-participants- is essential.

Childcare was not provided during sessions in most locations, which meant that disruptions were reported from infants who are brought to the sessions with their parents. It is therefore

recommended to provide some form of childcare for infants so that parents can fully participate during the sessions without distractions. Good practice from Korogocho (Kenya) where they provided toys, and bread and milk for children within a dedicated space for children during the sessions.

## H. POSITIVE STORIES OF CHANGE

Uganda: Parenting without Violence sessions are causing positive changes in the participants.

In Oguru village, Gulu district, parents expressed that the PwV sessions have reduced the occurrence of gender-based violence in their homes as the husbands are more helpful and respond well to the children.

In Ethiopia, participants gave testimony that conversations have started in their family and community about child sexual abuse and knowledge of where to access services if their child was abused. Respectable parent-child communication was created.

The approach has boosted fathers, mothers and other caregivers' understanding of child rights, child development, positive parenting, gender and non-discrimination, protection

risks for children, and where and how to seek help.

The approach has been particularly important for participants with low levels of literacy, who struggled to read printed materials but were able to follow the sessions.

Before attending PwV sessions, parenting was generally considered a women's responsibility due to existing gendered norms ascribing primary responsibility for parenting to women, and responsibility for breadwinning to men. Now this is being challenged gradually.

As a result of participation in the programs, parents are spending quality time together with children, with increased communication, greater mutual respect and increased positive monitoring of adolescents from both parents.

## I. RESPONSE, REFERRAL AND FEEDBACK

There were few issues noted in regards to response and referral- all parties were aware of referral pathways and were actively reporting and following up on cases.

JOFA project has functional feedback and response mechanisms which give an appropriate channel for feedback on PwV activities. Space is always provided during and after the sessions for feedback from participants.

### **Adapting to cultural and socio-economic contexts**

Many target communities are in very difficult economic situations, which makes it hard for parents to participate in the PwV sessions. Community members prioritize basic needs and income generating activities.

Implementing agencies should consider strengthening synergies with economic support

initiatives (VLSA, IGA etc.) that are ongoing in the target area, and actively link participants with existing government social protection programs, especially parents with disabilities.

When considering integration of savings groups with the parenting groups it is important to take care to examine how it can be made to work without one overshadowing the purpose of the other.

For future projects, a social protection component would strengthen outcomes of PwV programs.

## Sustainability

The following considerations are important for sustainability of the approach beyond a single project lifespan:

It is important to plan and budget for all 4 components of the approach as a whole rather than focussing on only one component, such as the parent sessions.

Each part of the approach is important, and for future interventions, implementing agencies should plan and budget for all four components.

Work with relevant government stakeholders to support implementation of the approach and popularization of the main messages related to positive parenting.

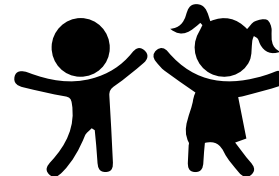
Within a target community, parents who “graduate” from PwV should be provided with recognition and support to spread the messages to other parents, and recruit parents for subsequent cohorts.

Parents who have completed the PwV sessions can become powerful advocates for change within a community, and need materials and support for planning further community level activities.

## 4 Components of the PwV approach



**Providing fathers, mothers, and caregivers** with the knowledge, skills, and attitudes to parent positively without using violence.



**Empowering children** and working to ensure they can feel valued, respected and safe within their family and community



**Supporting communities** so that they are willing and able to protect all children, girls and boys from violence.



**Strengthening** equitable and gender-sensitive child protection systems

Social behaviour change campaigns run in parallel with the PwV approach- as part of the component on Supporting Communities can be powerful in sustaining the changes of behaviour initiated by the sessions with parents and children.

Contact: Any agency wishing to learn more about Parenting without Violence can contact [Rebecca.smith@savethechildren.org](mailto:Rebecca.smith@savethechildren.org)



Save the Children



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