



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND
SPORTS

LIFE SKILLS Toolkit

Module 4:
Staying safe and healthy



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September 2022

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FOREWORD

Children and adolescents in Uganda today live in a world of challenges and opportunities, including new technologies, changing labor markets, migration, conflict, environmental and political changes. To succeed within the current and future environment, all children in Uganda need access to quality education and learning that develops skills, knowledge, attitudes and values that enables them to become successful lifelong learners who can learn, unlearn and relearn; find productive work, make wise decisions and actively engage in their communities.

Life Skills, also known as transferable skills, 21st century skills, soft skills or social emotional skills allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, economic, social and environmental challenges.

The Life Skills toolkit is part of MoES's ongoing efforts to expand, re-think and transform education and the learning system in Uganda to provide children and adolescents especially the most marginalized with quality learning opportunities that include the skills they need to succeed in school, work and life.

The toolkit is aligned to the Government of Uganda's vision of transforming Uganda's society from a peasant to a modern and prosperous country, through preparing well educated, skilled and healthy human resources essential to facilitate development. More particularly, the toolkit is aligned to the Ministry of Education and Sports' goal of achieving equitable access to relevant and quality education and training for all.

The Toolkit is also aligned with the Sustainable Development Goals, especially (SDG 4) to ensure inclusive and equitable quality education and promote Lifelong learning opportunities for all. Concurrently, Life Skills development also contributes to the fulfillment of other SDGs relating to Promoting healthy lives(SDG 3), achieving gender equality and empowerment of all women and girls(SDG 5), Promotion of full and productive employment and descent work for all(SDG8), promoting innovation(SDG9) among others.

The Life skills Toolkit as a competency-based resource builds on MoES existing Life Skills education materials (including but not limited to Reporting, Tracking, Response and Referral(RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs), compressed into a single toolkit and enhanced with UNICEF's adolescent centered skills building material.

The toolkit is designed for teachers and facilitators who work with schools clubs to help learners learn and practice essential competencies-set of knowledge, skills, attitudes and values that they need to form and pursue positive goals, cope with challenges , form healthy relationships and contribute to peace in their lives and communities.

MoES will deliver the toolkit using a system strengthening approach through capacity building of pre-and in-service teachers with appropriate pedagogical practices, formative and summative assessment of learners to measure skills acquisition. Lastly, MoES accentuates that effective Life skills development requires learning environments where all learners can participate and feel physically, socially and emotionally safe and where skills can be reinforced through positive interactions with teachers and peers.

Realizing the vision set forth in this Life Skills toolkit will require resources, partnerships, coordination and continuous learning based on data and evidence. I therefore call upon all stakeholders; teacher training institutions, schools, private sector, academia, donors to advance in this rapidly evolving area of Life Skills development and to support the government of Uganda to ensure that children and adolescents are equipped with skills they need for success in school, work and life.

For God and my Country



Dr. John C Muyingo

Minister of State for Higher Education/ Holding the Portfolio for the Minister of Education and Sports

ACKNOWLEDGEMENT

The Life Skills Toolkit is a Ministry of Education and Sports (MoES) Resource book for Teachers within formal and non-formal education institutions.

The Toolkit utilizes and builds upon existing MoES Life Skills education materials including but not limited to Reporting, Tracking, Response and Referral (RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs as well as UNICEF best practice 21st century content “Adolescent Kit for Expression and Innovation” and Aflatoun International content on child social and financial education.

The Life Skills Toolkit was developed under the Leadership of the MoES Gender Mainstreaming Unit, with technical oversight from the MoES Life Skills Taskforce. The Toolkit was written and curated by Juliet Young, UNICEF Consultant, and Gabriela Gutierrez from Aflatoun International.

Ministry of Education and Sports convey special thanks to our development partners UNICEF, Embassy of Ireland and Government of the Netherlands’ PROSPECTS partnership for the financial and technical support.

Module 4:

Staying safe and healthy

In this module participants learn about the concept of human and child rights, different forms of violence and how to stay safe. Through the different sessions, participants will learn about their rights and responsibilities they have as active members of their community and adolescents in Uganda. Understating their own role will help participants feel motivated to exercise their own rights and defend those of their peers as a means to improving their communities.

Through the themes in the module, participants will unpack violence and use their problem solving skills to come up with creative solutions to common forms of violence in their community. Together, they will explore the causes and consequences of violence and become aware of how to protect themselves and others in such cases. With a particular focus on respect and empathy, participants will build on the skills they started developing in module 3- communication, expression and emotion management- and think of peaceful resolution strategies to address conflict.

Facilitating this content may likely bring up some emotions during the session.

Many of these adolescents may feel vulnerable, distressed or triggered by the trauma they experienced. It is very possible that some participants will get angry or upset. As such, it is essential that, as a facilitator, you remain calm and respond to this constructively by acknowledging their individual circumstances, affirm their identities and cultivating empathy in the club. Encourage participants to use the skills they practiced in module 3 'Let's talk it out' and remind them if they want to be excused from certain discussions, this will always be allowed.

Primary competency domains

Problem Solving and Managing Conflict

Empathy and Respect

Sessions in this module

-
- 4.1 Knowing my Rights

 - 4.2 Unpacking Violence

 - 4.3 Staying Safe

 - 4.4 Staying Healthy- Child marriage and teenage pregnancy

 - 4.5 Let's Discuss it

Key information for facilitator

- This is a sensitive module, as such, it is extremely important participants have the tools to safely engage in the activities. If you think participants are not ready to address the sensitive themes included in the “Staying safe and Healthy” module, you are advised to go back to module 3 “Let’s talk it out” and facilitate again some of the session on coping with and managing emotions.
- To prepare for this module you are encouraged to review the Reporting, Tracking, Referral, and Response (RTRR) Guidelines on Violence Against Children in School (Ugandan Ministry of Education and Sports, 2014). The main aim of the guide is to respond to violence against children in schools through a clear responding tracking, referral, and response mechanism. Even if you are not working in a school setting, the RTRR Guide includes key information that will help you facilitate the module.
- Given the sensitive nature of the themes addressed in this module, it is essential for you to feel prepared to facilitate the session. Before starting this module, reach out and seek support from councillors, health professionals, violence prevention advocates, child protection actors, District Community Development Officers (DCDOs), or other experts in your community that can support you and participants during the session. If they cannot join you during the session, make sure you have an emergency contact ready to intervene in the session if participants need immediate support.
- Create a safe environment where participants feel they can talk openly about themselves and discuss sensitive topics without the fear of being judged or humiliated.
- For activities that involve sensitive content, participants need to be informed that their participation is optional. If a participant opts out of an activity you are encouraged to follow up with the participant to learn why and to give the participant a chance to discuss what it is about the activity that makes them uncomfortable.
- There is no situation where a negative response is appropriate. Participants should never be blamed, humiliated, or ignored when they show signs of distress and should not be blamed or humiliated for anything they say.
- It is possible that participants have experienced some form of violence, either as a witness or by experiencing violence themselves, including: bullying; harsh punishment or public humiliation as punishment; and sexual harassment and abuse. To prepare for this module go back to module 2 and review the ‘Hand out for facilitator’ included in session 2.6: Identifying emotional distress and immediate comfort actions.

By the end of this module participants should ...

- Name some of their rights and responsibilities
- Identify different types of violence in their community
- Think creatively about possible solutions to conflict in their community
- Name at least one non-violent strategy for conflict management

4.1 Knowing my rights

Overview

Session: Knowing my rights																															
Module: Staying safe and healthy																															
Primary Competency Domain:																															
<ul style="list-style-type: none"> ■ Problem Solving and Managing Conflict ■ Empathy and Respect 																															
Quick description	Participants identify their rights and the corresponding responsibilities. They are encouraged to exercise and defend their rights and the ones of others.																														
	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Quiet and restful</td> <td colspan="2">Energetic and active</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">No literacy required</td> <td colspan="2">High literacy required</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Simple and easy</td> <td colspan="2">Complex and challenging</td> </tr> </table>	1	2	3	4	5	Quiet and restful			Energetic and active		1	2	3	4	5	No literacy required			High literacy required		1	2	3	4	5	Simple and easy			Complex and challenging	
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1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	60 minutes																														
Learning Outcomes	<p>Knowledge Outcomes: <i>Participants will be able to...</i></p> <ul style="list-style-type: none"> ■ Accurately name some of their rights and the corresponding responsibilities <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> ■ Feel motivated to exercise their own rights and defend those of their peers as a means to improving community life 																														
Key terms	<p>Human Rights: Every human being is entitled to the same human rights and fundamental freedoms. These rights are inherent and universal because you were born with them regardless of your race, gender, religion, culture, or the country where you live. These human rights are inalienable because they cannot be taken away from you.</p> <p>Universal Declaration of Human Rights (UDHR): adopted by the General Assembly of the United Nations on 10 December 1948, the UDHR sets out the fundamental human rights to be universally protected.</p> <p>Children’s Rights: In 1989 governments across the world adopted the United Nations Convention on the Rights of the Child. The Convention says what countries must do so that children grow as healthy as possible, can learn at school, receive protection, have their views listened to, and are treated fairly.</p> <p>The African Charter on the Rights and Welfare of the Child: was adopted in 1990 by the African Union (AU) and it is a regional human rights treaty. This convention was adopted a year after the adoption of the UN’s CRC and it addresses issues that are particular to the region that were not included in the CRC.</p>																														

<p>Preparation</p>	<ul style="list-style-type: none"> ■ Write on a flipchart the 'Six Cubing Rules' and place it somewhere where participants can see it. ■ Depending on the size of the club select a few of the slips included in the 'Participant Handout' section. Each group of 6 members should work with one slip. Make sure you select the rights that you consider to be the most relevant for participants in your club. ■ Have at hand the filled template provided in session 2.1 with adolescent-friendly health and protection services in your community.
<p>Materials</p>	<ul style="list-style-type: none"> ■ One dice per group (consider the size of the club and make groups of 5-6 participants) – find the adaptation for the game if you do not have materials under the 'Adaptation' section. ■ Flipchart to write the 'Six Cubing Rule' (included in the 'Start' section) ■ Poster size paper ■ Pens or markers

Step by Step

Start with your Opening Circle ritual.

START (15 minutes)

1. Start by explaining that today you will be talking about rights. Ask participants if they have heard about Human Rights and if they can provide some examples.
2. Give participants time to share a few of the rights they know.
3. Explain that every human has rights known as 'Human Rights'. These rights can be found in the Universal Declaration of Human Rights (UDHR) and the African Charter on Human and Peoples' Rights.
4. Explain, "examples of some of these rights are: all humans are born free and equal in dignity and rights, everyone is equal, you have the right to be protected if someone tries to harm you, you have the right to education."
5. Tell them: "in addition to the rights we all have as humans, children and adolescents in Uganda have an additional set of rights that can be found in the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child."
6. Continue by saying "These documents explain what countries like Uganda must do to keep all children safe, healthy and be given an education."
7. Provide participants the following examples of some of the rights children have in Uganda:
 - Right to violence free learning space: you have the right to go to school and learn in an environment free of violence.
 - Right to express their opinions and to be heard: you should be able to say what they want to say without fear of being stopped from saying it.
 - Right to privacy: anyone who knows your personal information should keep it safe and make sure it is not shared unless you want them to.
8. For the next activity, we will talk about a topic from 6 different perspectives.
9. Make groups of 6 participants.
10. Point at the flipchart with the 'Six Cubing Rules' and explain "in your groups, you will use the dice to talk about a topic from 6 different perspectives. You will each take a turn rolling the dice and you will discuss the topic according to the number thrown. For example, if you roll a 2, you will have to compare the topic by saying what it is similar to or different to. If some of you get the same number, it is ok, just make sure at the end of the game all 6 perspectives have been discussed."
11. Call for a group of six participants to play a demonstration game. Give as their subject 'airplanes'.
12. Once the demonstration has concluded, have each group play the game with the term: 'Children's Rights'.

Six Cubing Rules

Describe it: think about the term, Children Rights, its meaning and how to describe it to someone that has never heard it.

- 1. Compare it:** think of the term, Children Rights, what is it similar to? What is it different from?
- 2. Associate it:** what does the term Children Rights make you think of? What comes into your mind? It can be similar things or different things, places, or people. Just let your mind go and see what associations you have for this subject.
- 3. Analyse it:** explain how Children Rights are made. You don't have to know –you can make it up.
- 4. Apply it:** how can Children Rights be used?
- 5. Argue for or against it:** go ahead and take a stand against or for Children Rights. Use any kind of reason you want –logical, silly, or anywhere in between.

ACT (35 minutes)

1. Open the next activity by asking participants what they thought of the last activity and if they learnt something new.
2. Allow a few volunteers to share their thoughts.
3. Continue by saying “now that we have talked about our rights from 6 different perspectives, we will take some time to reflect on the different rights we have, how to protect them and the responsibilities that are attached to these rights.”
4. Explain “the responsibility for protecting, respecting and fulfilling human and children's rights rests largely on the government. But this responsibility also extends beyond governments. In different situations, individuals, local organisations, religious organisations, private companies, donors and international institutions are also responsible for protecting rights.”
5. Ask if participants can think of some of the individuals in their community that are responsible to ensure the rights of children and adolescents are respected and protected.
6. If not mentioned by participants, include the following individuals: teachers, community development officers, judges, police, health care workers, parents and guardians.
7. Then explain “in addition to these individuals, we all have a responsibility. Every single person has a responsibility to respect the rights of every other person. When we grow up learning to respect every human being equally, we come to respect human rights.”
8. For the next activity you will work in groups to create a poster about your rights, Children's Rights.
9. From new groups of 6 participants. Pair up low literacy participants with more advanced participants so they can support each other, ensure each group has one person that feels confident reading.
10. Assign each group one right from the ‘Convention of the Rights of Children slips’ (included in the ‘Participant Handout’ section) and ask them to create a poster that includes:
 - What is the **importance** of this right?
 - Who needs to make sure this right is **respected/fulfilled**?
 - What are some of the consequences if this right is **not respected**?
 - What are some of the consequences if the right **is respected**?
11. Give participants 20 minutes to create their poster
12. Once the 20 minutes have passed ask participants to place the posters around the space and make a circle.

Endnote 6: UNICEF Netherlands, *The United Nations Convention on the Rights of the Child*, UNICEF, <https://www.unicef.nl/files/English%20child%20friendly%20convention.pdf>

13. In the circle explain: “for every right that we are guaranteed, common sense usually suggests a corresponding responsibility. Try and elicit some examples by asking:
 - If you have a right to food, what is your responsibility? (Suggested answer: not to waste food.)
 - If you have a right to free, basic education up to the age of 14, what is your responsibility? (Suggested answer: to try your hardest in school.)
14. Tell them: “we will walk around the space together and I will ask each group to present their poster. At the end of each presentation I will ask a few volunteers to share the responsibilities that correspond to the presented right”
15. Walk together from one poster to the other and ask each group to present the poster. Allow a few minutes for discussion after each presentation.

REFLECT (10 minutes)

1. To bring the session to a close, bring participants back together in a circle.
2. Remind them: “think about the posters we created today. Think of the rights we discussed, their importance, and the consequences of not having these rights. It is our duty as adolescents in Uganda to know, understand and protect our rights and the rights of the people around us”
3. Ask participants to think quietly about the meaning of rights.
4. Then ask them to think about how comfortable they feel explaining to someone what ‘human rights’ are.
5. To show how comfortable they feel ask them to use their hands. Hold up one finger if they are still unsure of the topic and need more information. If they are close to fully understanding, they might hold up three or four fingers. Participants who understand the topic and can demonstrate their knowledge and understanding should hold up five fingers.
6. A glance around the room will let you know the level of understanding in the group.
7. Explain that today you learnt a lot of new things and it is normal to have doubts.
8. Ask one of the participants who held 5 fingers to explain to the rest of the group what Human Rights are. If needed, complete the explanation by saying “every human being is entitled to the same human rights and fundamental freedoms. Rights are universal and cannot be taken away from you; you are born with them regardless of your race, gender, religion, culture, or the country where you live.”
9. To close the session explain: “even when there are laws in place to protect us, sometimes our rights are denied or violated. When this happens, it is normal to feel scared, hurt and angry. Today we have talked about our rights but we did not talk yet about what to do or where to go if our rights have been denied”
10. Tell them “In the next session, we will be talking more about right’s violations and how to stay safe. It is important for all of you to know that you can always find help if you need it”
11. Share the list of free, adolescent-friendly services that they can access in their community if they need support or counselling (use the Support Services Template included in the Toolkit’s introduction or the ‘Facilitator Resources’ section in session 2.1).
12. Remind them “when someone violates your rights, they are responsible for their actions, under no circumstance are you responsible for their behaviour. You are not to be blamed”
13. Thank all of them for the great work they did and remind them in the coming sessions we will be talking about types of violence and conflict resolution. As always, the club will be a safe, respectful and judgment-free space and no one will be forced to share or participate if they don’t feel comfortable.

End with your Closing Circle ritual.

Participant Handout

Convention of the Rights of Child Slips

Article 1

Everyone under the age of 18 has all the rights in the Convention of the Rights of the Child.

Article 2

All children have all these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion or culture is, whether they are a boy or girl, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis

Article 3

All adults should **do what is best for children**. When adults make decisions, they should think about how their decisions will affect children.

Article 4

Governments must use **all available resources** to implement all the rights in this Convention.

Article 5

Governments should **respect the rights and responsibilities of families** to direct and guide their children in the exercise of their rights.

Article 6

Every child has the **right to life, survival and development**.

Article 7

Children have the right to a **name**, and this should be officially recognized by the government. They have the right to a **nationality** (to belong to a country).

Article 8

Governments must respect every child's right to a **name, a nationality and family ties**. No one should take this away from them

Article 9

Children **should not be separated from their parents** unless it is for their own good.

Article 10

Governments should act quickly and sympathetically if a child or their parents want to **live together** in the same country

Article 11

Governments must do everything they can to **stop children being taken out of their own country illegally** or being prevented from returning

Article 12

Children have the **right to give their opinion**, and for adults to listen and take it seriously.

Article 13

Children have the **right to find out things and share** what they think with others, by talking, drawing, writing or in any other way unless it harms other people.

Article 14
Children have the right to choose their own religion and beliefs . Their parents should guide them about what is right and wrong, and what is best for them.
Article 15
Children have the right to choose their own friends and join or set up groups , as long as it is not harmful to others.
Article 16
Children have the right to privacy .
Article 17
Children have the right to receive information that is important to their well-being , from radio, newspapers, books, computers and other sources.
Article 18
Children have the right to be raised by their parent(s) if possible. Governments should help parents by providing services to support them, especially if both parents work.
Article 19
Governments must make sure that children are properly cared for and protect them from violence, abuse and neglect by anyone who looks after them.
Article 20
Children have the right to special care and help if they cannot live with their parents . If a child cannot be looked after by their family, governments must make sure that they are looked after.
Article 21
When children are adopted , the first concern must be what is best for them.
Article 22
Children have the right to special protection and help if they are refugees , as well as to all the rights in this Convention.
Article 23
Children have the right to special education and care if they have a disability , as well as all the rights in this Convention, so that they can live a full life.
Article 24
Children have the right to the best health care possible, safe water to drink, nutritious food , a clean and safe environment , and information to help them stay well.
Article 25
Children who live in care or in other situations away from home, have the right to have these living arrangements looked at regularly to see if they are the most appropriate .
Article 26
Governments should provide financial support for the children of families in need.
Article 27
Children have the right to food, clothing, a safe place to live and to have their basic physical and mental needs met . The government should help families and children who cannot afford this.

Article 28

Children have the **right to an education**. Discipline in schools should respect children's dignity. Primary education should be free. Children should be encouraged to go to school to the highest level possible.

Article 29

Children's **education should help them use and develop their talents and abilities**. It should also help them learn to respect other people's rights, live peacefully and protect the environment.

Article 30

Children have the **right to practice their own culture, language and religion** – even if these are not shared by the majority of people in the country where they live.

Article 31

Children have the **right to play, rest and relax** and to take part in cultural and artistic activities.

Article 32

Children have the **right to protection from work that harms** them, and is bad for their health and education. If they work, they have the right to be safe and paid fairly.

Article 33

Children have the **right to protection from harmful drugs** and from the drug trade.

Article 34

Children have the right to be **free from sexual abuse and sexual exploitation**.

Article 35

Governments must make sure that **children are not kidnapped, sold or trafficked**

Article 36

Children have the **right to protection from any kind of exploitation** (being taken advantage of) or other forms of bad treatment.

Article 37

No child shall be tortured or suffer other cruel treatment or punishment.

Article 38




Children have the **right to protection and freedom from war**. Children cannot be forced to go into the army or take part in war.

Article 39

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

A complete list of the convention can be found here: <https://www.unicef.nl/files/English%20child%20friendly%20convention.pdf>

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Read the facilitation steps and Facilitator Resource section before the meeting ■ Come prepared with the contact information of services that can support participants if they have experienced any form of violence or rights violation ■ Take your time. If you need more time to discuss each theme, split each session between two or more club meetings. ■ Invite experts that can provide additional information on human rights, children rights, and how to stay safe. ■ Review the 'Facilitator Resources' included in section 2.6: Identifying emotional distress and immediate comfort actions
	<ul style="list-style-type: none"> ■ Not engaging might be a defence mechanism for participants that might have experienced violence. Do not force them to participate. ■ Do not think you need to be an expert. Come to the sessions prepared and seek support from colleagues or experts in the community if you need more information.
	<p>For settings with no access to materials: for the 'start' activity tell participants to sit in a group. You will close your eyes and one participant from each group will stand up. With your eyes closed you will say a number from 1 to 6. Once the standing participant knows what perspective to use based on the number you said and the Six Cubing Rules, they can sit back and discuss with their group. Continue the exercise until all participants have had a turn and all perspectives have been discussed.</p>
<p>Additional Reading and Activities</p>	<p>Reporting, Tracking, Referral and Response (RTRR) Guidelines in Violence Against Children in Schools (pg 19).</p> <p>Journeys (pg 8)</p>

Facilitator Resources

Convention on the Rights of the Child and national policies in Uganda

What is the Convention on the Rights of the Child?

The Convention on the Rights of the Child (CRC) is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years, regardless of their race, religion or abilities. The convention consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

What is the African Charter on the Rights and Welfare of the Child?

The African Charter on the Rights and Welfare of the Child was adopted in 1990 by the African Union (AU) and it is a regional human rights treaty. According to the chart, any human being under the age of 18 is a child and is protected under this treaty. This convention was adopted a year after the adoption of the UN's CRC and it addresses issues that are particular to the region that were not included in the CRC. The African charter defines roles and responsibilities of governments and highlights the community's duty to preserve and strengthen African values.

Did Uganda ratify the Convention on the Rights of the Child?

The Convention on the Rights of the Child (CRC) is the most rapidly ratified human rights treaty in history. More countries have ratified the Convention than any other human rights treaty in history – since it was adopted in 1989, 196 countries have signed up to the Convention, only one country still to ratify.

Uganda ratified the CRC in 1990. This means Uganda has an obligation to ensure that all children – without discrimination in any form – benefit from special protection measures and assistance; have access to services such as education and health care; can develop their personalities, abilities and talents to the fullest potential; and are informed about, and participate in, achieving their rights in an accessible and active manner.

What national laws and policies protect children and adolescents in Uganda?

Children and adolescents in Uganda are protected by the CRC, African Charter and national laws including:

The 1995 Constitution of the Republic of Uganda declares education a constitutional right. Article 24 protects every person including children from any form of torture, cruel, inhuman or degrading treatment of punishment.

1. The Children Act Cap 59 (2008) defines the rights of children and requires all duty bearers, parents, community members and teachers to ensure that children under care are safe and protected.
2. The Education (Pre- Primary, Primary and Post-Primary) Act (2008) defines the roles and responsibilities of all stakeholders including ensuring safety and discipline of teachers and students.
3. The Prohibition of female genital mutilation act (2010) bans and penalises the practice (FGM).
4. The Domestic Violence Act (2010) is aimed at eliminating violence in family settings; it provides for the protection of the victims of domestic violence and punishment of perpetrators of domestic violence among others.
5. The Prevention of Trafficking in Persons Act (2009) prohibits all forms of trafficking in persons and provides for punishment of perpetrators of human trafficking.
6. The Employment Act (2006) restricts employment of children under the age of 14 years except in light work.
7. The Penal Code (Amendment) Act 8 (2007) abolishes corporal punishment and outlaws defilement including defining strong measures against defilement.

4.2 Unpacking violence

Overview

Session: Unpacking violence																															
Module: Staying Safe and Healthy																															
Competency Domain:																															
<ul style="list-style-type: none"> ■ Problem Solving and Managing Conflict ■ Empathy and Respect 																															
Quick description	Participants describe and identify most common forms of violence in their community																														
	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Quiet and restful</td> <td colspan="2">Energetic and active</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">No literacy required</td> <td colspan="2">High literacy required</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Simple and easy</td> <td colspan="2">Complex and challenging</td> </tr> </table>	1	2	3	4	5	Quiet and restful			Energetic and active		1	2	3	4	5	No literacy required			High literacy required		1	2	3	4	5	Simple and easy			Complex and challenging	
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No literacy required			High literacy required																												
1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	60 minutes																														
Learning Outcomes	<p>Knowledge Outcomes: Participants will be able to...</p> <ul style="list-style-type: none"> ■ Accurately describe forms of violence including physical, emotional and sexual violence. <p>Competency Outcomes: Participants will...</p> <ul style="list-style-type: none"> ■ Apply what they learnt by identifying the most common forms of violence in their community and identify possible solutions 																														
Key terms	<p>Violence: all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.</p> <p>RTRR: reporting, tracking, referral and response to violence against children.</p> <p>Reporting: Refers to the process of recording a verbal or written statement or account on the form of violence inflicted on the child; it covers a record on what happened; according to the child survivor or victim and other people who witnessed the act of violence and transmitting the information to the relevant office or stakeholder for appropriate action.</p> <p>Tracking: Is the deliberate and continuous efforts to track the process and decisions or actions taken by key actors (including: head teachers, parents, community religious leaders, local governments, local counsellor, civil society organisations, etc) in order to ensure that the CSV of violence access the appropriate support services</p> <p>Referral: Is the process by which the immediate needs of the child survivor of violence are assessed and s/he is assisted to access supportive and appropriate services</p> <p>Response: A multi-sectoral approach that will provide consistent, coordinated and timely responses to children and will hold perpetrators of violence against children to account.</p>																														

<p>Preparation</p>	<ul style="list-style-type: none"> ■ Prepare a flipchart with the definition of violence included in the ‘Star’ activity ■ Read the complete session before facilitating it and have at hand the contact information of adolescent-friendly health and protection services in your community (use the Support Services Template included in the Toolkit’s introduction section). ■ Read the ‘Child Protection’ and ‘Addressing sensitive themes’ sections in the Toolkit’s Introduction. ■ For the ‘Act’ section, write on the board or flipchart the forms of violence and the definitions included in the Participant Handout section. ■ Think of locations or situations in the community where violence might happen. ■ For the ‘Act’ section, participants might need space to move around. To prepare, find a space where they feel safe and can move freely. ■ Find more information on violence against children in the RTRR Guidelines on Violence Against Children in School (Ugandan Ministry of Education and Sports, 2014).
<p>Materials</p>	<ul style="list-style-type: none"> ■ Flipchart paper ■ Pens, pencils or markers

Step by Step

Start with your Opening Circle ritual.

START (10 minutes)

1. Divide the participants into groups of three or four. Give each group a sheet of flipchart paper and a marker/pen.
2. Explain that each group will come up with a definition of violence that they will write on the flipchart page. Their definition should not exceed two sentences.
3. Tell the groups they will have five minutes to complete the assignment.
4. After five minutes has passed, ask the groups to share their definitions of violence one by one. As the groups share their definitions, write the common ideas and key concepts that emerge on a blank flipchart page.
5. Next, share the following definition of violence with the group:

“The UN Convention on the Rights of Children (CRC) defines ‘violence’ as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.”
6. Explain “violence against children is widespread in Uganda; it can occur in almost any setting. Just because it is common, it does not mean it is right. Knowing our rights and responsibilities, is the first step towards protecting ourselves and each other from violence.”
7. Before moving to the “act’ part of the session make sure participants feel safe and ask them to keep in mind the club rules.
8. Tell them “today we will be talking about a sensitive issue. Maybe some of us will feel sad, angry or vulnerable during the session, so we need to make sure we all feel safe. Remember to respect the club rules and create an environment of respect and support.”

ACT (40 minutes)

1. Tell participants there are different types of violence. Ask them if they can provide some examples.
2. Point at blackboard or flipchart with the different forms of violence included in the ‘Participant Handout’ section.
3. Ask a volunteer to read one of the forms of violence and the definition.
4. Then ask participants:
 - Who can experience this kind of violence?
 - When someone experiences this form of violence, what human/child rights is not being respected?
5. Read the definition once more and go to the next form of violence. Ask for a different volunteer to read the definition and ask the same questions.
6. Repeat until all forms of violence included in the ‘Participant Handout’ section have been reviewed.
7. Explain: “now that we have identified different forms of violence, you will work in groups to think about places or situations where these forms of violence can take place. I will assign each group a location or situation in the community and you will work together to come up with a frozen image to show the form of violence that could happen there.”
8. Remind the participants about the 3 rules of frozen images: no sound, no movement and no props.
9. Form the groups of 5-6 participants and assign each group a location or situation. Some examples could be: school, community centre, park, walking home alone at night and community celebrations. These are examples, feel free to include locations or situations participants can identify in their own community.

10. Give participants 5 minutes to discuss the location they were assigned and the form of violence they think could take place in that location or situation. Let them know they can use the forms of violence you discussed when the activity started or they can choose different ones.
11. Walk around the space and support the groups if they are struggling with the activity.
12. After 5 minutes ask them to start moving to create the image.
13. Whilst the groups are preparing, circulate and help them as necessary. Make sure they are standing up and practicing their images and not simply talking about them. Ask them to show you their images quickly and gently suggest changes if you think the images might trigger some of the participants.
14. Invite the first group up to show their image. Facilitate a discussion with the rest of the participants by asking questions such as:
 - What do you see?
 - Who are these people?
 - What is happening? Why do you say that?
 - What are they doing? Why do you think that? Who has a different idea?
 - What rights are not being respected in this image? Why do you think that? Who has a different idea?
15. Before going to the next group, ask a volunteer from the audience to stand up and gently move the characters in the image to show how the image would look if everyone's rights were respected.
16. To close, ask the presenting group to mention the location they were assigned and explain the form of violence their image represented.
17. Thank them with a round of applause and invite the second group to present.
18. Follow the same steps as with the first group.
19. Continue until all groups have presented.

REFLECT (10 minutes)

1. Ask participants if they remember some of the services, they can access in their community if they need support or help.
2. Ask them to provide examples of service where they can find:
 - Information about puberty or the changes they are going through
 - Information about sexually transmitted infections and get tested or counselled for HIV/AIDS
 - Mental health support
 - Report and find support if they experience violence
3. If they cannot provide examples, you should be prepared to share with them the list of adolescent-friendly services they can access in their community.
4. Explain that reporting incidents of violence is very important to stop further abuse.
5. Go over the 'Facilitator Resources' included in session 2.3, 'Knowing when to find help' with the group.
6. Acknowledge there are challenges to reporting violence against children (find a list in the Facilitator Resources section) but let them know reporting violence is extremely important and we will keep discussing it throughout this module.
7. Explain "anyone that experiences violence should report the incident to a trusted adult (for school based clubs participants should reach out to the senior man or woman teacher, out of school participants should find a trusted parent/guardian or find support from an adolescent-friendly support service). The trusted adult will help and refer you to the relevant services that can support

you. If you don't have a trusted adult near you, you can always call SAUTI 116 (the Uganda Child Helpline) if you want to report your case".

8. Ask if they have questions and try to answer to the best of your knowledge.
9. If you don't have the answer to some of the questions, note them down and make sure to answer them as soon as you have the information.
10. To close, remind them that supporting someone that has experienced violence is a very important task. Can they name some of the things they can do to show their support?
11. Allow for a few examples.
12. Explain "If you are supporting someone who experiences violence remember to be sensitive, respectful and supportive. Respect their wishes if they want space but try to keep checking on them. Show your support not only with words but with actions. Be kind and listen to them. Do not share with others information they have shared with you unless they ask you to do so".
13. Thank participants and once again, acknowledge that the session today was a difficult one and you really appreciate all the work they did.

Optional closing activity:

1. After this session participants might feel overwhelmed with emotions. If that is the case, try to close the day with a short activity to reduce stress and support their wellbeing.
2. Explain: "Often when we are stressed our breathing becomes shallow, high in our chests, and we forget to breathe deeply into our bellies. Abdominal breathing is very calming and helps us to draw oxygen deep into our lungs."
3. Instruct students to place their hands on their stomach and take 5 deep breaths, spend 5 seconds breathing in and 5 seconds breathing out.
4. Explain, "when you inhale, you should be blowing up your tummy softly like a balloon, and when you exhale, the air should be going out slowly of the balloon again"

End with your Closing Circle ritual.

Participant Handout

Forms of Violence

Physical Violence: physically hurting or trying to hurt a someone using physical force including: hitting, burning, grabbing, kicking, caning, pinching, shoving, slapping, hair-pulling, biting, among others.

You have a right to a safe environment without the fear of being physically hurt.

Emotional Violence: to cause harm emotionally and mentally. This happens when someone threatens, blames, undermines and degrades. Includes constant criticism, name-calling, verbal abuse, destruction of pets or properties, and/or forcing isolation from friends, family, school and/or work.

Children and adolescents have the right to be protected and be cared for.

Gender Based Violence (GBV): refers to harmful acts directed at an individual because of their gender. GBV usually affects girls and women and includes forms of sexual, physical, mental and economic harm. GBV can take many forms such as intimate partner violence, sexual violence and child marriage.

Children and adolescents deserves to grow up free from harm.

Sexual Violence: involves forcing a partner to take part in a sexual activity (this can be physical or verbal) by force or intimidation. Private parts are private. No one should forcefully touch you in a way that makes you feel uncomfortable. Also, no one should force you to touch them or have sex with them.

Children have the right to be free from sexual abuse and sexual exploitation.

Bullying: Bullying is when someone is being hurt either by words or actions on purpose, usually more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Children and adolescents have the right to be treated with kindness and have the responsibility to treat others in the same way.

Neglect: when a child is not cared for and not protected from danger, it means that child is neglected. Neglect happens when adults fail or forget to give meals and/or clean drinking water to children. Other examples include parents or guardians abandoning their children or refusing to give them access to education, food and medical services.

Everyone has the right to food, waters, proper clothes and shelter.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ When talking about sensitive topics you must ensure participants feel safe. Some participants may want to be excused from certain discussions and this should be respected. ■ When giving examples always start with a safe or gentle example and move from there to progressively more risky situations paying close attention to how relaxed participants appear. ■ If participants show signs of alarm or distress be ready to put the activity aside and substitute it with a game to restore a sense of well-being. ■ If possible, try to have community councillor attend the session to provide immediate support if necessary. ■ Before the session read the 'Facilitator Resources' included in this session and the one included in session 2.3 'Knowing when to find help' ■ Remind participants SAUTI 116 is a free number children and adolescents in Uganda can call to get immediate support from trained social workers if they have witness or experienced any form of violence.
	<ul style="list-style-type: none"> ■ Do not rush through the activities. Allow participants to engage and ask questions. If you need more time, split this session in two. ■ Do not think you can't adapt the session. You know the participants, their needs and interactions. If you think the session should be adapted, feel free to modify it. Keep in mind that the knowledge and competency outcomes of the session must remain the same. ■ Do not force participants to engage. If they decide to opt out from the session, respect their decision.
	<p>For younger adolescents: for the 'Act' section, read together the forms of violence included in the 'Participant Handout' section. Work as a group to create together a few frozen images.</p>
<p>Additional Reading and Activities</p>	<ul style="list-style-type: none"> ■ Reporting, Tracking, Referral and Response (RTRR) Guidelines in Violence Against Children in Schools ■ RTRR Primary school booklet:- Reporting checklist (pg16) on how to report to a senior man/woman and How do you support a friend who has been hurt? (pg 20) ■ Journeys: Activity Handbook for Pupils –Activity 6: Knowing my School: pupil-pupil relations (pg44), Activity 22: Pictures of Violence (pg 86), Definitions of school-related gender-based violence (pg 142), Positive disciplinary responses: alternatives to corporal punishment (pg 144)

Facilitator Resources

Remember children are adolescents in Uganda are protected under the UN Convention of the Rights of the Child, the African Union Charter on the Rights and Welfare of the Child, the National Constitution of the Republic of Uganda(1995) and the Children Act Cap 59 (2008)³

Challenges to reporting violence against children

- 1. Limited understanding of children's rights and responsibilities among children and adults** (including parents, teachers and other community members) - Not knowing the rights of children undermines the extent to which children, parents, teachers and communities feel obliged to report, track, refer or respond to cases of violence against children. The situation is even worse with capital offences such as defilement. Children and parents also lack knowledge and information on the procedures for reporting cases of violence against children.
- 2. Societal acceptance of violence against children as part of the learning process** - Disciplinary measures through physical and humiliating punishment is at times perceived a normal part of the learning process by parents, teachers, and other adults, even when there are legal provisions against such practices.
- 3. Mismanagement of reported cases of violence against children** - Cases of violence against children that are reported are at times not handled to conclusion due to: high levels of poverty among parents which undermines access to mandatory services required as evidence by the courts of laws.
- 4. Prevalence of harmful cultural practices** – There are cultural practices such as child marriages, female genital mutilation (FGM), among others are deep-rooted among specific communities in Uganda; however, these practices violate children's rights and increase children's vulnerability to other forms of violence such as defilement.
- 5. Absence of a recognized and harmonised mechanism on reporting and response to violence against children**- While there are efforts to prevent violence against children in school, there is no recognised, harmonised mechanism on reporting and response. It is also difficult to track the linkage between different sectors.
- 6. Gaps in the existing laws on violence against children** - whereas Uganda as a country has various laws that cater for the protection of children by prohibiting violence against children, all these laws lack specific reference to violence against children in a school environment as well as specific provisions on mandatory reporting of cases of violence against children.

³ Additional information on the legal and policy framework on violence against children in schools in Uganda in MoES the RTRR Guideline on Violence Against Children In School, pg 18.

4.3 Staying Safe

Overview

Session: Staying Safe																					
Module: Staying safe and healthy																					
Competency Domain:																					
<ul style="list-style-type: none"> ■ Problem Solving and Managing Conflict ■ Empathy and Respect 																					
Quick description	Participants identify ways to stay safe by identifying support services in their community.																				
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1	2	3	4	5																	
Simple and easy			Complex and challenging																		
Time	60 minutes																				
Learning Outcomes	<p>Knowledge Outcomes: Participants will be able to...</p> <ul style="list-style-type: none"> ■ Identify support services to help them stay safe in their community <p>Competency Outcomes: Participants will...</p> <ul style="list-style-type: none"> ■ Feel motivated to come up with creative solutions to stay safe 																				
Key Terms	<p>Reporting Violence: Refers to the process of recording a verbal or written statement or account on the form of violence inflicted on the child; it covers a record on what happened; according to the child survivor or victim and other people who witnessed the act of violence and transmitting the information to the relevant office or stakeholder for appropriate action.</p>																				
Preparation	<ul style="list-style-type: none"> ■ Have at hand the contact information of adolescent friendly service providers in case of violence being disclosed. ■ Review the section ‘Supporting participants in distress’ and ‘Child protection’ in the Toolkit’s introduction. ■ Review the session steps and handouts before the session, prepare the short skit for section ‘Start’. 																				
Materials	<ul style="list-style-type: none"> ■ Flipchart paper ■ Pens/markers 																				

Step by Step

Start with your Opening Circle ritual.

START (10 minutes)

1. Welcome participants and ask them if they remember what they discussed in the last sessions of the module.
2. If they are having a hard time remembering, guide the discussion with questions:
 - What is the name of the international convention created to protect children all over the world?
 - What are some examples of children's rights?
 - What is violence? Can you provide an example?
 - Where can we or a friend find support if we experience violence?
3. For this quick activity tell participants you will be the one acting and they will have to guess what you are doing.
4. For the activity, you will need to act out 'the 3 ways of protecting yourself and your friends' (also included in the 'Participant Handout' section).
 1. Speak Up!: make an alarm or run for help. Never keep quiet. Try to stop the violence by shouting NO! to the one who tries to harm you and immediately run for help and talk to someone you trust.
 2. Speak Out!: Seek help and talk to someone you trust like senior teachers, school counsellor, family and friends. Let them know if you are a victim of violence or witnessed violence.
 3. Call for help: Get help from authorities who are trained to protect you. When you call, let them know everything that happened. For them to act, you need to be honest with them. The Ugandan child Helpline Sauti 116, is a free phone number that you can call to get help if you have been harmed by someone. When you call, a social worker will listen to your problem and answer any questions that you may have. In addition to the Child Helpline there are other services you can access (if possible give examples of services in their community where they can report and seek support in case of violence).
5. Without telling them what you are acting, start with the first way of protecting yourself: Speak up. Ideally this activity should be done silently. Move your hands and move your mouth to say the word NO without making a sound. Act for a few minutes and then ask participants to share what they think you were doing.
6. Without providing feedback, move onto the second way of protecting yourself: Speak out. Again, without making a sound, act this step. Be creative and try to express this step the best you can.
7. Ask participants to tell you what they saw. Without providing feedback, move onto the last way of protecting yourself: call for help. Act this way the best you can show with your hands the helpline number 1-1-6 so they keep it in mind.
8. Ask participants what they saw.
9. Thoroughly explain the 3 ways: Speak up, Speak out and Call for help.
10. Explain the importance of reporting cases of violence (find additional information in the first part of the 'Facilitator Resources' section)
11. Remind them that they should try to keep these 3 ways in mind if they ever experience or witness violence.
12. To help them remember, ask them to stand up and act out with you the three ways.

ACT (45 minutes)

1. Explain that today they will come up with creative solutions on how to stay safe in their community.
2. Make groups of 5-6 participants.
3. First give the group 5 minutes to select together one form of violence or conflict they have seen in their community. Ask them to share their answers before working on it.
4. If more than one group has the same form of violence/conflict, suggest alternatives so each group works on a different presentation.
5. Tell them “now that you have selected a form of violence or conflict that is common in our community, you will use the next 15 minutes to come up with ways in which we can stay safe from it. Once you have finished you will present your work to the rest of the club. For this presentation you can create, for example, a poster, a theatrical skit, a radio/TV news broadcast, a song, but you can create anything you want.”
6. Before they start, tell them their presentation should include:
 - **Definition:** what form of violence/conflict are you informing us about? (here you can tell us everything about this form of violence: where does it normally occur, who are usually involved in this form of violence, what rights does it violate?)
 - **Importance:** Why is it important to address this form of violence/conflict and find ways on how to stay safe?
 - **Staying safe:** how do you and your friends stay safe? Examples of how to stay safe in your community.
 - **Support services:** Where can we find help if I experience or witness this kind of violence/conflict: this can include adults or leaders in the community and existing services in the community.
7. Once the time is up, ask each group to present their work. Encourage engagement by asking questions:
 - Does anyone recognize this form of violence/conflict in the community?
 - Can anyone think of another way of staying safe from this form of violence/conflict?
 - Is there any other service we can contact if we experience this form of violence/conflict?

REFLECT (5 minutes)

1. To close the activity, thank participants for all the work they did and remind them: “you should never think that violence is a normal thing to be exposed to. Unfortunately, it does exist and we may have already witnessed quite a bit of it in our lives. Most of the time, violent people have problems that they cannot solve, and they use violence to express themselves, but this is not correct. Being violent is never a way to solve a problem”.
2. Ensure participants know that violent people should be held accountable for their behaviours and people that experienced violence should not be blamed.
3. Ask them to act out again the 3 ways to protect themselves: speak up, speak out or call for support.
4. To close, ask each participant to share one thing they learnt in today’s session.

End with your Closing Circle ritual.

Participant Handout

3 Ways of Protecting Yourself- RTRR Primary school booklet



The 3-ways of protecting yourself and your friends!

If you believe you have experienced violence or witnessed violence, there are three ways you can act:

YOU CAN...

Speak Up!

Make an alarm and run for help – Never keep quiet. Try to stop violence by shouting “NO!” to the one who tries to harm you and immediately run for help and talk to someone you trust.

OR...

Speak Out!

Seek help and talk to someone you trust like senior teachers, school counsellor, family and friends. Let them know if you are a victim of violence or witnessed violence.

OR...

Call Uganda Child Helpline 116



Get help from authorities who are trained to protect you. When you call let them know everything that happened. For them to act, you need to be honest with them.

1



2



3



What is the Uganda Child Helpline 116 and what happens when I call the number?

It's a free phone number that you can call to get help if you have been harmed by someone. When you call, a social worker will listen to your problem and answer any questions that you may have. Any child or youth that has been hurt or knows of a friend who has been hurt can call 116. The social worker will advise you on how to get help.






Child Helpline
116



11

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Make sure to clarify any misunderstandings from participants in terms of protection and safety, emphasising that while they can help to keep themselves safe, they are not to blame if they are hurt or abused. ■ If you know that there are instances of bullying or conflict in the club, be mindful of this when forming groups for the 'Act' activity. If there are any children that have had issues together in the past, do not put them in the same group for this activity.
	<ul style="list-style-type: none"> ■ Do not force participants to engage. If participants do want to engage, give them the space and freedom to share their views openly without stopping, ignoring or guiding their answers. Throughout the session encourage them to work on their critical thinking skills by asking, "why do you think/say that?" "Does anyone have a different idea?"
	<p>Low literacy group: for the 'act' section ask participants to create a tv/radio show/ commercial, theatrical skit, dance or song about the conflict/violence example they have selected.</p> <p>Community Relevance: In addition to providing the child helpline, include in the 'start' section the number of adolescent-friendly services in the community.</p>
<p>Additional Reading and Activities</p>	<ul style="list-style-type: none"> ■ RTRR Guideline on Violence Against Children In School chapter 2 on legal policy Framework on violence Against Children in Schools in Uganda (pg 18) and chapter 6 guidelines or reporting cases of violence against children in school (pg 30-33) ■ Journeys: Activity Handbook for Pupils –Ten Keys to safer schools: strategies for improving school climate (pg 149)

Facilitator Resources

Reporting cases of violence against children

Why is it important?

- 1) To establish the impact of the acts of violence on the children and identify appropriate support services for their recovery and reintegration.
- 2) Refer the child survivor to actors that can provide the required support services.
- 3) Identify the perpetrators of violence against children and handle them according to the existing laws, administrative and civil procedures.
- 4) Devise strategic interventions that can contribute towards reducing cases of violence against children in order to contribute creating violence free communities.

Steps to report cases of violence against children:

1. Talk to the child survivor in a friendly manner and capture as much information as possible on the form of violence i.e. the child's views, feelings and interests. Where possible encourage the child to use other communication channels such as the national hotline (116) report the case of violence to other actors.
2. Based on the interaction with the child survivor or victim (CSV), you should reach out to the support services assigned in your community or school to support children so they can create a report form. Remember to ensure the safety, security, privacy, confidentiality, support of the CSV. The report form should be filled out by a trained person and should include some of the following information:
 - Name of the child and her or his photo (to be coded for future investigation and ensure confidentiality

- Sex
- Date of birth and Age
- Residence
- Contacts- telephone
- Reference number
- Nature/type of the alleged act of violence:
- Location: where the incident took place
- Number of times the child has encountered such a form of violence
- Other associated forms of violence the child has encountered by the alleged perpetrator
- Relationship of the Child with the alleged perpetrator

3. Gather more information from other people that witnessed the violence. Find out if these witnesses are willing to appear (in person) before other actors like police, probation and courts of laws if need arises for further investigations on the case. Ensure that the information gathered and recorded is reliable.
4. Based on the information provided by the CSV and other people that witnessed/heard/have prior knowledge on the act of violence, establish the form of violence encountered and the appropriate procedures to take. It is important to note that the procedures vary depending on the form of violence, impact of the violence on the child based on the existing legal framework.

4.4 Staying healthy: child marriage and teenage pregnancy

Overview

Session: Staying healthy- Child marriage and teenage pregnancy											
Module: Staying safe and healthy											
Competency Domain:											
<ul style="list-style-type: none"> ■ Problem Solving and Managing Conflict ■ Empathy and Respect 											
Quick description	Participants are made aware of the dangers of teenage pregnancy and child marriage and how these can interfere with their goals.										
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Simple and easy			Complex and challenging								
Time	60 minutes										
Learning Outcomes	<p>Knowledge outcomes: Participants will be able to...</p> <ul style="list-style-type: none"> ■ Understand the meaning of teenage pregnancy and child marriage ■ Identify ways that a teen pregnancy or early marriage can interfere with or delay the reaching of goals <p>Competency outcomes: Participants will...</p> <ul style="list-style-type: none"> ■ Explore thoughts and ideas around child marriage and teenage pregnancy 										
Key Terms	<p>Teenage pregnancy: Conception that occurs to persons between the ages of thirteen to nineteen years that may be incidental. Teenage Pregnancy has negative health effects to the young mother and her child, as her body is not ready to sustain a pregnancy. In addition to the associated health challenges, teenage pregnancy often leads to school dropout, hence loss of potential productivity which in the long run contributes to poverty.</p> <p>Child marriage: is when someone is married off while still a child. In Uganda, anyone under the age of 18 is legally considered a child, so marrying while under the age of 18 is considered child marriage</p>										
Preparation	<ul style="list-style-type: none"> ■ Before facilitating this session review useful MoES content such as the Revised Guidelines on Prevention and Management of Teenage Pregnancy School Settings in Uganda. ■ Review the Teenage Pregnancy and Child Marriage Information Sheet included in the 'Facilitator resource' section at the end of this session ■ Have at hand the information of adolescent friendly support services that can help participants if they are at risk of child marriage or early pregnancy (Use the Support Service Template included in the Toolkit introduction section). ■ Review the SRHR messages by the MoES. 										
Materials	<ul style="list-style-type: none"> ■ Signs with the questions included in the 'Act' section. 										

Step by Step

Start with your *Opening Circle* ritual.

START (15 minutes)

1. Explain to the participants that today's session will focus on the issues of child marriage and teenage pregnancy and how these affect our physical and emotional health.
2. Pair off participants and have them discuss with their partner the meaning of child marriage and teenage pregnancy.
3. After a few minutes, ask a few volunteers to share with the rest of the group what they discussed.
4. Once you've given a few volunteers a chance to speak, provide a brief explanation of the two concepts.

Explain: "teenage pregnancy is pregnancy in females under the age of 20 (i.e. during the teen years-early adulthood). There are many side effects of teenage pregnancy, but the effects are more often felt by the female rather than the male. Child marriage is when someone are married off while still a child. In Uganda, anyone under the age of 18 is legally considered a child, so marrying while under the age of 18 is considered child marriage."

ACT (30 minutes)

1. Explain to the participants that now that they have discussed the meaning of teenage pregnancy and child marriage, they are going to analyse the effects of both.
2. In four different areas of the space, assign a spot/ corner for each one of the following discussion topics:
 - What do you think are the physical and emotional dangers of teenage pregnancy?
 - How can teenage pregnancy be prevented?
 - What are the physical and emotional/psychological dangers of child marriage?
 - How can child marriage be prevented?
3. If possible, put up a piece of paper on the wall with the above questions or write them down on a blackboard where all participants can see them.
4. Divide the group into four teams and have each team go to one of the discussion corners and discuss the question assigned to that space.
5. After a few minutes, instruct them to rotate to the

next question. Repeat until all groups have visited each one of the four discussion spaces.

6. Afterwards, bring the participants together. As a group, discuss how participants answered these questions, what they suggested as preventative measures, and what dangers they identified.
7. To encourage critical thinking and participation keep asking participants: "why do you think that?" and "who has another opinion?"
8. Summarise the main points about the dangers related to teenage pregnancy and how to prevent it as well as the dangers of child marriage and how that can be avoided.

Key points to note:

- The dangers of teenage pregnancy are both psychological and physical. When a body is not yet developed enough to reproduce, physical side effects including premature labour, fissures (holes) in bladder or anus, uterus of vaginal tear and can result in the death of the baby and/or the teenage mother.

- There are also many dangers associated with child marriage. When a girl is married too young, she cannot make her own decisions and is often deprived of her freedom and rights to education, health and safety. Young wives are less likely to continue or have access to any form of education, which means that they are not economically empowered or financially independent. Additionally, young wives (“child brides”) are also at a greater risk of experiencing complications during pregnancy.
- Teenage pregnancy and early child bearing has considerable economic consequence. At the individual level, it results in higher health costs for the mother and child, lower education achievements and limited work opportunities resulting in lower salaries and labour participation. At the national level it results in lower-income and fewer direct and indirect taxes paid by these women.
- Boys and men and take advantage of teenage girls need to be reported and held accountable for their actions. Girls that experience sexual violence or unwanted sexual touches should be protected and under no circumstances should they be blamed.
- Teenage pregnancy can be prevented by avoiding bad company and resisting peer pressure. When your friends begin to engage in sexual relationships, do not feel left out or think that you need to also do the same. Remember: Abstinence is the only 100% effective measure for preventing pregnancy.
- Stay safe and avoid risky situations like walking alone to the well to collect water, market, bushy places, where possible walk along with a relative or friend.
- Avoid having unsafe sexual relationships –if you cannot abstain, always use a condom.
- Learn to say “no” to sexual advances and gifts from males, such as sugar daddies and boda boda riders.
- Report any sexual harassment such as bad touches, forced kissing and wanting to force you into/asking for sex, by school boys, teachers, other men and even male relatives. Report as early as possible to avoid facing situations that might place you at risk of violence, sexual abuse, or early pregnancy. You can report it to the police, school authorities, trusted adult in the community, your parents or trusted mature friends.

REFLECT (15 min)

1. To close, have the participants gather in a circle. Ask them if anyone knows what a goal or a dream is. If no one is able to answer, quickly explain that a dream is something that we wish could happen in the future.
2. Instruct participants to think about their dreams. Have them close their eyes and imagine their life five years from now.
3. Every so often, ask one of the following guide questions in a gentle voice to help them:
 - Where are you?
 - Where do you live?
 - If you listen, what can you hear? And smell?
 - Who do you live with in this perfect future?
 - What other people are there with you?
 - How are you feeling? Why
4. Allow participants to sit for a few moments in silence before gently asking them to open their eyes.
5. Ask a few volunteers to share their visions. Listen to their stories and thank them for sharing.
6. Then, ask participants to close their eyes again and tell them: “think about your dreamed future again, but this time imagine your life in five years if in the coming days you were to find yourself married or pregnant. How would your life look like?”

7. Give them some time and ask, “how do you think marriage or pregnancy would change the future you imagined before? what would happen to the dreams?”
8. Ask a few volunteers to share their answers.
9. Close by explaining “child marriage and teenage pregnancy can drastically change our futures and negatively impact our health. Early marriage, below the age of 18, is illegal in Uganda but it still is a common practice. Early marriage is a violation of the child’s rights and it exposes girls to health risks like early pregnancy. If you are at risk of child marriage or early pregnancy reach out to a trusted adult or find support in your community.

Child marriage and teenage pregnancy are forms of violence and should be reported.”




10. Share with participants the name of organisations in their community that can support them if they want to know more or report these forms of violence. Remind them that in Uganda, the children helpline (SAUTI 116) is a free 24/7 telephone services that aims to provide support and protection to children and can be accessed for free on all communication networks in the country.

End with your Closing Circle ritual.

Participant Handout

None.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Prepare for the session by learning more about the services that protect girls and boys in your community from child marriage or teenage pregnancy. ■ Remember that the themes of teenage pregnancy and child marriage are sensitive. Ensure participants feel safe and follow the group rules. ■ Be mindful of the different realities of participants, they might be themselves at risk of child marriage or pregnancy. Listen to their interventions respectfully and ensure they know there are services they can access for free in their community if they need support. ■ Remind participants about their rights, and let them know that child marriage and having sexual intercourse with someone younger than 18 is illegal in Uganda and is heavily punished by the national law.
	<ul style="list-style-type: none"> ■ Do not force participants to share personal stories if they don't feel comfortable. ■ Do not judge participant's answers. ■ Do not force participants to join the session and remind them there will be no consequences if they choose not to participate.
	<p>For younger adolescents: spend more time going over the definitions of child marriage and teenage pregnancy. If necessary, discuss as a group the questions included in the 'Act' section.</p>
<p>Additional Reading and Activities</p>	<ul style="list-style-type: none"> ■ PIASCY: 6.19 Pregnancy (pg 76), 6.22 Activity 8: "Am I ready to be a parent?" (pg 78). ■ Menstruation Management Reader: Challenges that come with menstruation (pg 38-39). ■ Revised Guidelines on Prevention and Management of Teenage Pregnancy School Settings in Uganda (MoES) ■ Sexuality Education Framework

Facilitator Resources

Child marriage and teenage pregnancy information sheet

In Uganda, national and international laws have been put in place to protect children and ensure their fundamental right to not be married before the age of 18- including the national Constitution, the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of Discrimination Against Women (CEDAW).

Regardless of the existing legal measures in the country, gender stereotypes and deeply rooted social norms influencing child marriage persist, especially in rural communities. Child marriage affects all aspects of the child's life and it is a violation of their rights.

Child marriage exposes girls to health risks (such as physical and physiological violence) and it is one of the main drivers of teenage pregnancy. Child brides often become mothers at an early age.

A child (whether boy or girl) under 18 years of age cannot consent to sex by law. Having sex with an underage child is illegal and can be punished with imprisonment.

Pregnancy and childbirth puts teenage girls' lives at risk of death or injury. During delivery, teenage mothers

can be severely harmed; their vagina can tear and the baby can make a hole in their bladder and rectum. If the baby cannot get out, it can tear the uterus and it can be fatal for both the baby and mother.

Babies born to a young mother can often come too early, weigh too little, are sickly and die before their first birthday.

Teenage pregnancy has negative consequences for boys such as being beaten or imprisoned by the girl's family, being forced to marry the girls or pay becoming a father at a very young age and risk of HIV. Girls face consequences such as pregnancy related illness, injuries and death, poor life as a child mother and risk of HIV.

Hiding a pregnancy can cause great harm. Tell a trusted adult, and seek medical or physiological support if necessary.

Child marriage and teenage pregnancy are forms of violence that should be reported. The national child helpline SAUTI 116 aims to provide support and protection to children and can be accessed for free on all communication networks in the country.

4.5 Let's discuss it

Overview

Session: Lets discuss it											
Module: Staying safe and healthy											
Competency Domain:											
<ul style="list-style-type: none"> ■ Problem Solving and Managing Conflict ■ Empathy and Respect 											
Quick description	Participants will discuss what respect means to them and will practice their empathy skills.										
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1	2	3	4	5							
Simple and easy			Complex and challenging								
Time	60 minutes										
Learning Outcomes	<p>Knowledge Outcomes: Participants will be able to...</p> <ul style="list-style-type: none"> ■ Define and describe "empathy" ■ Identify causes and effects of conflict <p>Competency Outcomes: Participants will...</p> <ul style="list-style-type: none"> ■ Think of creative solutions for conflict in their community ■ Practice imagining how other people may feel and think in different situations (i.e. how to empathize). 										
Key Terms	<p>Empathy: is the ability to recognize, understand, and share the thoughts and feelings of another person. Sometimes we call empathy being able to put yourself in someone's shoes</p> <p>Respect: appreciate the ideas & opinions of others even when they are not the same as your own.</p> <p>Conflict: happens when two or more people want different things or have different opinions about a given issue.</p>										
Preparation	<ul style="list-style-type: none"> ■ Go back to module 3: Lets talk it out and review the key terms and learning outcomes ■ Read the 'Act' section, if you need additional guidance on how to facilitate the problem tree activity use a few minutes to watch this video: https://www.youtube.com/watch?v=SsW8cPW7Lvo 										
Materials	<ul style="list-style-type: none"> ■ Flipchart/black board ■ Pens, markers or chalk 										

Step by Step

Start with your Opening Circle ritual.

START (10 minutes)

1. Start by telling participants how wonderful it is to see how great they have worked together in the club: "working in a group is not always easy, and you have done a wonderful job. Every single person in this group is different, unique and special and the group works well because everyone tries to be respectful and empathetic."
2. Ask if anyone can give an example on how they are respectful in the club.
3. Then ask them to think back and remember the club meetings when they talked about seeing from other perspectives. Can they remember what empathy means?
4. Allow some volunteers to provide examples.
5. Then explain: "empathy is about being able to know how someone else is feeling, even when you aren't in the same situation. Sometimes we call empathy being able to put yourself in someone's shoes"
6. Remind them "some of us have things in common, which is great, but we also have things that make us different, and that is also great. The important thing is to be respectful, empathetic and make sure everyone feels safe and valued"
7. Explain, "for the first activity I am going to call out a category and you must get up out of your seat and quickly try to find the other people in the group that share the same category as you"
8. Give an example, and start by calling out 'age'. Encourage everyone to get off their seats and stand with the participants that are their same age.
9. Once they are in the groups explain, "age is one thing that makes us different and that has not stopped us from working well together."
10. Continue introducing different categories and keep reminding them that all the differences they have, have not stopped them from working or playing together.
11. Some categories to include: number of siblings, favourite colour, distance they have to travel to get to the club, etc - avoid including sensitive categories such as religion, material possessions or abilities/disabilities.
12. Conclude by saying that a group made out of people with different characteristics and strengths is usually stronger, richer and more fun than one where everyone is the same. Respecting each other and trying to understand how other people feel, helps us create a safe club environment where everyone feels valued and unique.

ACT (40 minutes)

1. Explain “with the last activity we were able to identify some of the things that make us different or similar. Even though differences make us a stronger group, sometimes our personal differences can lead to conflict. Conflict is normal and present in many relationships. If handled well, conflict can be healthy and lead to better relationships and collaboration after being solved.”
2. Ask for a volunteer to share an example of a conflict they had and how they solved it.
3. Explain there are different forms of conflict:
 - Internal conflict:** for example, if you are experiencing negative peer pressure and you don't know what to do (explain negative peer pressure is when you feel pressured by your group to do something you feel is wrong)
 - Conflict between two people:** for example, an argument you have with a friend, or with someone in the group that has different ideas than you do.
 - Conflict within a group:** for example, where some of the group want one thing, but others in the group want something else. Maybe an argument between a group of friends about what sport or game to play.
 - Conflict between groups:** two different groups of people arguing or fighting with each other. For example, different sports groups or teams fighting in recreational centres.
4. For the next activity they will work together to understand better the causes, effects and possible solutions to conflict.
5. Draw a tree on a flipchart or board. Make sure that the participants recognize that the illustration is a tree (find example in the 'Participant Handout' section)
6. Then draw the roots of the tree.
7. Ask them what role the roots play in a tree and let them answer (suggested answer-‘they feed it and make the tree grow bigger’)
8. Then write on the trunk of the tree the name of the problem they will be discussing
9. Explain that the trunk of the tree represents a problem or issue they will discuss, for example ‘Conflict Within This Group’, or ‘Conflict in the Community’ or simply ‘Conflict’ (find examples in the ‘Participant Handout’ section)
10. The next step is to identify the causes of the problem.
11. Ask the participants to identify causes: “Why is the problem there? What are the causes of this problem?”.
12. Listen to their answers and ask them to justify their reasons: Why do you think that? Who has a different opinion?
13. When participants have agreed on a few causes write them down on one of the roots.
14. Now repeat the process by asking them to identify the effects of the problem.
15. Again ask them to justify their answers: ‘Why do you think that? Who has a different opinion?’
16. Write their answers down on the branches.
17. When discussing the effects, make sure that you ask more specific questions; What effects does the problem have on a personal level? ‘What effect does the problem have on our ability to cooperate happily as a group/community?’
18. Once the diagram is ready, ask them to explain the whole thing reflecting on what the illustration means.
19. Next, start a discussion exploring possible ‘solutions’ to deal with the causes and effects of the problem. If you have enough space, add the solutions to the tree in the form of fruits.
20. Make it clear that they themselves can be responsible for many of these solutions. However, if they think they cannot address conflict safely they should always ask for help from a trusted adult or an adolescent friendly services in their community (provide an example of a service they can contact).

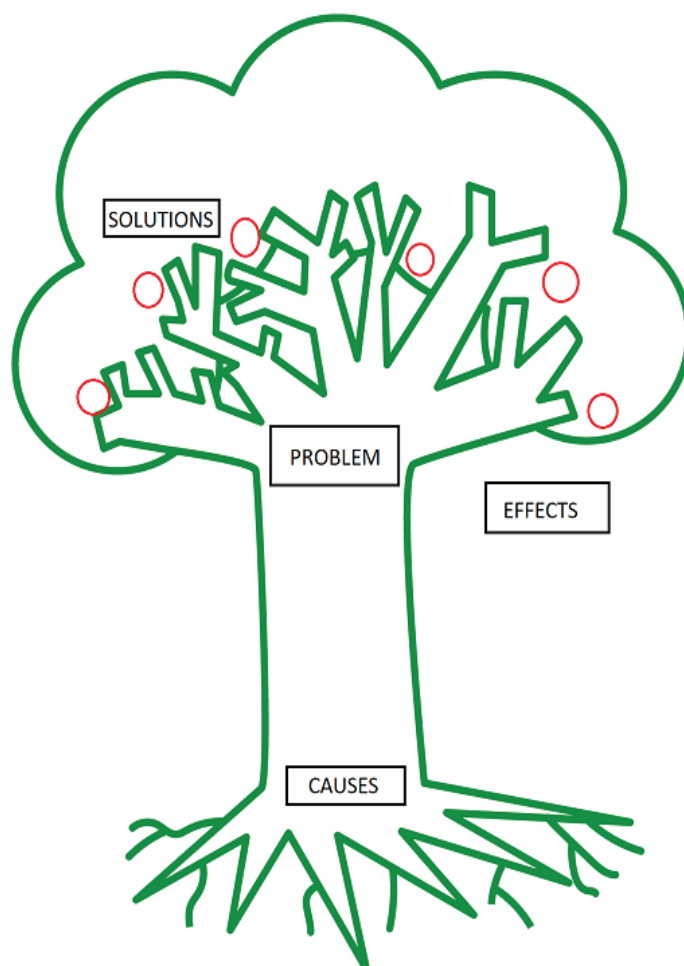
REFLECT (10 minutes)

1. Remind them that a few sessions back they learnt 6 different ways to handle conflict.
2. Ask for a few volunteers to name and explain them (aggression, compromising, giving in, avoiding or delaying, appealing to an authority and collaboration).
3. To close, explain “after discussing the different forms of conflict, it is good to remind ourselves what kindness and thoughtfulness looks like. For that, we are going to thank each other. Each participant should be thanked once only, in this way everyone has a turn. You might thank someone who has helped you understand an aspect of the session better; maybe they helped you by asking good questions or making pertinent comments that helped you gain a greater insight into the material. Maybe they helped or guided you in a task”.
4. For this activity ask everyone to stand in a circle. They will take turns addressing someone in the group and saying:
5. Thank you (name) for_____. The person should simply reply: You're welcome, (name of the person that has thanked them)!
6. Continue until everyone has been thanked.
7. Thank everyone for participating and highlight how great it was to see the complete group working together in a peaceful and productive manner.

End with your Closing Circle ritual.

Participant Handout


Problem Tree Examples



Problem:

- Internal conflict: peer pressure/family pressure/ cultural or social pressures
- Conflict between two people: conflict between friends/parents/ parent and child/ educator and student
- Conflict within groups: conflict in the family/ classroom/sports group
- Conflict between groups: older and younger generations/different religious groups in the community/host community and refugees/ different ethnic groups in the community
- Causes: different religious beliefs/different languages/miscommunication/ different cultures/ assumptions/shared spaces/competition for same resources/different likes/ misconceptions/ lack of empathy/ fear/ shyness/
- Effects: tension/ violence/ exclusion/ unhealthy relationship/ abuse/frustration/ guilt/low self-esteem/ loneliness
- Solutions: Encourage participants to provide examples thinking about their own reality and experience. The solutions can be general, like open dialogue, or specific, like organizing an event where the groups in conflict can openly learn about each other and practice peaceful conflict resolutions strategies.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Talking about conflict might bring up difficult conversations so remember not to ignore the participant's feelings ■ Allow participation and story sharing, however, remember to link back the conversation to the themes of empathy and respect ■ Keep in mind that you, as well as the participants, are products of your society, culture, attitudes and values. Listen to what children have to say without judgment and try to embody the open-mindedness and conscientious self-reflection that you hope to inspire. ■ Review module 3: Lets talk it out. If you think participants struggled with some specific parts of the module, try to address them again in this session.
	<ul style="list-style-type: none"> ■ Do not rush. If you think the group could benefit from additional activities on conflict and peaceful conflict resolution consider facilitating the activities suggested below under 'Additional Reading and Activities' ■ Do not force participants to engage, if they decide to opt out of the session, respect their decision.
	<p>For older adolescents: for the 'Act' section make groups and allow each group to work on their own 'problem tree'</p> <p>Paperless environment: for the 'Act' section, ask participants to envision a tree in their mind and conduct the exercise verbally asking them to imagine the roots, branches and fruits of the tree.</p>
<p>Additional Reading and Activities</p>	<ul style="list-style-type: none"> ■ Journeys: Activity Handbook for Pupils –Activity 13: Spidergram (pg 63), Activity 17: Solving Problems Role Play (pg 72), Activity 27: Positive Bystander Response to violence (pg 103), Activity 27: Bystander Response Skits (pg 106)

Facilitator Resource

None.

Notes to Module 4

1. Adapted from Aflatoun International, *Afteen+: Life Skills and Financial Education Through a Gender Lens*, Aflatoun International, Amsterdam, 2017, pp. 59-66.
2. Adapted from Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014, pp. 81.
3. Africa Union, *African Charter on the Rights and Welfare of the Child*, Africa Union, 2019, https://au.int/sites/default/files/treaties/36804-treaty-african_charter_on_rights_welfare_of_the_child.pdf
4. Adapted from Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014.
5. Adapted from Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014, pp. 32-33.
6. Endnote 16: Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014.
7. Ugandan Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014, pp. 19.
8. Ugandan Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014, pp. 14.
9. Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014, pp. 81.
10. Uganda Ministry of Education, Science, Technology and Sports, *Learner's Booklet: Say No! To Violence- for post-primary schools and educational institutions*, Uganda Ministry of Education, Science, Technology and Sports and UNICEF, Uganda Ministry of Education and Sports, *Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in School*, Uganda Ministry of Education and Sports, 2014; and USAID Uganda Literacy Achievement and Retention Activity, *Journeys: Activity Handbook for Pupils*, RTI International, 2017.
11. *Pupil's Booklet, Facts and Tips on Keeping Safe in School!: for primary school P4-P7*, Uganda Ministry of Education and Sports, pp. 11.

12. Ugandan Ministry of Education and Sports, *Revised Guidelines on Prevention and Management of Teenage Pregnancy in School Setting in Uganda*, Ugandan Ministry of Education and Sports.
13. *Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY): Helping pupils to stay safe: An handbook for teachers P5-P7*, Uganda Ministry of Education and Sports.
14. Uganda Ministry of Education and Sports, *Understanding and Managing Menstruation: A reader for Learners*, Uganda Ministry of Education and Sports, 2013; Uganda Ministry of Education and Sports, *Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY): Helping pupils to stay safe: An handbook for teachers P5-P7*, Uganda Ministry of Education and Sports, and UNICEF, *Government launches National Strategy to end Child Marriage and Teenage Pregnancy*, Reliefweb, 2015: <https://reliefweb.int/report/uganda/government-launches-national-strategy-end-child-marriage-and-teenage-pregnancy>.

Sources: Menstruation Management Reader (MoES), PISYAC (MoES), <https://reliefweb.int/report/uganda/government-launches-national-strategy-end-child-marriage-and-teenage-pregnancy> (reliefweb).

15. United Nations, *Universal Declaration of Human Rights*, United Nations: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
16. UNICEF Netherlands, *The United Nations Convention on the Rights of the Child*, UNICEF, <https://www.unicef.nl/files/English%20child%20friendly%20convention.pdf>
17. UNICEF, *Frequently asked questions on the Convention on the Rights of the Child: your questions on the convention answered*, UNICEF, <https://www.unicef.org/child-rights-convention/frequently-asked-questions>; and Save the Children, *UN Convention on the Rights of the Child (UNCRC): an international human rights agreement*, Save the Children: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>
18. UNICEF, *Child rights governance: For every child, rights*, UNICEF, <https://www.unicef.org/uganda/what-we-do/child-rights-governance>
19. UNICEF MENA Regional Office, *Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills: conceptual and Programmatic Framework*, UNICEF MENA Regional Office, Amman, 2017.

