



**Groupe de
Recherche
Action Droits
de l'Enfant
Mali**

Manual of transferable best practices for promoting positive parenting and non-violent education

Experiences drawn from four countries (Benin, Cameroon, Ghana, and Mali)



**Project: "Strengthening the protective environment for children through positive parenting
and non-violent education"**

Transfer of proven approaches for positive parenting and non-violent education to Benin,
Cameroon, Ghana, and Mali.

September 2025



Legal

This document is an initiative of the partners ESGB (Benin), CIPCRE (Cameroon), PAORP-VWC (Ghana), GRADEM (Mali), and Kinderrechte Afrika e. V. (KiRA, Germany). It is published in 2025 with the financial support of the German Cooperation (BMZ) and KiRA.

Project managers

Espace Solidarité Globale Bénin (ESGB)

2 BP 425, Porto-Novo, Benin
Phone: +229 01.97.87.48.83
Email: sohoungo@yahoo.fr
Website: <https://esgbenin.org/>

International Circle for the Promotion of Creation (CIPCRE)

P.O. Box 1256 Bafoussam - Cameroon
Phone: +237 6 94 02 14 74
Email: cipcre_cameroun@cipcre.org
Website: <https://cipcre.org/qui-sommes-nous/cameroun/>

Pan-African Organization for Research and Protection from Violence for Women and Children (PAORP-VWC)

P O Box 2153 TL Tamale - Northern Region Ghana
Phone: 00233 543 305 470
Email: paorp-vwc@gmail.com
Website: <https://panafrican-paorp.org/>

Action Research Group for Children's Rights Mali (GRADEM)

Faladié Extension, Bamako - Mali
Phone: +223 20 21 73 00 82
Email: gradem@gradem.org
Website: <https://gradem.org/>

Kinderrechte Afrika e. V. (KiRA)

Schillerstraße 16, D-77933 Lahr, Germany
Phone: +49 7821 38855
Email: info@kira-international.org
Website: www.kira-international.org

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A. Why this document?

In 2022, KiRA initiated two regional projects with its partners in Africa and co-financing from German Cooperation to promote the sharing of good practices among its African partners. In a context marked by social tensions and conflicts, the project **"Strengthening the Protective Environment for Children through Positive Parenting and Non-Violence Education"** (REPEPPEN) enabled the transfer between ESGB in Benin, CIPCRE in Cameroon, PAORP-VWC in Ghana, and GRADEM in Mali. In order to strengthen family and social ties and create harmonious and resilient communities, numerous training and awareness-raising activities were carried out over a period of 36 months, including strengthening children's life skills so that they can play an active role in protecting themselves against violence, and spaces for dialogue were created, particularly between students and teachers, to work together to combat violence in schools.

This document capitalizes on proven and transferable approaches. It is based on an in-depth analysis of the activities carried out and the strategies adopted. By sharing this knowledge, we hope not only to highlight the efforts made, but also to offer concrete recommendations for future initiatives promoting positive parenting and non-violent education.

This document is intended for civil society actors, state actors, financial partners, and anyone interested in issues related to promoting positive parenting and non-violent education. It is intended as a tool for reflection and sharing to encourage the replication of successful initiatives and the continuous improvement of practices. It is intended for people of all genders, despite the use of the masculine form in the various sections of its content.

We are convinced that together we can build a future where every individual, regardless of their origin or social status, finds their place and contributes to collective prosperity. We invite you to read this document with an open mind and a commitment to promoting the values of peace, respect, and solidarity within our communities.

This work is the result of a synergy of actions between four partner organizations from Germany, Benin, Cameroon, Ghana, and Mali, namely:

ESGB is a Beninese non-profit non-governmental organization (NGO) created in May 1998 and headquartered in Porto-Novo. Its goal is to contribute to improving the living conditions of children in difficult situations by promoting children's rights and raising awareness among parents, especially women. ESGB also aims to reduce the constraints limiting child development in society.

CIPCRE-Cameroon is an NGO established under Cameroonian law in 1990. CIPCRE is committed to working towards a world where men and women assert themselves as actors in their own future, in a healthy relationship with their history and their environment, and flourish physically, morally, socially, and spiritually, which are prerequisites for the expression of their dignity; a world where humanity is organized into a democratic, just, peaceful society that respects human rights, the principles of good governance, and gender- d equity in male/female relationships. CIPCRE Cameroon is headquartered in Bafoussam and operates in the western, northwestern, and central regions of Cameroon.

PAORP-VWC is a Ghanaian NGO created in May 2008 and headquartered in Tamale. PAORP defends the fundamental rights of marginalized women and children. As such, PAORP fights against harmful cultural practices faced by women and children in Ghana, particularly forced and early marriages.

GRADEM is a Malian NGO created in 2010 and based in Bamako. GRADEM works to improve the legal status and future prospects of girls and to modernize the juvenile justice system. The NGO works in Bamako and rural areas of Mali to support exploited domestic workers, street children, teenage mothers in distress, and girls and women in villages with no prospects for the future.

Kinderrechte Afrika e. V. (KiRA) is a German NGO that has been working since 1995 to ensure the sustainable implementation of the rights of children and adolescents in Africa. KiRA works with independent partner organizations in accordance with the principles laid down in the United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACNWC).

B.Best Practices

1. Articles

The following articles describe the implementation of a wide range of activities in Benin, Cameroon, Ghana, and Mali and highlight some of the effects observed on participants and communities in the project areas:

- a) Training in positive parenting and non-violent education
- b) Awareness-raising activities on positive parenting and non-violent education
- c) Mini forums for exchange between teachers and students

a. Training multiple stakeholders in positive parenting and non-violent education

The NGO La Passerelle equips teachers, parents, and students (BENIN)

From Monday, February 20 to Thursday, February 23, 2023, the association Espace Solidarité Globale Bénin (ESGB), La Passerelle organized a series of training sessions for partner teachers and students benefiting from the REPEPPEN regional project.

Implemented in Benin in four municipalities in the department of Ouémé, namely Akpro-Missérété, Avrankou, Adjarra, and Dangbo, this project will run for a period of 36 months, from October 1, 2022, to September 30, 2026, and involves four African countries, namely Mali, Cameroon, Ghana, and Benin. With the overall objective of making positive parenting and non-violence education a reality in families and schools, the project has three areas of focus: positive parenting, non-violence education, and protection against gender-based violence. In Benin, it is being implemented by the association Espace global Bénin (ESGB), La Passerelle.

For this first series of training sessions, the ESGB team visited all the municipalities where it operates and trained teachers, administrative staff, and students. Seven members, including one parent and one administrative staff member, were selected from each middle school. As for the learners, five were chosen from among the leaders. The training took place at the CEG1 in each municipality. One day was devoted to each municipality. It should be noted that everything took place in the presence of Samuel HOUSSOU, Executive Director of the ESGB association. The main trainers were Maurice AGBOGBONON, psychologist and coordinator of the REPEPPEN project, and Charles AKAMBI, andragogist and training manager for the project.



Training of student leaders in the municipality of Adjarra, Benin © ESGB

At the end of this training, participants had improved their knowledge of the concepts of positive parenting, non-violent education, and GBV, as well as the associated legal bases. Another benefit for participants at the end of this training was their mastery of educational tools for promoting positive parenting, non-violent education, and GBV. All of this left a lasting impression on them.

They clearly expressed their joy at having had this opportunity. *"Today's training is very relevant, as evidenced by the rich discussions that followed. May we be blessed with the grace to be good relays and may the children and learners flourish as a result,"* said Sandrine DENONDE of CEG

Danto. For Christian GBETO from CEG Vakon, this training allowed participants to not only feel more mature but also to learn a lot about themselves. *"All of Benin needs this communication to better reconsider things. Congratulations to the NGO La Passerelle,"* added Blandine GUIDI HOUNKPATIN from CEG1 Dangbo.

Training for teachers from partner schools on life skills (CAMEROON)

As part of the REPEPPEN project, CIPCRE Cameroon hosted a workshop on May 16, 2023, with the heads of partner schools on mechanisms for promoting life skills among students to deal with violence.

Gathered in the assembly hall of the Koutaba town hall in the Noun department, participants were also able to strengthen their knowledge of recognized life skills, including decision-making, stress management, empathy, effective communication, and interpersonal skills. After realizing that these skills were not sufficiently promoted in school curricula, school administrators, extracurricular and after-school activity leaders, and supervisors worked to identify additional strategies for promoting these skills within their respective institutions.



Group of teachers working on ways to integrate life skills into the curriculum, © CIPCRE

Promoting parenting skills and non-violent education: GRADEM builds the capacity of 20 decentralized government officials (MALI)

On October 12-13, 2023, GRADEM organized a capacity-building workshop for 20 decentralized state service agents in Bamako on positive parenting and non-violent education as part of the REPEPPEN project.

In Mali, GRADEM has been working since 2010 with village communities to promote the rights of children, particularly girls. In the municipalities where it operates, studies on abuse in 2016 and 2017 revealed that corporal punishment remains a reality in schools, families, and communities.

During focus group discussions conducted prior to the REPEPPEN project and justifying its necessity, more than 80% of participants' responses indicated that the saying "*spare the rod, spoil the child*" is used to justify acts of violence against children. It is also clear that the change in behavior towards better protection of children's rights remains insufficient and must be consolidated in order to take root in rural communities, where illiteracy is widespread and many parents remain resistant to the idea of non-violence towards children.

Through this workshop, GRADEM aims to encourage decentralized government officials to:

- Increase opportunities to promote good practices of kindness towards children and positive parenting in families in communities;
- Equip workshop participants by informing them about the legal and regulatory framework supporting the promotion of children's rights in their families and communities;
- Design a concrete action plan to identify opportunities for collaboration between actors in addressing issues to promote good practices in positive parenting within families.



Capacity building for decentralized government service agents on positive parenting and non-violent education, Bamako area, © GRADEM

"It has been found that most children live in a violent environment. To address this situation, GRADEM has obtained funding for a three-year project on positive parenting and non-violent education. In this context, and in order to bring about real change, it is necessary for all stakeholders to be trained in positive parenting and non-violent education. Parent mentors have therefore been trained. Civil society organizations have also benefited from training in Fana and Ségou. The decentralized technical services of the State of Ségou and Bamako (education, social work, health, police, judges, municipal administration, and elected officials) have also seen their capacities strengthened as part of this project. Finally, traditional and religious community leaders were trained. All social groups need to be trained in positive parenting and non-violent education," said Ayaba Ingrid Vosden, REPEPPEN project manager.

According to Housseini Oulogueme, an agent of the National Directorate for the Promotion of Children and Families, this workshop is important for state agents involved in child protection in Mali. *"It is of paramount importance to us because we ourselves are responsible for the education of children. We have learned that positive parenting consists of good educational practices that are free from physical or emotional violence. We have also come to understand that there are different types of parenting, namely: democratic, authoritarian, permissive, and neglectful,"* he explained.

He added: *"GRADEM is a long-standing partner with whom we intend to continue working. GRADEM's vision is identical to that of the National Directorate for the Promotion of Children and Families. We will always stand alongside GRADEM in carrying out actions for the protection of children."*

For her part, Fatoumata Diarra, from the Bamako Right Bank Education Academy, praised GRADEM's initiative in organizing this workshop. *"It's a very good initiative. When a parent knows that a child can be educated without violence, that parent has a lot to gain in the future and the child will be treated positively. This will make it easier for the child to understand at school. The child will behave differently at school, making it easier for teachers to manage the class. Positive parenting must involve all those involved in the child's environment, whether they are parents at home, educators at school, or others,"* emphasized Fatoumata Diarra.

As for Staff Sergeant Mory Togola of the vice squad, he reiterated his department's willingness to support GRADEM in promoting positive parenting and non-violent education. *"We are available to GRADEM day and night. We have already worked together extensively,"* he said.

b. Raising awareness about positive parenting and non-violent education

Celebration of the Day of the African Child, ESGB, 2023 (BENIN)

With the aim of ending the vulnerability of African children, ESGB La Passerelle continues to multiply highly innovative initiatives, as demonstrated once again on Friday in the district of Sado with the financial and technical support of the German association KiRA, which is dedicated to promoting and protecting children's rights. On the occasion of the Day of the African Child, the organization mobilized children from the commune of Avrankou who, after a large caravan tour of the district of Sado, gathered in the district's conference room where various presentations were made to not only raise awareness among children, but also to urge parents to do their best to ensure that all children's rights are respected. Carrying placards and banners with powerful messages, the children also visited the head of the Sado district, Valère Kotonou, to present their grievances to the mayor of Avrankou.

Among other things, the children called on the mayor to raise awareness about corporal punishment in schools in the municipality of Avrankou and demanded the *full* implementation of Benin's Child Code in schools and households. Upon receiving the message, Valère Kotonou reassured the children that he would faithfully convey their message to the appropriate authorities, without forgetting to thank all those working to protect children in the municipality. It should be noted that all this is part of the implementation of the REPEPPEN project led by the NGO La Passerelle. The project coordinator, Maurice Agbogbonon, and the head of the Avrankou Social Promotion Center, Romaine Ganhou, took the opportunity to show the children that, in addition to their rights, they also have duties to fulfill. The event was also attended by officers from the Sado Special Police Station, representatives from GRABE-BENIN NGO, Nouvelle Ambition NGO, parents, and many others. It was a real opportunity for the children to express their expectations of their parents and the authorities, and we can only wish ESGB La Passerelle every success.



Children leaders handing over the advocacy text to the mayor's representative during the JEA celebration, © ESGB

Students hold a parade to raise awareness about positive parenting (GHANA)

In May 2023, in the municipality of Gushegu in Ghana, as part of the REPEPPEN project in which the Ghanaian organization PAORP-VWC is participating, 360 students from three schools held a two-hour street parade to raise awareness about how to improve the skills of young people in the region. The participating schools were Gushegu Senior High School, Gushegu E/A Junior High School (JHS), and Gushegu Girls Model JHS.

The street float started at Gushegu M/A Primary School, passed through the old cattle market, Alhaji Aminu's store, and the market square, and ended at the Gushegu Municipal Assembly, where they presented a petition to President Nana Addo Dankwa Akufo-Addo through the chief executive of Gushegu Municipality.



Parade through the streets to raise children's awareness of their rights, © PAORP-VWC

The petition, read by Miss Abdulai Rashida, a third-year student at Gushegu SHS, called on the government to facilitate and guarantee a sustainable and peaceful environment, to provide adequate security and protection for all children through positive parenting and non-violent education.

She stated that even though Ghana was a signatory to many protocols and conventions, including the Universal Declaration of Human Rights, the UN Convention on the Rights of the Child, the 1992 Constitution, the African Charter on the Rights of Peoples, and ILO conventions, most children still lived in fear and faced numerous violations of their rights in Ghana.

Ms. Abdulai Rashida added that crime rates were rising and that inhumane treatment of innocent children in the education system persisted, adding that many harmful practices, including rape, child abduction, child trafficking, child prostitution, child labor, and early marriage, continued.

Finally, she mentioned school dropout rates, particularly among girls, noting that the failure to guarantee them adequate safety and protection in schools was one of the causes of the decline in education levels in the region.

Mr. Yaja Robert Dawuni, Director General of the Municipality of Gushegu, who received the petition, advised the students to be obedient and respectful towards teachers and parents. He also reminded them that it was the responsibility of stakeholders and parents to provide children with effective protection so that they could grow up peacefully and become responsible adults. Finally, he called on them to ensure a bright future for their children.

Melanie Zofoa, PAORP-VWC project manager for REPEPPEN in the districts of Gushegu, Zabzugu, and Tatale, reminded parents that in addition to feeding their children, they have a responsibility to respond to their other needs and support them in every way to ensure their future.

Raising awareness about positive parenting and non-violent education in Tenindougou: GRADEM and KABU-WOLO join forces (MALI)

As part of the implementation of the project entitled "Strengthening the transfer of skills and knowledge between civil society organizations for better access to fundamental rights for children in disadvantaged rural areas in Mali" and the REPEPPEN project, the KABU-WOLO association and GRADEM organized a community awareness and advocacy day on December 16, 2023, on positive parenting and non-violent education with groups of children from schools in Banankabougou, Falako, Nalla 1, Badiguinitou, and N'tossouma, in the municipality of Tenindougou.

During his speech, GRADEM Executive Director Antoine Akplogan said that the aim of the day was to encourage administrative, political, and traditional authorities to take measures to prevent and combat violent education in order to establish positive parenting in families, schools, and communities for better promotion of children's rights in the municipality of Tenindougou. "Through this day, we want to encourage school and municipal authorities, village chiefs, and cooperative members to invest in non-violent education and positive parenting," he said.



Presentation of gifts to the group of children by the president of the regional office of the Malian Coalition for Children's Rights, Dioila region, © GRADEM

The director of the Fana Educational Activity Center (CAP), Boubacar Aly, praised the initiative of GRADEM and its partners to promote positive parenting and non-violent education in Mali through this day of awareness and advocacy. *"I welcome this initiative by GRADEM and all the people of good will who are helping, directly or indirectly, the GRADEM web and its partners in this noble cause,"* he said, adding: *"What struck me most is that the children who are advocating for this cause are very aware of the problems in their community, and I pray to God to give us the strength to continue fighting for the cause of children."*

As for the mayor of Tenindougou, Fassoum Doumbia, he emphasized the importance of this day of awareness and advocacy in raising awareness among education stakeholders about positive

parenting and nonviolent education. *"This is a day that has raised awareness. I invite all those involved in education to listen to these pleas in order to help these children achieve common goals,"* said the mayor of Tenindougou.

The day was marked by messages of awareness and advocacy from children to parents, local elected officials, and child rights actors for the establishment of nonviolent education and positive parenting in families and beyond. The children expressed the difficulties that hinder their development in families, communities, and schools. They also sent a message of advocacy to municipal, traditional, and school authorities, as well as to cooperative groups, so that their fundamental concerns could be considered a priority for better protection of their rights.

Fana: GRADEM stands with students in their advocacy for an end to gender-based violence



Awareness-raising action by students on positive discipline and the fight against GBV in Fana, Dioila region, © GRADEM

As part of the REPEPPEN project, on June 7, 2024, in Fana, GRADEM, in partnership with the Fana municipal council, the Fana Educational Activity Center (CAP), the local department for the promotion of women, children, and families (SLPFEF), and children's groups, organized an event called "Challenge Student's Tour on positive discipline and the fight against GBV."

In the presence of community and school authorities, parents, and children's groups from Fana, the students presented skits, dances, songs, and posters with messages denouncing gender-based violence in schools and calling for its elimination.

According to GRADEM Executive Director Antoine Akplogan, the aim is to enable students to express themselves on gender-based violence, to report such violence in their schools, and to advocate for schools free of such violence. *"In the spirit of the June 16 festivities, African Children's Day, we organized this activity so that students could send messages to teachers, their classmates, administrative staff, and parent representatives to alert them and make them clearly understand their role in promoting mechanisms to protect children's rights and reduce acts of gender-based violence,"* he said.

c. Enabling exchanges between students and teachers

Combating violence in schools: abundant results (CAMEROON)

For this third year of implementation of the REPEPPEN project, CIPCRE Cameroon organized a series of forums within partner schools in the three municipalities of the Noun department. These forums provide a space for dialogue between teachers and students, allowing the latter to speak freely about the violence they experience at the hands of their peers and teachers, and vice versa. The exercise resulted in the adoption of lasting resolutions to reduce, or even eradicate, violence in schools.



Students reflecting on ways to sustain violence prevention initiatives during the exchange forum between students and teachers at the bilingual high school in Foubot, © CIPCRE

Now in its third year, the initiative is bearing fruit. It has led to the establishment of alert and reporting mechanisms on the one hand and the definition of prevention strategies on the other. In terms of prevention strategies, peace clubs and study groups have been set up and days dedicated to sharing and mutual aid have also been instituted. In addition to these initiatives, support groups have been set up where necessary. The aim of this latest series of forums was to work towards the sustainability of the forums' achievements by consolidating the mechanisms put in place and encouraging the target groups concerned to continue these initiatives so that they survive the project and become established over time.



Students reflecting on ways to sustain violence prevention initiatives during the exchange forum between students and teachers at CES Djidongo, © CIPCRE

2. Testimonials

The following testimonials were collected by the organizations implementing the project in order to measure the immediate effects and longer-term impact of the project's activities. The individuals sharing their experiences below come from different target groups of the project in order to provide an overview of the people and groups affected by the activities implemented, the objective being to reach all social strata of the communities targeted by the project.

Célestine, mother of several children who have benefited from MPP training (BENIN)

"My name is Célestine and I have sinned greatly against my children in the past. Even now, when I see my eldest, I cry because he has a burn scar on his arm because of me. I thank God who, through this REPEPPEN training, has opened my eyes. I hope I can make amends for some things. I am very grateful to REPEPPEN for transforming me. Now I am a positive parent, a patient and caring mother. For the past month, there has been joy in my home and my children are amazed at my transformation. Long live REPEPPEN, long live ESGB!"

Anonymous testimony from an agent of a decentralized state service (BENIN)

"My name is X, and I am the head of a decentralized government department. If the REPEPPEN project did not exist, it would have to be invented. Faced with the problem of educational violence, this is the first time that a project has been able to find the right strategy, the right modules, and the right people to convince and bring about real awareness. It will set a precedent in all departments! We are proud to have been able to participate in the training and we will soon be asking the training team to train more government officials and CSOs. Many thanks to ESGB and its partner KiRA."

Wawo Takam Guy Martial, teacher at the bilingual high school in Koutaba (CAMEROON)

"My name is Wawo Takam Guy Martial, and I have been a teacher and head supervisor at the bilingual high school in Koutaba for almost ten years. I am also the supervisor of the skills pool at the same school. As a teacher and supervisor, I was constantly faced with acts of violence from students who only knew how to communicate through this means. It must be said that the supervisors were not to be outdone. To discipline the students, they found themselves resorting to acts of violence that were sometimes disproportionate to the acts being punished. This punishment proved ineffective and did not bring about any change in the children.

For nearly three years, the initiatives carried out by CIPCRE within this school, whether forums, skill-sharing initiatives, or challenges, have brought about many changes. The children have learned to speak in public. The leaders are becoming more and more experienced in raising awareness. They have trained other potential leaders who serve as relays in their classrooms. Awareness-raising methods are increasingly varied and seem to be more effective than simply giving speeches to students. Previously marginalized groups, such as girls from the Bororo-Foulbe ethnic group and internally displaced persons, now feel confident and live in harmony with others. Cases of sexual abuse and other forms of sexual violence are stigmatized, and those who still engage in such practices receive our advice. We challenge parents at meetings to take responsibility and invest in their children without distinction of sex. The initiative is gradually bearing fruit. There has been a noticeable decline in early marriages and abuse of young girls. We have already summoned a few parents at our level at the girls' request to help them understand why they must abandon their plans to marry them off. However, it must be acknowledged that there are still a few cases of sporadic fighting, which we are trying to quell through ongoing awareness-raising.

Finally, the use of corporal punishment has been completely abandoned within the institution. Every Monday morning, the skills pool members, institutionalized in the CIPCRE/CECIN club, hold a minute-long discussion to reveal the value to be observed during the week and to present the institution's internal rules, which contain the rules to be observed by students and the penalties applicable in the event of non-compliance with these rules. Gradually, an atmosphere is developing in which we enjoy working. We are infinitely grateful."

Habiba, mother of five children who has taken a course on positive parenting (CAMEROON)

"My name is Habiba and I am a mother of five children. I always thought that force and violence were necessary to raise my children. I was known in the village for shouting and talking. We grew up that way ourselves. But after taking a course on positive parenting, I realized that shouting is useless. My children didn't change when I yelled; they often ignored me. Communication and setting an example are the keys to successful parenting. I learned to listen to my children, encourage them, and set clear boundaries without resorting to violence. Today, they respect me more and come to me to talk. I like the atmosphere at home now. Other people in the village even ask me if I'm sick because they don't hear me yelling like I used to. But I feel even better than before. I'm happy to contribute to their well-being, and I thank the trainers for showing me other tips for raising my children."

Mr. Assan, father of seven daughters, educated in positive parenting (CAMEROON)

"My name is Mr. ASSAN. I have seven children, all girls, whom I had with my two wives. I was really not involved in our children's education. I let my wives do and manage everything at home. I told myself that they were girls, so it was up to the women to manage that. I was really lax. I told myself that if I had a boy, I would have to take care of him. My wives criticized me for not playing my role as a father, for not investing in their education. They were right. I have a friend who was involved in raising awareness about positive parenting. We talked a lot about raising children and how both parents should be involved in their children's education because each has a role to play. The way he behaves with his daughters made a big impression on me. He is very close to his daughters, who do everything they can to make their father proud. I started to do the same as him and, thanks to his help and advice, things have changed. I decided to even pay for my daughters' sanitary pads. We really talk today. It's not always easy, but I make an effort to listen and I often take them to the water or the market so we can talk about their concerns or the problems they encounter at school or in the community. I really like this role. They call me a doting dad. "

Aicha, 17, whose mother has been educated about positive parenting (CAMEROON)

"My name is Aicha. I'm 17 years old. Before, I couldn't talk freely with my parents. I felt judged and misunderstood. They spent their time yelling at me, even over small things. I was the one who got blamed when something went wrong. I don't talk much, so when they did that, I kept quiet. I talked more with my friends at school. But when it was time to go home, it made me angry. There was a friend of my mother's who came to talk to her very often. I sometimes heard them talking. This lady was teaching my mother a different way of parenting. I just thought it was pointless because my mother couldn't change. One day, this woman talked to me. We had a good chat. She asked me a series of questions about the relationship between my parents and me. From that point on, things started to change. My parents learned to listen to me and understand me. Now I can talk to them without fear, and I feel that they are really there to help me. This new relationship with my parents has brought me a lot of joy and self-confidence. I am truly grateful to this lady for her commitment and advice to my family."

Thagondi Begbenam, student at St. Thomas Aquinas College, Tatale (GHANA)

"My name is Thagondi Begbenam. I am a student at St. Thomas Aquinas College in Tatale, also known as RC Junior High School. I have the honor of speaking as head prefect and participant in the Pan-African Organization's student-teacher exchange program on positive behavior and life skills. Before participating in the workshop, discipline in our school was often based on punishments such as whipping or kneeling, and many students did not fully understand what it meant to communicate respectfully with their elders. But thanks to the sessions on positive parenting and life skills, a real change has taken place. We have learned to express ourselves respectfully, especially when talking to adults. We have also understood that discipline can come from guidance, not punishment. Since the workshop began, the use of corporal punishment has decreased, and we consider this to be a great step forward. The workshop has positively transformed our attitudes and behaviors. Now, every Friday, we look forward to welcoming visitors who come to teach and inspire us. These experiences make us feel valued and motivated to improve, not only at school but also in life. We are grateful for everything we have learned."

Mr. Jafaru Mohammed, Director of CHRAJ, Gushegu (GHANA)

"As Director of CHRAJ in Gushegu, I have seen how essential it is to involve parents in the move towards non-violent education. One of our recent initiatives has been to educate parents and caregivers about child psychology and the long-term effects of physical and emotional punishment. We provided them with practical tools for positive discipline and respectful parenting. Many parents were surprised to learn how harmful certain practices can be and were eager to change. The results so far are very encouraging: families are communicating better and children are responding positively. We are hopeful that this initiative will continue to foster safer and more caring homes and communities."

Mr. Joseph, Principal, RC Junior High School, Tatale (GHANA)

"I had a student, Godwin, in 7th grade, who often skipped class and showed little interest in school. It was concerning, but instead of punishing him, I chose to engage in an open and patient dialogue with him. As we talked, I discovered that he dreamed of becoming a soldier. That was a real . With that goal in mind, I worked closely with him: we set academic goals and I encouraged him regularly. Thanks to the support of Dr. Osuke, who provided him with educational materials, Godwin began to take his studies seriously. Little by little, he started coming to school regularly, his grades improved, and his behavior changed so much that even his guardian was surprised. This experience confirmed to me how listening and encouragement can transform young people's lives."

Naa (Chief) Haruna Munta, traditional chief of the Gushegu community (GHANA)

"As a traditional chief and guardian of our cultural values, I have always believed that the strength of a community lies in how we raise our children. Participating in workshops on positive parenting and nonviolent education has been a transformative experience, not only for me, but also for the elders and parents I represent. These sessions have opened my eyes to the power of benevolent discipline, respectful communication, and emotional security in raising children. I was particularly touched by how our traditional practices, such as storytelling, community mentoring, and rites of passage, were respected and integrated into the teachings. It reminded me that our ancestors had long understood the importance of raising children with wisdom and compassion. A memorable scenario occurred shortly after I returned from the workshop. A grandmother from our community came to see me, concerned about her grandson's defiant behavior. In the past, she might have resorted to physical punishment, but instead, we sat with her and guided her through a traditional approach combined with what we had learned at the workshop. She chose

to use storytelling, sharing the story of a stubborn goat who learned humility through kindness. The boy listened quietly, and over the next few days, his behavior began to change. He even asked to have the story told to him again. That moment reminded us all that discipline does not have to hurt; it can teach through love."

MC, 8th grade student (MALI)

"My name is MC and I'm in 8th grade. At our school, I was always in conflict with my classmates. One day, the teacher chose the five best students in the class, and I was one of them. We came to Ségou for training on 10 life skills, and that's where I discovered that I had no self-control and didn't know how to speak effectively. Today, I no longer fight with my classmates like I used to. And now I'm the one teaching them not to fight. I would like to thank the project staff for this training, which has changed my behavior for the better."

Fatoumata Diarra, staff member at the Bamako Right Bank Academy (MALI)

"Before I learned about positive parenting and non-violent education, violence was my way of dealing with children both at home and at school. I am a teacher. For years, I beat children a lot, just as I was beaten at school in my day. Like many of my fellow teachers, I believed that the stick was the key to a good education for children. The training on positive parenting really taught me a lot, and I am trying to change the way I educate children, especially at home today. Wherever I go, I try to raise awareness among parents and children themselves. At work, after the training, I gave a presentation that everyone appreciated. Now I believe that violence solves nothing. Let's make sure we treat children with reasonable positivity so that they can pull themselves together and find the strength, courage, and self-sacrifice to see the light at the end of the tunnel."

Yaya Traoré, MPP – parent instructor in the village of Tiekelenbougou, Ségou region (MALI)

"Before the capacity building on positive parenting, I behaved like an authoritarian parent towards my children. When I taught them during the holidays, I did so with authority and a whip. The children were traumatized and very afraid of me. But when I adopted the behavior of a democratic parent and gave up the whip, I felt an improvement in our relationship. The children now express themselves without fear and learn their lessons easily and in community. This project helped me to give the best of myself because, despite my commitment to the community, I had this authoritarian streak in my approach. I had to work on myself in order to set a good example so that other parents could understand and embrace benevolent methods. I admit that it wasn't easy at first, but when you are called to a common cause, you have to show responsibility. All in all, I haven't lost anything at all; on the contrary, I have gained a lot, including the respect of my community and neighboring villages. Often when I pass by, some parents talk to me about our radio programs and compliment me on expressing myself well on good practices of kindness. Others even say that it is thanks to me that they started listening to FOKO radio. Above all, I am happy today to see the change in parents' behavior, as we are seeing less and less corporal punishment and insults towards children. The awareness sessions have borne fruit. I will never stop thanking GRADEM for the work it does with us for our development!"

Oumar Diakité, Project Manager at GRADEM (MALI)

"At home, they call me the kids' spoiler because I have no authority. According to my family, children must be raised with authority, but that's not true! Today, I'm the only person in the family that the children confide in, no matter what they need. Although we are a large family, my brothers and I, our wives, and our parents all live in the same courtyard, so imagine how many children

there are! In the evening when I come home, each child rushes to tell me about their day. They ask me questions about things they don't understand during our conversations, and I explain them without shouting, without scolding, just by communicating. I think I get along well with them because I treat them with kindness, thanks to the training I received at GRADEM."

Alou Touré, imam in the village of N'djinina, commune of Guégneka, Dioïla region (MALI)

"Since I became imam in this village, I have seen many projects implemented in our community to benefit children, but this positive parenting project has touched me personally because usually the village chief just informs us of the arrival of a particular project, but being involved in the project itself is a first. I was trained by the project and I contributed my religious knowledge to help parents better understand God's will in raising children without violence. Apart from preaching at the mosque, I feel more useful because every time there are awareness-raising sessions, I am asked to participate. I commend the NGO GRADEM for initiating this project, which has improved the parenting methods of our community, creating a more conducive environment for children to grow up with confidence!"

Moussa Tangara, educational advisor at the Fana Educational Activity Center, Dioïla region (formerly Koulikoro) (MALI)

"As part of our educational monitoring, we have noticed a clear improvement in how teachers manage student behavior. Thanks to the training they received on non-violent education and positive discipline, teachers have adopted alternative approaches to violence, promoting dialogue and active listening. This new approach has enabled them to gain the trust of their students and provide them with better guidance. Furthermore, the adoption of these alternatives has had a positive impact on the school environment: school grounds have become cleaner, with plants well maintained by the students themselves. These efforts have significantly contributed to reducing, and even stopping, school dropout rates in schools affected by the REPEPPEN project. My hope is that the collaboration with GRADEM will continue and that this project can be extended to other schools that have not had the opportunity to benefit from it."

3. Technical data sheets

The following technical data sheets are the result of collaboration between four CSOs in Benin, Cameroon, Ghana, and Mali. These sheets are primarily intended for child protection actors, with the aim of sharing with them a number of working tools that have proven effective in promoting positive parenting and non-violent education. They are divided as follows:

- a) Approach to working with parent leaders in the community
- b) Approach to working with CSO members and child protection officers to promote positive parenting and increased child protection
- c) Approach to working with student leaders in schools
- d) Approach to working with religious and traditional leaders in the community
- e) Approach to working with the media

a. Approach to working with parent leaders (positive parenting coaches)

Theme	Training and supporting parent leaders in promoting positive parenting as a community mobilization mechanism
Users of this worksheet	<ul style="list-style-type: none"> - Parent leaders (positive parenting coaches), - Local facilitators, - The project team, - CSOs, - Opinion leaders (priests, imams, village chiefs, neighborhood leaders, etc.).
Beneficiaries	<ul style="list-style-type: none"> - Children, - Parents/guardians, - Families, - Communities.
Objective	<ul style="list-style-type: none"> - Provide the community with people who can help families adopt positive parenting practices for better child-rearing. - Encourage community members to join the positive parenting program.
action locations	In the community
Description of the process to be followed	<p>1st phase – Identify potential parent leaders (to be trained as positive parenting instructors) in the community: To do this, rely on community leaders: religious leaders (priests, imams, pastors), traditional leaders (village chiefs, neighborhood leaders, etc.) to identify people in the community who are particularly influential, dynamic, volunteer-minded, and concerned with social change in their community. Next, meet with the pre-selected parent leaders to get them on board with the initiative and ensure their availability.</p> <p>2nd phase – Train the identified individuals in the positive parenting program and facilitation techniques: <u>Training content:</u></p> <ul style="list-style-type: none"> - Context of violence against children and positive parenting, - Perceptions of childhood, - Roles and responsibilities of families and communities in child protection, - Child development and appropriate parenting practices, - Investing in children's human capital and knowing how to plan related resources, - Taking care of oneself in order to better care for others, - Communication with children, - Positive discipline, - Helping children face the challenges of adolescence, - Community facilitation techniques and use of action capitalization sheets. <p>3rd Phase– Provide parent leaders (trained in positive parenting) with awareness-raising and visibility materials</p> <p>4th phase – Deploy and support parent leaders who have become positive parenting instructors:</p> <ul style="list-style-type: none"> - Encourage trained parent leaders (positive parenting instructors) to spread out across geographical areas to avoid duplication of actions. - Encourage parents who have become positive parenting instructors to develop awareness/coaching action plans; - Coach parents who have become positive parenting instructors.

	5th phase – Plan follow-up and refresher meetings for parents who have become positive parenting coaches.
Teaching materials	<ul style="list-style-type: none"> - The image box, - The awareness booklet, - The positive parenting guide, - The charter for protecting children through positive parenting.
Facilitation techniques	<ul style="list-style-type: none"> - During the training session: brainstorming; Q&A; group work; role-playing. NB: educational sheets describing the technique for each module are available - To support parents who have become positive parenting instructors: local follow-up, coaching for discussions in pilot families, technical support for radio activities.
Evaluation	<ul style="list-style-type: none"> - Assess participants' understanding of the topic (through pre- and post-tests). - Monitor activities through discussion forums, phone calls, regular meetings, and activity tracking sheets.

Theme	Establishment of a coordination office for parents trained in positive parenting (positive parenting instructors) at the municipal level.
Users of this worksheet	<ul style="list-style-type: none"> - Decentralized State Services, - CSOs, - Agents of associations/NGOs promoting children's rights or development, - Parent leaders trained in positive parenting (positive parenting instructors).
Beneficiaries	<ul style="list-style-type: none"> - Members of women's groups, - Families, - The community.
Objective	<ul style="list-style-type: none"> - To promote synergy between the various parent leaders trained in positive parenting by sharing experiences and combining techniques; - Ensure the sustainability of the skills acquired by parent leaders trained in positive parenting.
Locations	<ul style="list-style-type: none"> - The public square, social promotion centers, and the town hall.
Description of the process to be followed	<p>Preliminary activities:</p> <ul style="list-style-type: none"> - Identify and train parent leaders (future positive parenting instructors) in all municipalities involved in the project; - Inform trained parent leaders of the project's expectations for them; - Divide up the geographical areas and facilitate the deployment of trained parents in the field (coaching/material support such as awareness-raising tools). <p>Step 1– Organization of primaries at the district level: Identify eligible parent leaders (trained in positive parenting): Each district decides on a representative who is eligible to stand for election to the board.</p> <p>Step 2 – Appointment of board members: The trained parent leaders (who have become positive parenting instructors) at the municipal level will be headed by three people who make up the board. We thus have:</p> <ul style="list-style-type: none"> - A President, - A secretary, - A treasurer. <p>These three people are appointed by their peers (the district representatives elected during the primary elections in step¹above).</p> <p>Step 3 – Establishing specifications: This step consists of clearly stating the expectations for the board and providing them with operating strategies. The board members develop an action plan, which they explain to their fellow parent leaders trained in positive parenting.</p> <p>Step 4 – Follow-up: The committee finds out about the actions taken by each parent who has become a positive parenting instructor. The committee works to inspire its team of parents who have become positive parenting instructors to achieve great victories.</p>
Teaching materials	<ul style="list-style-type: none"> - Educational activity sheet, - Training attendance list, - Awareness booklet on positive parenting and non-violent education, - Picture box, - Community child protection charter.
Facilitation techniques	<ul style="list-style-type: none"> - Participatory facilitation (brainstorming), - Voting.
Evaluation	<ul style="list-style-type: none"> - Anonymous participant evaluation form, - Follow-up on resolutions contained in the office's specifications,

	- Monitoring of the capitalization sheets used by parents who have become positive parenting instructors.
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Theme	Encourage greater commitment from parents (fathers and mothers) to the spirit of positive parenting within their couple/family
Users of this worksheet	<ul style="list-style-type: none"> - Trained parent leaders who have become positive parenting instructors - Child protection workers - Parents and guardians in the community, - Local protection committees - Religious and traditional leaders.
Beneficiaries	Children in their families and communities.
Objectives	To encourage parents to embrace the benefits of positive parenting for the caring upbringing of children in families and communities.
Locations of action	In families, public spaces, community gathering places, associations, etc.
Description of the process to be observed	<p>Preliminary activities:</p> <ul style="list-style-type: none"> - Identify places within the community where awareness can be raised (associations, vulnerable families, etc.); - Make appointments with association leaders or heads of families to present the project and the purpose of our meeting, and set the date and location for the awareness-raising session; - Identify the points to be covered during the awareness-raising session (positive parenting modules). <p>Activity procedure:</p> <ul style="list-style-type: none"> - Start the awareness session (introduction of the team and participants, icebreaker exercise, and presentation of the project). - Present the objective of the awareness session. - Develop the points of positive parenting; - Open the discussion to participants to incorporate their concerns. <p><u>Best practices to be developed by families who have attended the awareness session</u></p> <ul style="list-style-type: none"> - Create a supportive environment for dialogue with children to promote effective communication. - Adjust your schedule to spend time with your family, and occasionally create opportunities for fun activities with family members. - Have coordinated communication (involving all family members), set aside time during which each family member has the opportunity to express themselves on a subject that concerns them, taking into account the opinions expressed. - Know how to broach topics of discussion with family members. - Establish a program for discussing positive parenting, in which rules of conduct are set and agreed upon by all family members. - Know how to manage stress: as head of the family, maintain self-control and keep your cool in order to be better listened to and understood. - Involve family members in decision-making.
Teaching aids	<ul style="list-style-type: none"> - The picture box, - The awareness booklet.
Facilitation techniques	<ul style="list-style-type: none"> - Brainstorming, - Q&A, - Life stories and testimonials.
Evaluation	<ul style="list-style-type: none"> - Assess participants' understanding of the topic; - Measure the number of parents who are familiar with positive parenting and try to apply it;

	- Collect testimonials from children who have benefited from caring, non-violent parenting.
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Theme	Encourage families to invest in their children's human capital
Users of this worksheet	<ul style="list-style-type: none"> - Leading parents (positive parenting coaches or others) - Child protection workers, - NGOs, - Social workers.
Beneficiaries	<ul style="list-style-type: none"> - Children, - Parents or guardians, - The community.
Objectives	<ul style="list-style-type: none"> - Raise parents' awareness of the importance of investing in their children for their harmonious and balanced development; - Help parents understand that investing in their child's human capital involves various aspects, some material (health, nutrition, education, etc.), others immaterial (psychological fulfillment, affection, attention, etc.).
Locations	Open spaces, meeting rooms, community radio stations, family settings, women's meeting places.
Description of the process to be observed	<p>Step1 – Preparation for awareness-raising:</p> <ul style="list-style-type: none"> - Identify the families to be targeted; - Arrange appointments with these families (individual or group); - Prepare the content of the discussion (draw up a roadmap). <p>Step 2 – Awareness raising: Present the different aspects of parental investment in the child's human capital:</p> <ul style="list-style-type: none"> - Investing in the child's nutrition (high-quality nutrition as a guarantee of a better future) at various stages: <ul style="list-style-type: none"> ➤ During pregnancy, ➤ After childbirth (depending on the child's age). - Investing in children's health (including disease prevention); - Investing in children's education; - Plan resources (budget, time, etc.) to meet the child's needs. <p>Step 3 – Supporting aware families:</p> <ul style="list-style-type: none"> - Help families develop a life plan with and for their children; - Support families in following the life plan they have developed.
Educational materials	<ul style="list-style-type: none"> - The picture box, - The booklet on positive parenting.
Facilitation techniques	<ul style="list-style-type: none"> - Participatory methods (spider web, brainstorming, spatial positioning, and focus groups); - Individual support.
Evaluation	<ul style="list-style-type: none"> - Follow-up visits to families who have been educated and supported

b. Working with CSO members and SDE agents to promote positive parenting and increased child protection

Theme	Process of setting up a network of civil society organizations (CSOs) for child protection
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - Members of child protection CSOs.
Beneficiaries	<ul style="list-style-type: none"> - Child victims, - CSOs, - The community.
Objectives	<ul style="list-style-type: none"> - Create synergy for action to better protect children; - Improve members' knowledge on the topic of non-violence; - Provide quality support to children who are victims of violence; - Advocate with state and legal structures to strengthen the legal and institutional framework for the protection of children's rights.
Locations	Headquarters of member organizations of the network currently being set up.
Description of the process to be followed	<p>The process of setting up a network of CSOs is carried out in several phases:</p> <p>Phase 1 – Identify CSOs working in the field of child protection: In the project's areas of intervention, identify CSOs working in child protection based on the files kept by the representatives of the state structures overseeing existing CSO networks.</p> <p>Phase 2 – Develop the Terms of Reference: Develop the Terms of Reference and invitations to CSOs to attend a meeting to discuss the need to network for better protection of children's rights.</p> <p>Phase 3 – Forming the coalition:</p> <ul style="list-style-type: none"> - Hold the first meeting to launch activities with the main objectives of officially creating the network, getting to know each other (each organization's area of intervention), and developing an action plan, including a schedule of meetings. - Draft the statutes and internal rules of the established network. - Formalize the legal existence of the coalition by registering it with the relevant authorities. <p>Phase 4 – Implementation of the coalition's action plan:</p> <ul style="list-style-type: none"> - Hold regular meetings to ensure the network functions effectively, providing high-quality, holistic treatment for cases of child victims of violence identified and referred to the network, and facilitating the exchange of experiences. - Initiate joint advocacy activities with decision-making bodies to improve children's rights at the local and national levels; - Establish a system for consolidating and capitalizing on data; - Develop a mechanism for the continuous and mutual strengthening of members' skills; - Establish a simple mechanism for financing joint activities (membership fees; solicitation of sponsorships).
Educational materials	<ul style="list-style-type: none"> - Standards for supporting children - The charter for the protection of children's rights; - The legal framework for children's rights.

Facilitation techniques	<ul style="list-style-type: none"> - For indoor meetings: brainstorming, group work, testimonials, case studies, role-playing, etc. - For facilitating the network as a whole: regular consultations, creation of WhatsApp discussion groups, and joint decision-making.
Evaluation	<ul style="list-style-type: none"> - The number of child victims of violence who have been supported and rehabilitated in accordance with standards; - The number of advocacy actions undertaken.

Theme	Promoting the adoption of best practices by municipal and departmental child protection actors (based on the cases of the CCPE and CDPE – Municipal Child Protection Committee and Departmental Child Protection Committee in Benin).
Users of this worksheet	<ul style="list-style-type: none"> - Civil society organizations, - Child protection networks, - Partner organizations, - The Social Promotion Center, - The project team.
Beneficiaries	<ul style="list-style-type: none"> - Child protection workers, - The community, - State structures, - Parents.
Main and specific objectives	<ul style="list-style-type: none"> - Facilitate the adoption of good child protection practices by all actors in the child protection chain: <ul style="list-style-type: none"> ✓ Develop the skills of actors in good practices of positive parenting and child protection; ✓ Equip actors with techniques and methods for promoting these best practices among parents; ✓ Encourage the establishment of an effective and sustainable municipal or departmental mechanism for the protection of children's rights.
Locations	In town halls, prefectures, and/or offices of child protection agencies
Description of the process to be followed	<p>To have a significant impact on the population, it is necessary to rally the support of all actors who are part of the child rights protection chain.</p> <p>Preliminary activity: Present the project to the authorities organizing these forums for discussion in order to obtain their approval.</p> <p>Step 2 – Know the schedule: Work in collaboration with the heads of social promotion centers, town halls, and prefectures in order to find out and set the exact dates for organizing discussions on the subject.</p> <p>Step 3 – Prepare the communications to be presented during these discussions:</p> <ul style="list-style-type: none"> - Take into account the target audience in order to identify specific and compelling topics to address in line with the project. - Prepare the communication clearly and professionally, tailored to the target audience and using presentation tools; - Provide technical documentation. <p>Step 4 – Hold discussions on topics related to child protection:</p> <ul style="list-style-type: none"> - Find the right words; - Be concise and insightful; - Emphasize lessons learned; - Use participatory facilitation techniques; - Seek the support of certain competent actors to facilitate aspects of the meeting.
Teaching aids	<ul style="list-style-type: none"> - The legal framework for child protection, - Biblical and Quranic verses that advocate for the protection of children's rights.
Facilitation techniques	<ul style="list-style-type: none"> - Brainstorming, - Debates.

Evaluation	<ul style="list-style-type: none"> - Follow-up visits with stakeholders - Evaluation meetings with child protection stakeholders
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Theme	Development of functional and effective referral mechanisms and channels to facilitate support for child survivors of violence
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - CSO members, - Child protection actors.
Beneficiaries	<ul style="list-style-type: none"> - Child victims, - The community.
Objectives	<ul style="list-style-type: none"> - Encourage and facilitate early reporting of cases of violence against children in the community; - Encourage holistic and timely care for child victims; - Facilitate coordination of actions between care providers.
Locations	Areas of intervention of CSO members of the network.
Description of the process to be followed	<p>Care for child victims of violence is often very limited in our areas of intervention due to the ignorance of parents and community leaders, who often do not know where to turn when faced with such violence in order to ensure that child victims receive quality care. In light of this situation, it is necessary to develop a guide containing the addresses of organizations active in the protection and referral of child victims.</p> <p>Step 1 – Gathering information and designing the document:</p> <p>→ Design a file with the data collected to create a directory of organizations working to protect child victims of violence in the intervention zone.</p> <ul style="list-style-type: none"> - Identify the structures (private, public, community, and CSOs) involved in child protection in the area to be covered, their role, and their limitations. - Record the various contacts and geographical locations of these organizations. - Strengthen collaboration between the various organizations identified. - Identify the structures providing care for child victims and their reception conditions (depending on the specific nature of the case to be handled and according to the service or organization). - Remind staff (at each service and organization) of the normal procedures (legal channels) for caring for victims of violence and provide them with the legal instruments for this care; - Contact a printer to print a final "referral circuit" document. <p>Step 2 – Dissemination of the final document:</p> <p>→ The referral pathway, in the form of a document, will be distributed to social workers, members of CSOs, members of the community who promote child protection, and private and public structures for the protection of children's rights.</p>
Educational materials	<ul style="list-style-type: none"> - Telephone directories, - Organizational chart of state structures, - List of members of existing CSO networks for the protection of children's rights, - Reference sheet, - Legal framework for protection.
Facilitation techniques	<ul style="list-style-type: none"> - Field visits; - Development of a reference guide document, - Radio broadcasts.
Evaluation	<ul style="list-style-type: none"> - Census of the number of cases referred, - Counting the number of cases that received quality support,

	- Follow-up on resolutions.
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Theme	Organize a day of advocacy with state authorities for the integration of positive parenting and non-violent education into their programs and policies for the protection of children's rights.
Users of this worksheet	<ul style="list-style-type: none"> - The coalition or network of CSOs working in child protection, - Any CSO.
Beneficiaries	<ul style="list-style-type: none"> - Children, - Their families, - Their communities.
Objectives	<ul style="list-style-type: none"> - Encourage authorities to make decisions on integrating positive parenting and non-violent education into their programs and actions; - Encourage the inclusion of the positive parenting and non-violent education program in state budget planning.
Locations of action	At the municipal level (first at the headquarters of one of the CSOs, then with the municipal authorities), departmental, regional, and national levels.
Description of the process to be followed	<p>Step 1 – Preparatory activities for the advocacy day:</p> <ul style="list-style-type: none"> - Identify organizations that are sensitive to issues of positive parenting and non-violent education; - Contact these organizations; - Hold a meeting with the identified organizations to provide information about the advocacy and its objective and to establish a detailed diagnosis of the problem; - Identify the advocacy theme and expected results based on the diagnosis; - Prepare advocacy messages (strong arguments) that are clear, concise, and precise, based on facts and key figures from the diagnosis; - Establish a program for the advocacy day. - Identify the targets (those who influence decision-making) of the advocacy campaign; - Develop advocacy tools; - Choose the location and date for advocacy; - Define the role of each organization in carrying out the advocacy; - Mobilize resources (how to obtain human, material, technical, and financial resources); - Send invitations to the target authorities. <p>Step 2 – Hold the advocacy day:</p> <ul style="list-style-type: none"> - Describe the issue that is the subject of the advocacy to the authorities; - Illustrate the problems through various performances (dance, sketches, poetry, slam, etc.) prepared by the organizations; - Clearly present grievances and proposals to the authorities; - Allow the target authorities to express their views on the issues raised; - Adopt resolutions and recommendations resulting from the debates; - Agree on a mechanism for following up on the resolutions, including, if possible, a timetable and a division of responsibilities.
Teaching aids	<ul style="list-style-type: none"> - Kakemonos, - Legal framework, - Advocacy document.
Facilitation techniques	<ul style="list-style-type: none"> - For meetings with members of the CSO network: brainstorming, group work, presentations. - For advocacy day: formal and informal meetings to mobilize authorities, presentations, various activities, and brainstorming.
Evaluation	<ul style="list-style-type: none"> - Establishment of a monitoring committee including members of the CSO network.

	- Follow-up on decisions taken by target authorities following advocacy activities (were the advocacy objectives achieved?).
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c. Approach to working with student leaders in schools

Theme	Raise awareness among students in schools
Users of this worksheet	<ul style="list-style-type: none"> - Trained student leaders, - Trained teachers, - Civil society organizations, - Child protection networks, - Partner organizations, - School administrators, - Social advancement centers, - The project team.
Beneficiaries	Educational community
Objective	To promote lasting behavioral change among students by strengthening their life skills for non-violent education.
Locations	Schools
Description of the process to be observed	<p>In order to reach a large number of students, it is important to negotiate with school administrators to obtain permission to intervene.</p> <p>Preliminary activities:</p> <ul style="list-style-type: none"> - Identify schools; - Present the project and its relevance to school administrators; - Plan the awareness-raising event with school administrators (target appropriate times). <p>Step 1 – Preparing awareness sessions within schools:</p> <p>Draw inspiration from the school's needs and difficulties to come up with a relevant topic. Prepare in an easy-to-understand style with a good method for a time-limited presentation.</p> <p>Step 2 – Presenting your communication:</p> <ul style="list-style-type: none"> - Find the right words; - Be concise and insightful; - Adapt to an audience of children; - Emphasize the lessons learned; - Allow time for discussion if possible.
Teaching aids	<ul style="list-style-type: none"> - Communication sheet, - Awareness booklet on positive parenting and non-violent education, - Educational fact sheet for the activity.
Facilitation techniques	<ul style="list-style-type: none"> - Presentations, - Teaching techniques adapted to children.
Evaluation	<ul style="list-style-type: none"> - Number of cases of violence reported, - Follow-up on resolutions, - Teacher and administration assessment reports, - Testimonials.

Theme	Promoting compliance with school rules
Users of this worksheet	<ul style="list-style-type: none"> - Local protection committees, - NGOs, - Teachers, - School authorities, - Educational associations.
Beneficiaries	<ul style="list-style-type: none"> - Students in schools; - Children and their parents in the community.
Objective	To promote positive discipline in schools.
Locations of action	Schools and teacher meetings.
Description of the process	<p>Step 1 – Activities prior to promoting compliance with the internal regulations:</p> <ul style="list-style-type: none"> - The user of the sheet obtains a copy of the internal regulations; - Read the contents of the internal regulations (ensure that positive discipline is included); - If necessary, approach the school principal for a better understanding of any points not included in the internal regulations; - Assess the current situation: inquire about the implementation of the internal regulations (are the internal regulations known? sufficiently disseminated? effectively respected?). <p>Step 2 – Actively promote compliance with the internal rules:</p> <ul style="list-style-type: none"> - Initiate a discussion within the educational community (exchanges between children, exchanges between teachers, and mixed exchanges) about the internal rules and regulations; - Ensure that a copy of the rules is displayed in each classroom; - Periodically remind teachers and students of the content of the rules to ensure strict compliance.
Teaching aids	Copies of the internal rules and picture boxes.
Facilitation techniques	Participatory method including questions and answers
Assessment	<ul style="list-style-type: none"> - Assess the level of understanding of the internal regulations by members of the educational community (periodic surveys); - Monitor the application of the content of the internal regulations (follow-up visits).

Theme	Establish and support everyday life skills pools as a mechanism for developing children's self-protection reflexes
Users of this worksheet	<ul style="list-style-type: none"> - Students who are members of daily life skills pools - Teachers - Social workers.
Beneficiaries	<ul style="list-style-type: none"> - Students, - Children or groups of children (in communities and schools).
Objectives	<ul style="list-style-type: none"> - Help children become familiar with everyday life skills to cope with violence and daily challenges; - Raise awareness of the importance of developing life skills to protect oneself against various forms of violence; - Encourage children to use these life skills to identify risky situations/behaviors and become active in promoting positive behaviors in schools.
Locations	Within the pilot schools participating in the project.
Description of the process	<p>Preliminary activities:</p> <ul style="list-style-type: none"> - Request authorization from local government officials to intervene in schools; - Meet with school administrators to inform them about the project and obtain their support. - Have school administrators select model students/leaders who will be trained in the development of life skills; - Schedule training with these student leaders, first developing the terms of reference and technical content of the training (using the teaching materials developed for this purpose). <p>Step 1 – Training for selected students:</p> <ul style="list-style-type: none"> - Welcome and icebreaker exercises. - Take stock of violence in schools (definition, types, causes, and consequences); - Explain what everyday life skills are? definition of the different skills - The WHO identifies ten in its classification, namely: <ul style="list-style-type: none"> ✓ Problem solving; ✓ Decision-making; ✓ Creative thinking; ✓ Critical thinking; ✓ Effective communication; ✓ Being skilled in interpersonal relationships; ✓ Being self-aware; ✓ Empathy for others; ✓ Know how to manage stress; ✓ Know how to manage emotions. - Highlight practical examples/stories that will enable students to put one or more everyday skills into practice in order to find a solution to a given situation; - Encourage students to develop an awareness plan within their school under the supervision of a mentor; - Provide the pools with a tracking sheet for their activities. <p>Step 2 – Supporting skill pools in carrying out their initiatives:</p> <ul style="list-style-type: none"> - Provide skill pools with useful and necessary documentation; - Schedule coaching sessions for skill pools for their first initiatives;

	<ul style="list-style-type: none"> - Ask each student leader who is a member of the skill pools to identify between 10 and 15 of their classmates whom they will coach over a specific period of time; - Identify one or two teachers in each school to supervise the activities of the skill pools; - Develop follow-up sheets for use by trained student leaders who are members of the skill pools; - Conduct regular follow-up visits to schools.
Teaching materials	<ul style="list-style-type: none"> - Teaching activity sheets, - Booklet promoting life skills.
Facilitation techniques	<ul style="list-style-type: none"> - Awareness raising, - Educational discussions, - Brainstorming.
Evaluation	<ul style="list-style-type: none"> - Significant reduction in violence in schools, - Increase in the number of children who report cases of violence and who manage to avoid risky situations/behaviors; - Awareness-raising monitoring sheet for the pools.

Theme	Challenge student tours as a mechanism for promoting children's rights
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - CSOs, - School administrators
Beneficiaries	Students
Objectives	<ul style="list-style-type: none"> - Encourage children to apply everyday life skills through fun and competitive activities; - Provide children with a space conducive to self-expression; - Assess children's ability to develop life skills for self-protection against violence.
Locations	Schools.
Description of the process	<p>The Student Challenge Tour is a competition on the theme of children's rights organized between students from the same school (or between students from different schools) across several modules, including quiz shows, debates, drawing or dance competitions, entertainment, and best fan clubs. To generate excitement, the best performers in the various modules receive a prize.</p> <p>Preliminary activities:</p> <ul style="list-style-type: none"> - Educate students about violence against children and everyday life skills to protect themselves from it; - Develop the terms of reference and content of the challenge students' tours activity (educational sheet); - Ask school administrators to encourage students to participate in the activity; - Request a public event declaration from the relevant authorities if the activity is to take place outside a school; - Prepare the event logistically (sound system, refreshments, and various prizes); - Prepare technical data sheets for each game or activity in the challenge students' tour. <p>How the student challenge tours work:</p> <ul style="list-style-type: none"> - Start with an introductory activity to set the scene and spark students' interest (film screening/discussion/educational talk). - Form a jury on the spot; - If the participants are from the same school, divide them into groups (A, B, C, or a name of their choice); - After each module, take a moment to review the key points (good attitudes and practices). - Throughout the activity, encourage the following values: teamwork, discipline, creativity, promptness, improvisation, and fair play.
Teaching materials	<ul style="list-style-type: none"> - Activity teaching sheet - Questionnaires for trivia contests, - Video on violence against children.
Facilitation techniques	<ul style="list-style-type: none"> - Cultural facilitation, - Impresario, - Presentation and discussion, - Questions and answers.
Evaluation	Assess children's appreciation of how the activities unfolded.

Theme	Student-teacher discussion forums as a mechanism for resolving conflicts in schools and, by extension, reducing violence.
Users of this worksheet	<ul style="list-style-type: none"> - Teachers, - Social workers, - Students.
Beneficiary	The educational community (teachers, students, and others).
Objectives	<ul style="list-style-type: none"> - Establish a healthy and safe school environment; - Encourage teachers and students to develop best practices for dealing with violence in schools; - Encourage the creation of a framework for dialogue between teachers and students.
Locations of action	At school
Description of the process	<p>Preliminary activities:</p> <ul style="list-style-type: none"> - Identify pilot schools where intervention is needed (based on the level of violence); - Request authorization from the authorities to intervene in schools; - Meet with school administrators to inform them about the project and obtain their support; - Organize a meeting with school administrators to identify in advance the teachers and students who will participate in the forum; - Prepare the terms of reference and educational content for the meeting. <p>Running the discussion forum:</p> <ul style="list-style-type: none"> - Create a climate of trust conducive to dialogue between the parties (icebreaker exercises); - Ask students and teachers separately to take stock of violence in schools (definition, types, causes, and consequences), then compare the results and discuss them. - Ask teachers and students separately to identify good practices to be developed within the school to reduce or even eradicate this violence, then compare the results and discuss them; - Jointly draw up a list of best practices to be implemented within the school; - Develop a plan to disseminate best practices within the school.
Teaching tools	<ul style="list-style-type: none"> - Technical/educational fact sheet. - A facilitation guide.
Facilitation techniques	Brainstorming, discussion, group work
Evaluation	<ul style="list-style-type: none"> - Follow-up on resolutions made; - Recording cases of violence; - Street interviews.

d. Approach to working with religious and traditional leaders in communities

Theme	How to organize an advocacy workshop for traditional and religious leaders to encourage them to embrace the themes of positive parenting and non-violent education
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - CSOs.
Beneficiaries	<ul style="list-style-type: none"> - Social workers, - Children, - Families, - Communities.
Objectives	<ul style="list-style-type: none"> - Obtain the support and involvement of traditional and religious leaders in the implementation of child protection projects; - Encourage traditional and religious leaders to develop endogenous mechanisms for protecting children's rights; - Reconcile the legal framework for child protection with cultural and religious precepts in order to put an end to stereotypes and bad practices that encourage violence against children; - Promote positive parenting on a large scale.
Locations of action	<ul style="list-style-type: none"> - Town halls/sub-prefectures, - Chieftdoms, - Places of worship.
Description of the process to be followed	<p>Traditional and religious leaders are responsible for providing customary, spiritual, and legal guidance to the populations under their care. As such, they have the opportunity to educate the community about issues of violence against children and to prohibit such violence. By speaking out and developing community protection mechanisms (such as community charters, vigilance committees, and local relays), traditional and religious leaders have the power to influence people and change their behavior.</p> <p>Preliminary activities:</p> <ul style="list-style-type: none"> - Conduct a survey (or use the results of a previous survey) to obtain an overview of the situation regarding children's rights in the intervention area and the potential commitment of traditional and religious leaders to the cause; - Use the assessment to develop the terms of reference; - Develop a set of arguments on the benefits of positive parenting and non-violence tailored to the context of the intervention; - Use the argument to design the messages to be conveyed during the advocacy workshop. - Meet with mayors/sub-prefects to obtain a list of contacts for the various village chiefs in the intervention area and request to be put in touch with them; - Seek the support of traditional and religious leaders who are already committed to the cause in order to convince new/more conservative leaders to participate in the meeting; - Put together the advocacy file (project brochure, report on experiences in the field, status report, workshop terms of reference, gadgets, etc.); - Find out the availability of the traditional and religious leaders to be convinced in order to better set the date of the advocacy workshop for them. <p>Step 1 – Individual meetings with each religious/traditional leader:</p>

	<ul style="list-style-type: none"> - When attending the meeting, ensure that local customs are respected, particularly in terms of dress (for example, women should wear a veil if visiting a predominantly Muslim area), gestures (greetings, removing shoes in the mosque, etc.), tone of voice, and choice of words. Arrange for a translator if necessary. The aim is to encourage contact. - Always begin the conversation by introducing yourself and the organization you belong to, and let the other person know how you obtained their contact information. - Use good negotiation techniques: observe the rules of etiquette, remain polite and courteous, flatter the ego of the person you are talking to, and be clear, precise, and concise. - Briefly present the current situation regarding violence against children and the potential that traditional and religious leaders have to take action against this violence and reverse the trend. - Emphasize the benefits that this leader and his community will gain from improving the living conditions of children; - Present the project, particularly the activities related to its implementation, and encourage the leader to get involved (designating contact persons, planning activities, mobilizing the community, etc.) so that he feels responsible for or committed to the project in his community. - Note the points on which the leader has agreed and those on which he or she has been reluctant (and, if necessary, find ways to get around them). - Tell them about the workshop, its objectives, and the benefits of participating. Give them their invitation and ask them to attend. - Ask for their contact details so you can follow up on the invitation. <p>Step 2 – Holding the advocacy workshop for traditional and religious leaders:</p> <ul style="list-style-type: none"> - Involve one or more traditional and religious leaders as resource persons with topics to develop and present. - Plan exercises during the advocacy workshop that will allow traditional and religious leaders to share their different experiences. - Provide advice on positive parenting through songs, stories, testimonials, etc. - After presenting the current situation and the legal framework, encourage traditional and religious leaders to discuss the difficulties they encounter in applying the legal framework and the possible solutions they envisage; - Encourage traditional and religious leaders to look to religious and cultural foundations for best practices in promoting children's rights and strategies for disseminating them. - Encourage these same traditional and religious leaders to develop an action plan for the resolutions adopted and to follow up on them.
Teaching materials	<ul style="list-style-type: none"> - Summary sheet of the project in which the advocacy workshop is taking place. - Terms of reference for the advocacy workshop. - Arguments for positive parenting and non-violent education, - Technical documents produced (training content, image bank, comic strip, awareness booklet, legal framework governing child protection in the country concerned) - Activity reports from the organization to inform traditional and religious leaders.
Facilitation techniques	<ul style="list-style-type: none"> - Brainstorming, - Case studies, stories, and testimonials - Debates, presentations, and discussions - Group work, - Coaching/tutoring.

Assessment	<ul style="list-style-type: none"> - Capitalization sheets, - Follow-up on resolutions, leadership initiatives, and action plans.
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Theme	Community charters promoting positive parenting as tools for social change
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - Parents, - Community leaders (traditional, religious, associative, administrative, etc.).
Beneficiaries	<ul style="list-style-type: none"> - Children, - Families, - Communities.
Objectives	<ul style="list-style-type: none"> - To bring about positive behavioral change through the adoption of a participatory and endogenous approach to improve communities' understanding of and commitment to positive parenting and non-violent education. - Promote religious and cultural precepts that encourage positive parenting, child protection, and non-violence.
Locations of action	In towns, villages, neighborhoods, and places of worship.
Description of the process to be followed	<p>Community leaders serve as role models for their communities and act as moral/spiritual guides. They are responsible for providing customary, spiritual, and legal guidance to their communities and thus have the opportunity to educate them about positive parenting practices and prohibit violence against children. As a result, they have the power to influence community members and initiate behavioral change. Community charters promoting positive parenting are an example of a mechanism that community leaders develop to bring about and sustain change within families.</p> <p>Preliminary activities:</p> <ul style="list-style-type: none"> - Meet with community leaders to inform them about the project and obtain their support. - Provide them with information on positive parenting; <p>Step 1 – Advocacy workshop for community leaders: This is an opportunity to raise awareness about the basics of the problem by mentioning:</p> <ul style="list-style-type: none"> ✓ The current situation regarding violence (definition, types, causes, and consequences) – include short stories or exercises to aid understanding; ✓ The legal framework for protecting children from violence; ✓ Reflection on religious precepts and cultural practices that promote positive parenting and non-violent education; ✓ The role of leaders in creating a community environment that protects children. <p>Step 2 – Workshop to develop the community charter:</p> <ul style="list-style-type: none"> - Help community leaders understand the importance of the community charter for promoting positive parenting as a tool for lasting social change; - Encourage community leaders to agree on the need to adopt a community charter for the protection of children through positive parenting; - Consider the possibility of including children's participation; - Establish a technical working group to continue the process of developing the community charter for the protection of children through positive parenting. <p>Step 3 – Validation and printing of the community charter:</p> <ul style="list-style-type: none"> - Hold a meeting to validate the final version of the charter by the technical working group;

	<ul style="list-style-type: none"> - Design the charter (with a few illustrative images if necessary) for printing as a poster; - Print the charter. <p>Step 4 – Dissemination of the community charter:</p> <ul style="list-style-type: none"> - Disseminate the charter validated by the leaders in order to reach as many people as possible (official presentation in their communities, display of the charter in public places, presentation in various communication channels, including radio, television, print media, social networks, and blogs); - Use community radio stations to further promote positive parenting through radio programs that educate the public about what religion and local culture say about protecting children's rights.
Educational materials	<ul style="list-style-type: none"> - Fact sheet on the legal framework for child protection, - Guide to positive parenting, - Religious texts.
Facilitation techniques	<ul style="list-style-type: none"> - Mass awareness campaigns, door-to-door visits, and focus group discussions, - Posters, - Educational chat, - Dialogue/interview.
Evaluation	<ul style="list-style-type: none"> - Follow-up to confirm the effective involvement of community leaders in the process; - Surveys measuring community acceptance of the charter.

e. Approach to working with the media

Theme	The use of community radio stations as a tool to promote positive parenting and non-violent education
Users of this worksheet	<ul style="list-style-type: none"> - Social workers, - Members of local child rights protection committees, - NGO members, - Radio presenters.
Beneficiaries	Community members (children, parents, and teachers).
General objective	Encourage families and communities to adopt good practices in positive parenting and non-violent education for the benevolent supervision of children (creation of a healthy educational environment that respects children's rights).
Specific objectives	<ul style="list-style-type: none"> - Raise awareness among parents and teachers about the consequences of corporal punishment on children's physical and psychological development. - Emphasize compliance with the legal framework for child protection; - Present the different types of parenting, their advantages and disadvantages, and propose the parenting style that best corresponds to positive parenting; - Familiarize parents with positive discipline techniques.
Locations	On the most popular local radio stations
Description of the process to be followed	<p>Preliminary activities:</p> <ul style="list-style-type: none"> - Define the positive parenting topics that will be covered in the radio programs. - With the help of media professionals, develop a radio protocol on the topic(s) to be broadcast (program guide); - Identify the most popular local radio stations that also broadcast in the local language and contact the person(s) in charge; - Negotiate with managers the possibility of broadcasting the programs to be developed and discuss with them the prime time slots that can be used for this purpose; - Invite these media outlets to take part in the awareness-raising workshop; - Prepare the logistics for the workshop. <p>Step 1 – Stakeholder awareness-raising phase on the content of radio programs:</p> <ul style="list-style-type: none"> - Present the program to participants who are radio hosts; - Raise awareness among radio hosts and journalists about the various topics selected in relation to positive parenting; - Present the main theme of the program and encourage discussion to supplement and enrich it; - Simulate a radio program on a theme for educational purposes; - Start with a specific case that presents a problem related to children's rights and positive parenting. <p>Step 2 – Production and broadcast phase:</p> <ul style="list-style-type: none"> - Formalize and sign a broadcast contract and define the frequency of broadcasts and rebroadcasts of the program. - Foster collaboration between the media and resource persons on the topic in the community (including positive parenting instructors, community leaders, and social workers). - Identify stakeholders for the production of radio programs (parents, children, religious or traditional leaders);

	<ul style="list-style-type: none"> - If necessary, produce the radio program in advance and then broadcast it several times. It is also possible to produce the program live to give listeners the opportunity to call in and share their questions and concerns.
Educational materials	Documentation related to the topic (guide to positive parenting, laws on the protection of children's rights such as the CRC, radio guide " <i>Being a Different Kind of Parent</i> ").
Facilitation techniques	Coaching radio presenters, simulating broadcast sessions, radio facilitation.
Evaluation (see tool in appendix)	<ul style="list-style-type: none"> - Media monitoring (program audience figures, number of calls during the program demonstrating listener interest, and number of calls after the program demonstrating that the content has been put into practice). - Possible to organize vox pops to gather people's opinions on the program and to check whether a change in behavior can be observed. - Possible solicitation of other media outlets to broadcast this type of program.

C. Conclusions

The project "Strengthening the Child Protection Environment through Positive Parenting and Non-Violence Education (REPEPPEN)" in Benin, Cameroon, Ghana, and Mali has demonstrated that through a contextually adapted, collaborative, and inclusive approach, it is possible to create positive dynamics conducive to the harmonious development of children within communities and schools.

The good practices documented in this report illustrate not only the successes achieved, but also the lessons learned and challenges encountered throughout the implementation of the project.

Analysis of the various activities and interventions has shown that engaging as many local actors as possible, providing ongoing training to some of them, and raising community awareness at multiple levels are key elements in strengthening child protection and children's right to grow up free from violence.

The testimonies collected and the results observed attest to the tangible impact of these initiatives on the significant reduction in acts of violence, the reduction of tensions in families and at school, and the improvement of relationships between children and between children and their teachers and/or parents. It is essential to continue to capitalize on these achievements by incorporating the recommendations made and adapting strategies to specific local contexts.

The sustainability of the results will largely depend on our ability to maintain and strengthen collaborative links between stakeholders, continue to promote positive parenting and non-violent practices, and encourage the active participation of all members of the community in this endeavor.



A student from the Baigom technical high school in Foubot speaking during a student tour challenge to explain why she is against the use of corporal punishment in schools, © CIPCRE

Appendices – Practical tools

In addition to the technical data sheets presented above, the authors of this manual wanted to share practical tools for implementing the methods and strategies for protecting children's rights developed further on.

RADIO BROADCAST MONITORING TOOL

Name of radio station:

Broadcast period:

Type of program	Date and time of broadcast	Topics covered	Program audience figures	Number of calls during the program	Number of calls reporting violence after the program
Live broadcast					
Repeat broadcast					
Pre-recorded broadcast					
Report					

This practical tool enables the implementation of the evaluation mentioned in the technical data sheet on the use of community radio stations as a tool for promoting positive parenting and non-violent education. The aim is to measure the impact of awareness-raising through radio broadcasts.

MEETING REPORT TEMPLATE

Minutes of the meeting of __ / __ / __

Reason for the meeting	
Type of meeting	
Present: Apologies: Absent:	
Start time	
Duration	

Agenda

1. ...
2. ...

Information exchanged

- Info 1
- Info 2
- ...

Comments/Questions

- Comment 1
- Comment 2
- Question 1
- ...

Decisions

- ⇒ Decision 1
- ⇒ Decision 2
- ⇒ ...

Recommendations

- ⇒ Recommendation 1
- ⇒ Recommendation 2
- ⇒ ...

Action plan

Description	Responsible	Deadline	Deliverable	Approved by

Date of next meeting: