



Consultation and TIPS with Families, Children and Teachers to Re-enforce Actions that Address Drivers of CSA

Breaking Boundaries, Building Bonds,
Nurturing positive Parenting



Who We Are

Bantwana Initiative Uganda (BIU) is a Local Non-Governmental organization with a comprehensive approach to protecting and empowering children in Uganda, particularly focusing on orphans and vulnerable children (OVC) and youth impacted by HIV, poverty, and gender-based violence.

Bantwana has implemented the SAFE program for 12 years in Western Uganda, targeting violence prevention for children aged 9-14. This focuses on preventing sexual violence by promoting social norms change and engaging key stakeholders, including caregivers, children, teachers, and community members.

Vision:

A World Where Children are Safe and Thriving.



Trials of Improved Practices (TIPS)



- The Trials of Improved Practices (TIPs) is a participatory research methodology pioneered by John Snow, Inc. (JSI). Initially introduced in Western Uganda,
- TIPs focuses on working with households to test and refine recommendations for improving their daily practices.
- Through involving communities directly, the methodology ensures that the solutions are practical and sustainable based on real-world feedback.

Aims and Objectives:

- To gauge how feasible certain practices, or behaviors are (Seek insights on what worked, what didn't, and potential improvements) among the different project participants to practice as a result of participating in the program.
- To evaluate the effectiveness of the SAFE program in changing behaviors among caregivers, teachers to prevent and respond to violence against children.

TIPS Behavioural Outcomes

- Households increasingly adopt positive parenting and parent-child relations
- Girls and boys (9-14 years) demonstrate agency to access support services including justice in schools and communities
- Schools Increasingly use non-violent and age-appropriate discipline and create safer environments that protect violence against boys and girls equally

Methods

- **Mixed-methods research methodology** (Generates insights into current behaviors and assesses willingness and ability to try new practices)
- **Program Design Inclusion:** Voices of potential participants included in program design, Understand families', children's, and teachers' preferences, barriers, and enablers
- **Capacity Building:** Conducted while work is ongoing, Led by staff involved in the project, Cost-effective approach for using staff time and expertise, Strengthens staff's use of the methodology for future applications, Generates practical insights for adapting the current program

Phases of TIPS Research

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Set the Stage	ESTABLISH NEEDED BACKGROUND	TRY THE BEHAVIORS	ASSESS THE OUTCOMES	Analyze and make recommendations
<ol style="list-style-type: none"> 1. Understand country context based on existing information 2. Make ideal behavior recommendations 3. Draft initial TIPS menu 	<ol style="list-style-type: none"> 1. Gather information to understand household problems and current practices through interviews and observations 2. Refine list of problems 3. Tailor TIPS menu recommendations 	<ol style="list-style-type: none"> 1. Counsel on possible behaviors to try 2. Negotiate 1-2 new practices that the participant is willing to try 3. Track distribution of practices 	<ol style="list-style-type: none"> 1. Understand what participant was and was not able to do 2. Learn from the participant about the most important barriers, supports and perceived benefits 3. Solicit suggestions from the participant about how to modify, how to promote, how to ensure adoption. 	<ol style="list-style-type: none"> 1. Summarize critical information 2. Determine strategies and interventions 3. Determine measures and milestones
<p><i>Before going to the field</i> First 1-3 weeks</p>	<p><i>Initial visit to the field</i> Day 1 Fieldwork</p>	<p><i>Second visit to the field</i> Day 2 Fieldwork</p>	<p><i>Third visit to the field</i> Day 9 or 16 Fieldwork <i>(one to two weeks after second visit)</i></p>	<p><i>After conducting all fieldwork</i> Last 1-3 weeks</p>

LOCATION AND TARGET GROUPS

DISTRICT	SCHOOL	CATEGORY	NUMBER	
Bunyangabu	Mitandi PS	Teachers	Focus Group Discussions	Individual
			7	3
	Nsonjya PS	Children	15	16
Kabarole	Iruhura PS	Teachers	7	3
		Children		20
	Kyairumba PS	Caregivers	15	9
Kyenjojo	Kyakashoro PS	Teachers	7	3
		Children		16
	Kigarale PS	Caregivers	15	16

Key Findings: Caregiver

- 54% of caregivers reported *improved parent-child relationships* through communication and 'special time'.
- 37% of caregivers reported *decreased violence* and *greater involvement in decision-making*.

“Even my children used to fear me because of anger but now i talk and they understand me I get special time and teach all my children different tasks now they can all dig, milk cows, graze cook etc.”

- 39% faced partner resistance (low male engagement) and 59% faced limited income. Despite barriers, increased access to income generation and peer support motivated improved caregivers in there Positive Parenting Groups

Key Findings: Children

- Children responded positively to sessions such as 'Snake Tag' (45%) and 'Go for Goal' (28%)

“They teach us well , I want to become a pilot I get time to play with others I get guidance and counseling”

- Engagement was lower in sessions like 'Know Your Status' (29%) and 'Violence & Risk Mapping' (9%)

- Children appreciate teachers for teaching them well and treating them with kindness and respect.

Findings: Teachers

- 44% of teachers appreciated sessions on counseling, safe space mapping, and gender and child rights.

“Teachers have provided guidance and counseling amongst children, teachers and some parents”

“Giving alternative punishments Home work/remedial classes Sensitizing parents Singing educational songs”

- 22% faced challenges in applying theoretical concepts and addressing cultural norms and legal frameworks.

Recommendations



- Increase male caregiver involvement through community dialogues promoting gender equity.
- Continuous mentorship, counseling, and positive parenting sessions to address parenting challenges.
- Teachers should focus on guidance, emotional support, and alternative disciplinary measures.
- Translate the GRS curriculum into the local language as well as using play-based learning for complex topics.
- Raising the age limit for broader coverage in schools.

Moving Forward

- Based on findings, utilizing TIPS as a research method has demonstrated its efficacy in providing realistic data while being cost-effective compared to other approaches.



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