

# CISP APPROACH TO CHILD PROTECTION

Models, Promising Practices and Success Stories  
from Kenya



January 2019

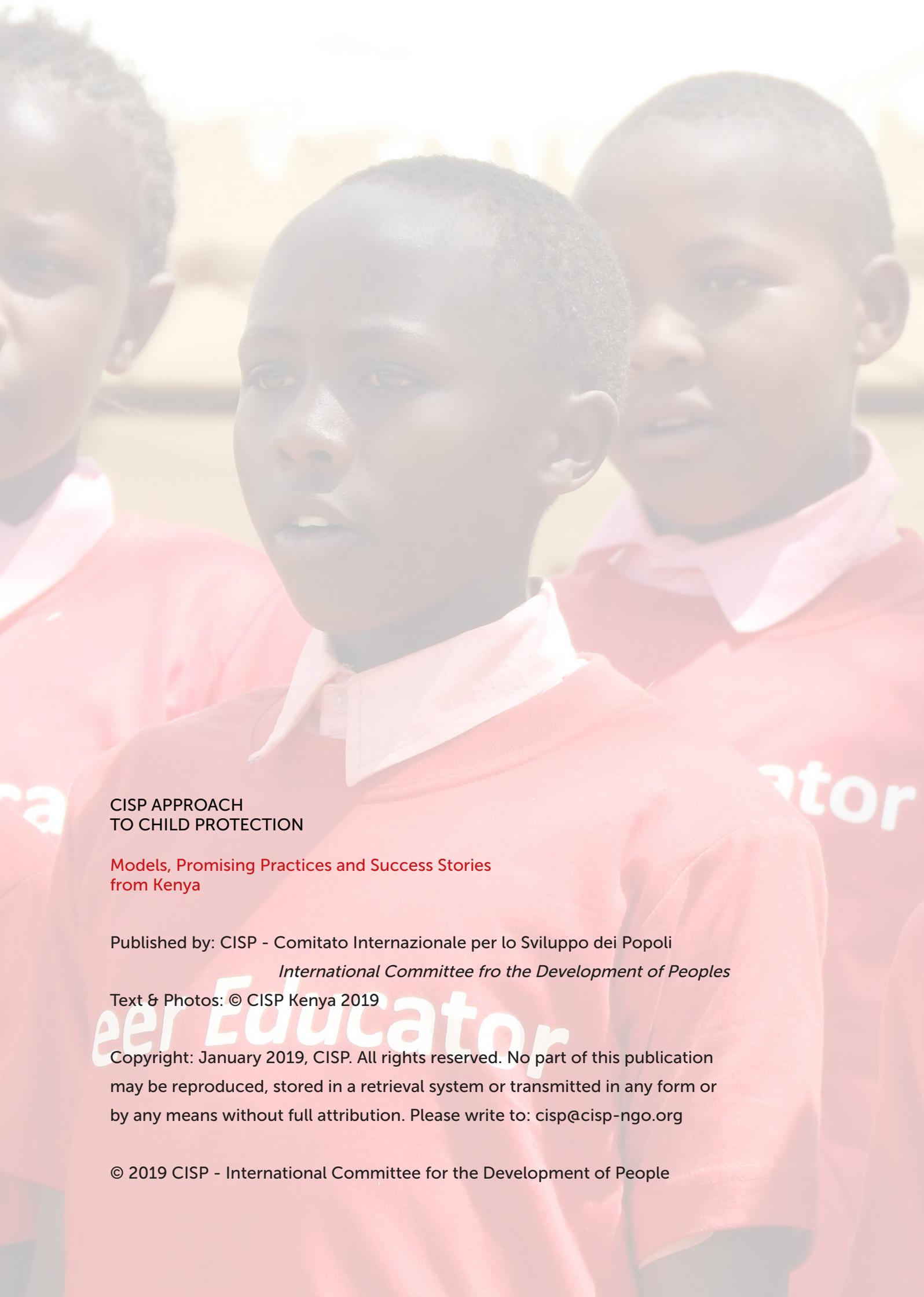


KENYA

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**CISP**  
COMITATO INTERNAZIONALE  
PER LO SVILUPPO DEI POPOLI



A photograph of three young girls in school uniforms, looking forward. The image is overlaid with a semi-transparent red filter. The text is positioned in the lower-left area of the image.

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Peer Educator

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# Introduction

This document analyses the models, promising practices and success stories of the Child Protection Strategy developed and implemented by the International Committee for the Development of Peoples (CISP) in Kenya. CISP Child Protection Strategy was developed as a combination of existing approaches and methodologies developed by different experts to address different social issues. These methodologies were tested by CISP in strong partnership with technical experts, local authorities and funding organizations in various countries and in particular in Somalia, Niger and Kenya. The uniqueness of the proposed strategy is in the combination of such different methodologies to tackle the specific issue of Child Protection, from the response, prevention and advocacy perspective. In particular, the strategy was adapted to the specific context of Kenya. To ensure quality implementation, monitoring and evaluation of the Child Protection strategy, CISP has developed and adapted methodological implementation guides and tools. The evidence of success presented in this document are the results of an objective analysis of data collected in the timespan of 10 years.

Since 2008, CISP in collaboration with UNICEF, through the support of the Italian and Sweden Cooperation (AICS and SIDA, respectively) and in strong partnership with the Government of Kenya - Department of Children Services, has implemented several Child Protection projects in Kenya. Such projects aimed to contribute to increasing the protection of children and adolescents in Kenya from violence, abuse, exploitation, exposure to HIV and AIDS and harmful cultural practices<sup>1</sup>. Through the partnership with government and communities and meaningful participation of children such that their opinions are taken into consideration in their best interest, CISP Child Protection program focuses on achieving a social change through: a) prevention of child abuse, exploitation and violence, and exposure to HIV and AIDS by triggering conversations on harmful attitude and practices and by empowering children and adolescents; b) response to child abuse, exploitation and violence by strengthening the provision of integrated, inclusive and comprehensive child protection services; c) promotion of community participatory research and advocacy.

The document is divided in 2 chapters. The first one "CISP's Approach to Child Protection" has three sub-chapters: A. The Child Protection Centre model to provide inclusive services; B. Social and Behaviour Change approaches to prevent child abuse, exploitation and violence; C. Knowledge Management and Advocacy for dissemination of evidence. The second one describes "Real stories of children" from the field, stories collected and shared by community members where the Child Protection strategy has been implemented.

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<sup>1</sup> CISP Child Protection program is aligned with: Article 53 of the Constitution of Kenya on children's rights; Kenya Government Third Medium Term Plan 2018–2022; SDG 3,5,10 and 16 and Kenya Vision 2030, specifically Gender, Youth and Vulnerable Groups sector of the Social Pillar; the National Plan of Action for Children in Kenya (2015–2022), the CRC committee concluding observations for the third, fourth and fifth state report; the respective target counties' County Integrated Development Plans (CIDPs) 2015-2018 and 2018-2022 priorities; UNICEF Strategic Plan, 2018–2021; UNICEF Kenya Country Programme 2018-2022. The program aims to Leave No Child Behind, which has been a national dialogue for sustainable development in Kenya.

## CISP's Approach to Child Protection

CISP's Child Protection strategy aims at strengthening the Child Protection system in Kenya at national, county, sub-county and community level. It promotes durable solutions to problems that hinder children and adolescents' physical, mental and social well-being. This is achieved through three interconnected actions:

- A) **Provision of quality, coordinated and inclusive services**, through the **Child Protection Centre model**, which is "a one stop shop" providing: individual assessment of children, child and family counselling and psychosocial support, legal assistance, tracing, reunification and reintegration of separated children, and referrals of children to other service providers. CISP offers technical support to the Government of Kenya - Department of Children Services to establish, manage and provide quality, inclusive and coordinated services to children through the Child Protection Centre model. CISP also provides **Capacity Development** opportunities to key duty bearers on child rights, how to provide protection services, and support children to attain their full potential.
- B) **Prevention of child abuse, exploitation and violence**, through **Social and Behaviour Change approaches** to trigger meaningful conversations on prevailing community social norms with the aim of promoting positive norms and discouraging negative beliefs and behaviours that contribute to the violation of child rights. These Communication and Art for Social Change methodologies include community-led dialogues, communication campaigns through radio programs and outreaches and the participatory theatre. CISP also promotes **Children Participation and Empowerment** through the utilization of communication and art for social change methodologies meant to create awareness of children on their rights and risks, sharing information on how to protect themselves and their peers from being abused, and where to report in case of an abuse.
- C) **Knowledge Management and Advocacy**, through **Community Participatory Research** to identify social norms and root causes of child abuse, violence and exploitation in targeted areas and analyse best practices in county child budgeting and service provision. CISP supports participatory **Advocacy** actions based on research findings and community demand, to ensure that initiatives and services are tailored towards achieving long term sustainable solutions to most problems children face.

## A. The Child Protection Centre Model

### Rationale

Kenya Child Protection policies and strategies ensure that children are protected against all forms of abuse (physical, sexual, psychological and mental), exploitation and discrimination. However, at present, systematic protective services responding to violence, abuse, exploitation and family separation of children are not adequate in Kenya. In 2009 CISP was commissioned by UNICEF through the Italian Cooperation funds to carry out a participatory assessment in Malindi Sub-County to identify the issues hindering community members to report cases of abuse, violence and exploitation of children to the Department of Children Services. The survey identified the following main problems: abuse cases were frequently settled at community level by local authorities bypassing the law; the community were not aware on how the reporting system was working; the survivors and their families were giving up during the reporting due to lack of funds to follow all the scattered services; lack of trust from the community on the justice system and very few cases were concluded. From the evidence of the survey and comparison with other existing response models in the country and abroad, the collaborating actors CISP, UNICEF and the Department of Children Services

*Picture 1: The Child Protection Centre in Malindi Sub County, Kilifi County - @CISP 2017*



(DCS) developed a Child Protection Centre model<sup>2</sup> with a detailed operational plan<sup>3</sup>. In 2010, the community led model was adopted by the Government of Kenya and the first Child Protection Centre was built between 2010 and 2011 in Malindi by CISP in strong collaboration with UNICEF and the DCS through the Italian Cooperation funding.

**Objectives**

Child Protection Centre model was developed to provide a hub of quality, coordinated and inclusive services in the most disadvantaged areas, to ensure that children and their families get access to immediate support and guidance to respond to abuse, exploitation and violence and to improve their lives in order to reach their full potential. The Child Protection Centre is meant to strengthen case management through a coordinated and effective psychosocial and legal services.

**Methodology**

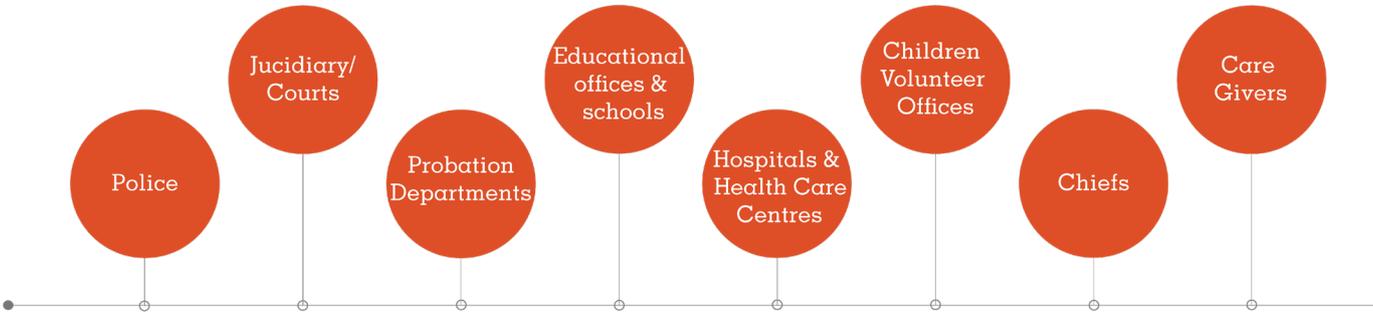
The Child Protection Centre is “a one stop shop” where, when an abuse, neglect or exploitation is reported, essential services can be offered in a child friendly space. It is a community resource centre providing a hub of information and coordinated services primarily for children and their families. The CPC is open to all community members and is a place where needs are identified, assessed, addressed and referred. The CPC provides: individual assessment of children; child and family counselling and psychosocial support, legal assistance, tracing, reunification and reintegration of separated children, and referrals to other service providers such as health care centres, rehabilitation centres, police, judiciary or vocational training schools.



<sup>2</sup> Participatory and effective model of a Child Protection Centre in Malindi, CISP, UNICEF, GoK 2009.

<sup>3</sup> Operational plan for the setting up of a Child Protection Centre in Malindi, CISP, UNICEF, GoK 2009.

The Centres operate under the management of the Department of Children Services. According to the national strategy, each sub-county should have a CPC managed by the Department of Children Services, under the Ministry of Gender, Children and Social Services in strong collaboration with the Ministry of Social Protection of the county governments and all relevant stakeholders. The main actors involved by the CPC are:



**CISP experience and expertise**

Since 2009, CISP has contributed to the process of development and testing of the Child Protection Centre model in strong partnership with the Department of Children Services and UNICEF. Within this collaboration, in 2010, CISP has built and operationalized the first CPC model in Kenya, in Malindi Sub County, Kilifi County. Based on the best practices and lessons learnt from the first CPC, other four CPCs were built by the Government of Kenya. Among these, in 2015, CISP operationalized a second CPC in Nakuru County and for 4 years has provided technical support to the DCS to run the centre. At present three CPCs are operational: Nakuru, Malindi and Garissa.

CISP has consolidated and proven capacity to provide technical support to the DCS to provide quality, integrated and inclusive services, strengthen the referral system and enhance community outreach. This is achieved through:

- *Strengthening skills and capacity* on case management and the referral system of service providers including social workers, counsellors, legal officers, police and health officers, chiefs and community volunteers.
- *Improving case management service provision*, based on community feedbacks collected through bi-annual *client satisfaction surveys*.
- *Providing mentorship, debrief and supervision* to case workers including the DCS officers to better cope with burn outs.

## Evidence of success

The first Child Protection Centre was conceptualized as an expansion of the Malindi Sub-County children office which in 2009 had an average caseload of 100 per month. Since then, the number of child protection cases reported to the centre has dramatically increased, with an average number of 250 per month during the period 2012-2014, 300 in 2015-2016 and 340 in 2017-2018.

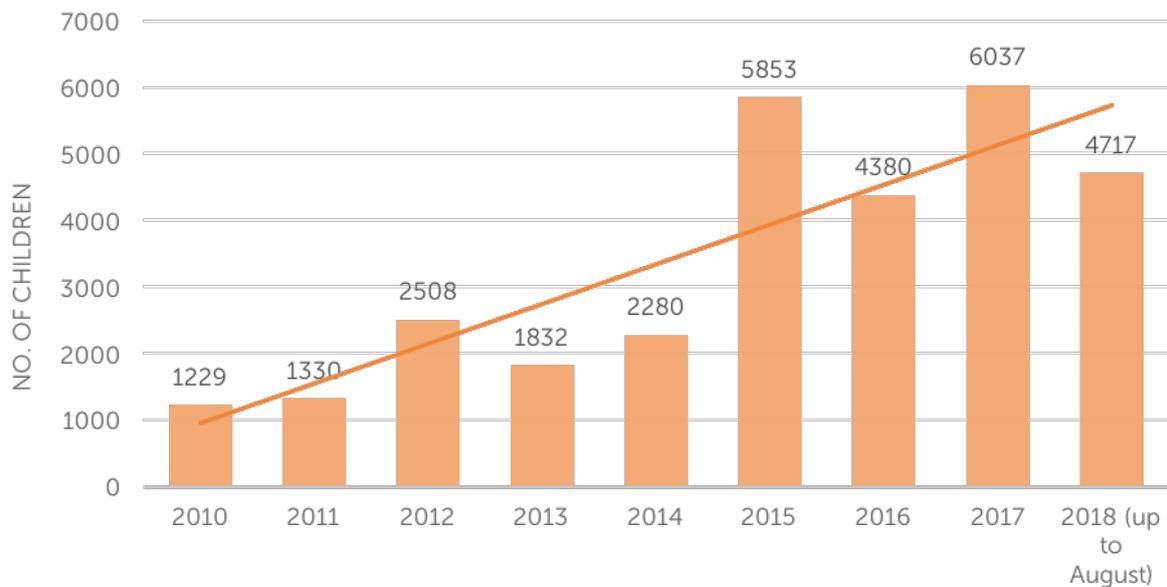


Chart 1. Child Protection Centre Malindi: Caseload 2010 - 2018, CPIMS Kilifi County

**From 2010 to July 2018 the CPC in Malindi has provided quality and integrated services to 27,607 children (51% girls).**

CISP and CPC teams reach EVERY YEAR at least:



According to the Department of Children Services data, from July 2017 to June 2018 (equivalent to the 2017/2018 fiscal year), 57% of all Child Protection cases reported at the Children Offices in Kilifi County were handled at the Child Protection Centre in Malindi. Kilifi County has an estimated children population of 808,000; the Child Protection cases reported in 2017/2018 in Kilifi County were 8,589 of which 4,855 were reported and addressed in Malindi Sub-County Children's office. The increasing number of cases reported at Malindi Sub-County (with a pick of 684 cases in February 2018) is an indication of the effectiveness of the communication for social change campaigns that CISP and other stakeholders have carried out in the area, as well as the quality of the integrated services provided at the Centre. In fact, according to the DCS records, 90% of cases reported to Malindi CPC in the 2017-2018 fiscal year were successfully solved.

Majority of child protection cases managed by the CPC are child neglect. According to the most recent data (from July 2017 to June 2018), out of the 4,337 cases reported to the CPC, 58% were of child neglect. However, in only one year the CPC managed 219 defilement cases (or 5% of total cases) of children aged between 3 and 17 years old. In the only month of July 2018 the defilement cases reported to the CPC in Malindi were 53. Child pregnancies and child marriage reported to the CPC in one year were 59 and 17, respectively.

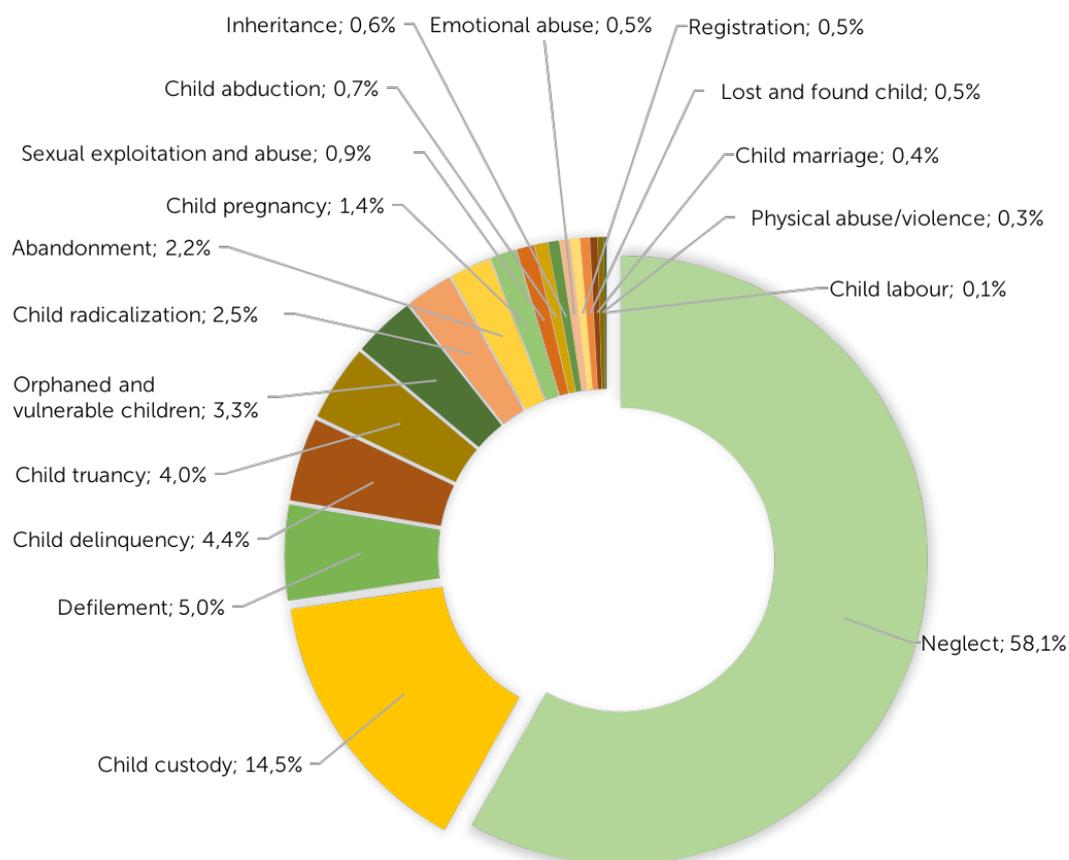


Chart 2. Child Protection Centre Malindi: Caseload from July 2017 to June 2018, CPIMS Kilifi County

**According to the latest client satisfaction survey conducted in July 2018, 92% of clients served at Malindi CPC were satisfied with the services and would recommend them to other people.**

96% of clients who received counselling services and 96% of clients who benefited from legal advice or aid were satisfied with the service.

A few testimonials from the clients explain better why they were satisfied:

*"I was satisfied with the legal support and the counselling sessions I received together with my children. I am very thankful for the free services which enables even the less fortunate to access justice."*

**Male client who was referred to CPC by the police.**

*"I am very grateful for the services offered especially the counselling sessions, because they helped my child to go back to school and complete his studies successfully."*

**Female client referred to CPC by teacher** (child was truant and had refused to attend school).

*"The counselling sessions helped me to identify the disorder the child had. He was placed in a special school and is doing well."*

**Female client referred to CPC by Volunteer Children Officer.**

*"I congratulate the CPC staff for working with the education office to reduce the number of school dropouts. So far all the children whose cases I brought to the CPC are back in schools and doing well."*

**Female client who works in the child protection sector.**

## B. Social and Behaviour Change

### Rationale

If on one side, the capacity of duty bearers should be developed to scale up the provision of quality, coordinated and inclusive services, on the other side, rights holders should be empowered to enhance the demand for services. However, demand for child protection services might be hindered by the lack of understanding of child rights by both community members and children themselves, as well as by social norms that do not identify certain behaviours as harmful for children.

As a first approximation, a social norm is what people in some group believe to be normal in the group, that is, believed to be a typical action, an appropriate action, or both (Paluck and Ball 2010). Social norms are behavioural rules supported by a combination of empirical and normative expectations and collective pressure<sup>4</sup>. Social norms are social constructs and depend on the mutual beliefs and conditional preferences of members of the relevant reference network (C. Bicchieri 2006)<sup>5</sup>. Social norm means following a rule because one believes others do (and others likely believe one does); and because one believes others think one should follow it. Social norms are the rules that influence and guide a group. Not adhering to a norm is perceived as risky and penalizing.

Changing individual beliefs or opinions is not enough to create lasting change: we need to work with the whole group, including those members who are considered to be the most influential, to change the beliefs and opinion of enough members of the group so that they decide, together to do things differently<sup>6</sup>.

Traditional approaches relying on the idea that just through increased information it would be possible to reach the abandonment of harmful behaviours are often proven to be ineffective. CISP, instead, uses different empowerment, social and behaviour change approaches that have been proven to promote durable positive community led changes.

### Objective

The social and behaviour change approach is meant to trigger community led movements that adjust normative and empirical expectations related to children into more protective ones. In order to eliminate any social harmful practice, people will be convinced that their core beliefs and values are better served by a new protective practice for the best interest of the child.

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<sup>4</sup> Cristina Bicchieri and Hugo Mercier, Norm and Beliefs: How Change Occurs, in B. Edmonds (ed.), *The Dynamic View of Norms*, Cambridge University Press.

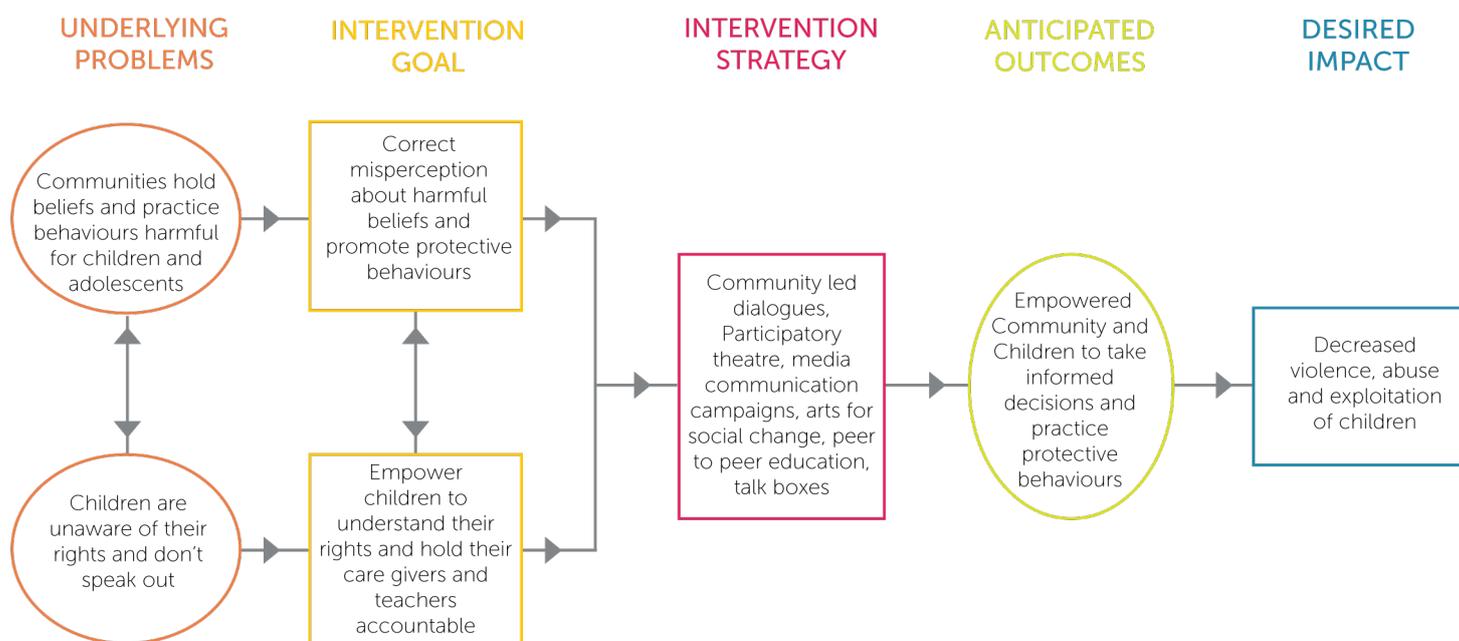
<sup>5</sup> Cristina Bicchieri, Norms, Preferences and Conditional Behavior, *PPE – Politics, Philosophy and Economics*, SAGE publications, 1470-594X, 201008 9(3) 297–313.

<sup>6</sup> G. Mackie et al., What are social norms? How are they measured? UNICEF/UCSD Center on Global Justice Working Paper (2012).

## Methodology

CISP social and behaviour change communication methodologies include: Community led Dialogues, Participatory Theatre, Media Communication Campaigns, Arts for Social Change, Peer to Peer Education and Talk Boxes. They intervene at community, relationship and individual level, in line with INSPIRE<sup>7</sup> model and the Communication for Development (C4D) principles. In particular, the adopted methodologies have the following common characteristics of the C4D approach: 1) they are focused on collective social change through the work at individual level; 2) information shared is evidence-based; 3) they are built on the human rights-based approach, where both right holders and duty bearers play a key role; 4) they are community led and promote inclusive participation of the different groups of the society for adoption of community-driven solutions; 5) they trigger dialogues and conversations for long term sustainable change.

### LOGIC OF SOCIAL NORMS INTERVENTION



### EVIDENCE NEEDED



<sup>7</sup> INSPIRE: Seven strategies to prevent VAC, WHO 2016.

## B.1 Community-led Dialogues

### Rationale

Social expectations and rules that reinforce gender inequality, men's dominance, use of violence and exploitation against children, in particular girls, contributes to the perpetration of abuses against children. Norms that stigmatize and blame survivors rather than perpetrators, stop people, children in particular, from speaking out against it.

To prevent such abuses, it's important to promote positive norms that protect against it and transform harmful social norms related to gender, masculinity, stigma, use of violence for educating children and exploitation of children. To encourage respectful non-violence relationships between adults and children, boys and girls and to break the silence around violence and exploitation, it's necessary to change beliefs and expectations not just among few peoples, but within the whole community.

### Objective

The community led dialogue methodology intends to support the community in engaging with positive norms that prevent violence, abuse and exploitation of children.

*Picture 2: Community led Dialogue in Magarini Sub County, Kilifi County - @CISP 2017*



## Logical Framework for pathway to change<sup>8</sup>

This approach follows UNICEF Community Care Program theory of change.

**PROBLEM:** Harmful social norms contribute to poor outcomes for survivors of violence/ exploitation/abuse and their families and to acceptance of and inaction against violence/ exploitation/abuse.

ACTIVITIES	OUTPUTS	MID-TERM OUTCOMES	LONG-TERM OUTCOMES	IMPACT
Identify core groups to start community discussions	Community discussions occur and are effectively led.	Positive norms and behaviours and actions against violence, exploitation and abuse are promoted	Community acceptance of violence, exploitation and abuse is reduced	Reduced tolerance of violence, exploitation and abuse within the community
Facilitate group discussions				
Identify "champions of change" and support them to raise awareness				
Identify ways groups can demonstrate commitment to new norms and behaviours and organize the events	Collective public actions demonstrating commitment to new norms and behaviours are undertaken, supported and publicized	Positive norms and behaviours are supported by broader community		
Advocate with public officials to support public events				
Share information about the events with mass and social media				
Identify and implement public actions that people can take to reinforce new norms and behaviours	Public decisions and actions to reinforce new norms and behaviours are promoted	Positive norms and behaviours are spread and sustained		
Expand community discussions in new communities				

## Methodology

Key steps of the Community led-Dialogues include:

- ✓ Initial belief assessment, to identify negative and positive social norms related to the problem.
- ✓ Identification of 4-5 community groups of 20 members each to work with, homogeneous groups representing the community at large including gate keepers (community leaders, women's groups, youth's groups, service providers, etc.).
- ✓ Selection and training of community dialogue facilitators – champions of change (2 members of each group) on the selected topics and facilitation skills.

<sup>8</sup> Community Care: Transforming Lives and Preventing Violence Toolkit, UNICEF (2014).

- ✓ Belief assessment of group members before, mid-term and after the end of the dialogues.
- ✓ Bi-weekly community discussions for 13 consecutive weeks.
- ✓ Community declaration event.
- ✓ Community action plan development and implementation.
- ✓ Final belief assessment and social impact evaluation.

The four key steps of the methodology are:



Key methodological **innovations**:

- ✓ It tackles root causes of the problem, as it focuses on change of social norms and it triggers a long-term process of change.
- ✓ It focuses on one community at the time with the intention to eradicate negative social norms in each community.
- ✓ It is community driven as the change of beliefs is led by community “champions of change”.
- ✓ It promotes inclusive participation, as groups are homogeneous, formed accordingly to the social rules of the specific context, and facilitation is carried out using Art of Hosting participatory methods<sup>9</sup>.

<sup>9</sup>Art of Hosting and Harvesting conversations that matter - <http://www.artofhosting.org/>

## CISP experience and expertise

In 2013-2014, CISP Somalia has strongly contributed to the development of the community led dialogue toolkit to address root causes of Gender Based Violence against women and girls, under the leadership of UNICEF and in collaboration with Johns Hopkins University. The approach was implemented in 2014 in Mogadishu by CISP in collaboration with UNICEF, and its impact was evaluated by Johns Hopkins University<sup>10</sup>. In 2015, the Community led Dialogue approach was introduced in CISP Kenya program with the aim of empowering communities to adopt norms, beliefs and practices that protect children from abuse, violence and exploitation.

The Community led Dialogue approach was also used in Niger to address unhealthy water and sanitation practices. Through the Johns Hopkins University capacity building and the 5-year practical experience, CISP has acquired a high level of expertise in the Community led Dialogue approach and the use of the Community led dialogue toolkit, consisting in: Belief assessment guide; Training guide for community facilitators; Monitoring and evaluation tools of the community led dialogues and actions.

The implementation of the approach includes the following steps:

- ✓ Conduct the social norm preliminary assessment.
- ✓ Adapt the community led dialogue guide to any specific problem, context, and social norms as per the assessment.
- ✓ Train field staff on the methodology.
- ✓ Train Community led Dialogue facilitators on how to facilitate and monitor the dialogues.
- ✓ Mentor facilitators during implementation.
- ✓ Support the development and implementation of Community led Action Plans.
- ✓ Carry out midterm and final impact evaluation.

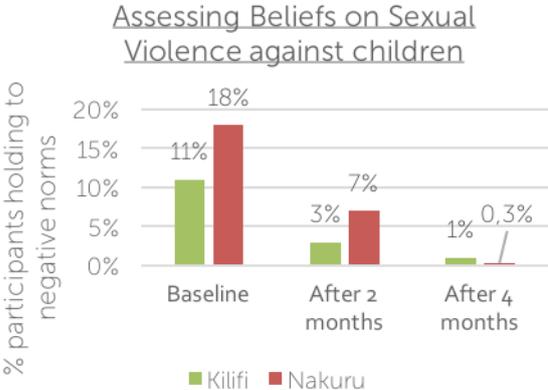
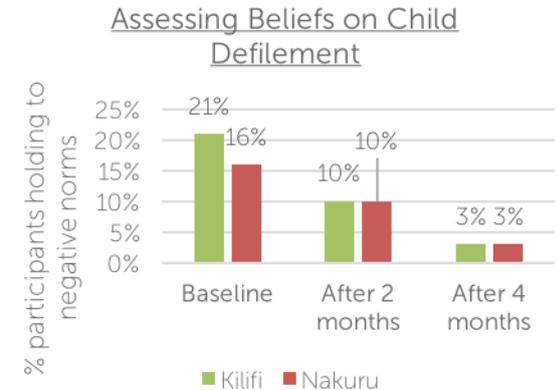
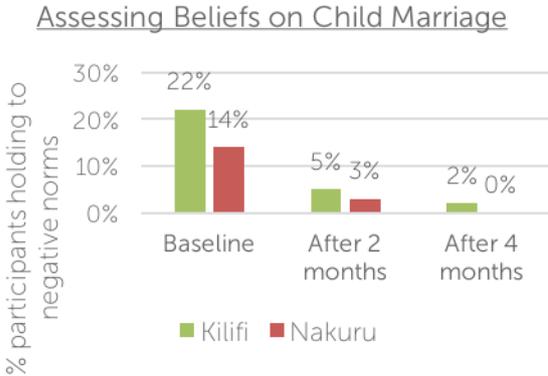
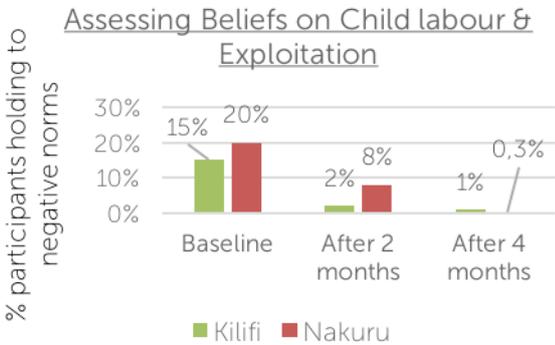
## Evidence of success

The Community-led-Dialogue approach was introduced in CISP Kenya program in 2015 with the aim of empowering communities to adopt norms, beliefs and practices that protect children from abuse. In 2017, CISP supported the facilitation of Community-led Discussions among 10 youth, men, women and mixed groups, involving 89 people in Kilifi and 95 in Nakuru Counties. First, CISP with help from local leaders, selected 10 champions of change in each of the two Counties. Those selected people underwent a 8-day training on social norms, self-awareness, sexual violence and facilitation skills to enable them lead discussions on Child Protection in the community. After being trained the 10 leaders in each County proceeded to identify other committed community members and formed 5 groups, each comprising

<sup>10</sup> Glass N et al Evaluation of the Communities Care Program, BMC 2018.

of two facilitators. The groups met twice a week for 13 consecutive weeks, to discuss pre-selected topics on Child Protection. These topics were selected following a baseline survey undertaken to determine underlying norms that contribute to child abuse in the target communities. 184 community members actively participated in the dialogues in Kilifi and Nakuru Counties. During the 26 meetings, the groups discussed many topics including child labour, sexual abuse, sexual violence and defilement, child pregnancies and marriage, FGM/C, drug abuse, behaviour management of children, inheritance among other topics. Participants of Community-led Dialogue groups were subjected to a beliefs' assessment before, at 7 weeks and after 13 weeks of the dialogues. The aim was to determine the effectiveness of the community led conversations in promoting positive beliefs, norms and practices in the community. From the belief assessment findings, it was evident that the Community-led Dialogues were successful in influencing a positive change towards adopting norms, beliefs and practices that promote Child Protection in the target communities. At the end of the dialogues, 10–20% participants changed their negative beliefs and perceptions related to child labour, child marriage, sexual violence and defilement throughout the dialogue process.

**In particular, through the Community led Dialogues 18% of community members changed their misconceptions on child defilement in Kilifi and sexual violence against children in Nakuru Counties. 3 to 0 % of the participants was still holding to negative norms.**



Charts 3,4,5,6: Beliefs' assessment outcomes before, at 7 weeks and after 13 weeks of the community led dialogue sessions in Kilifi and Nakuru Counties

The findings also demonstrated how necessary it is to carry out many group discussions to change social norms and that one-off awareness raising events may be relevant to share information but not to influence for change of beliefs. In fact, at half of the dialogue path the belief assessment shows that 2-10% of participants still held to negative norms.

In particular, after four months of discussions, 3% of participants in Kilifi County were still holding to negative norms contributing to defilement. Some participants said they were not sure how a girl was dressed when she was defiled, which implies that they still believed it could be the survivor's fault if she was defiled.

After 13 weeks of discussions, the groups' members (new champions of change) developed an action plan that they used to communicate to the wider community their decision to change from harmful to protective norms. The action plan started its implementation with a public declaration event where members openly declared a stand towards putting an end to child abuse in their community. This was followed by the implementation of an outreach plan which reached a total of 5,675 adults (2,455 males, 3,220 females) and 1,906 children (976 boys and 930 girls) in Kilifi and 11,907 adults (4,896 males, 7,011 females) and 1,689 children (788 boys and 901 girls) in Nakuru County respectively.

An assessment on the process and the impact of the community discussions led by the new champions of change was carried out after 3 and 6 months from the declaration event. The champions of change felt privileged to have taken part in the process of bringing change in their community. Nevertheless, 51% of participants in Kilifi and 27% in Nakuru admitted that it was not easy to share with other people what they had learnt. For example, on issues related to sexual violence, community members in Nakuru were of conflicting opinions on how to treat incest, with some insisting that it should be handled by family members. The support they received from local leaders and CISP encouraged them to persist and they finally managed to convince more people to adopt positive norms that promote child protection in their community. For example, on the right time for marriage, the debated issue in Kilifi County was deciding when does a girl stop being a child and can be considered an adult ready to make her choices. It was later agreed that a child is anyone below 18 years and they should never be married before then.

According to the impact assessment, community members who facilitated or participated in community outreaches were glad to have had the chance to come together as a community and discuss the child protection issues they are facing. The discussions also gave them a chance to air their views openly without feeling judged. For women, especially in the Muslim community, they were relieved to have a safe space where they could sit with men and discuss issues facing them and their children in the family. Participants were also happy to gain knowledge on child protection, since this information has helped them in their personal lives. In addition, participants of the outreaches took up the initiative to create awareness to more people in the community to achieve a wider impact. This is after they started seeing change taking place in their homes after applying the knowledge on child protection.

*"Before these discussions were initiated in our community, we could see child abuse cases and it was difficult to speak out but now we know there are people working with us, so it gives us courage to speak out."*

**Male (Men's group, Kilifi).**

*"It was encouraging to learn that when a girl becomes pregnant, she does not have to drop out of school or abort, but she has the right to continue with education. I like the fact that girls have the second chance to make their lives better."*

**Female (Mixed group, Kilifi).**

*"We had a space that we did not have before as women to sit and discuss with men issues that are affecting us and our children."*

**Female (Mixed group, Kilifi).**

*"It was an eye opener as it creates a sense of ownership and responsibility on matters relating to children."*

**Male participant (Men's group, Nakuru).**

Outreach campaign participants were highly positive on the impact of the dialogues in changing their attitudes, beliefs and practices towards child abuse:

*"I had strong belief that FGM should not be an abandoned tradition but now my attitude has changed, I know it is a form of violence. My behaviour on penalizing dressing for women has also changed. This is because the information I got from the discussions opened my eyes."*

**Man (Men group, Nakuru).**

*"I used to think that punishing children was all it takes, and children who are abused are just undisciplined. Now I know how to talk to children, and I can say the process of discussion, the content and interaction with others has played a key role towards my change in attitude."*

**Man (Mixed group, Nakuru).**

*"I had a strong belief that inheritance is only for boys but through the discussions I have learnt that children should have equal opportunity and girls not discriminated. My perception on FGM has also change because I know it is not a good practice and now I tell people it is wrong. This is because when we interacted in the dialogues with the guided topics, I got to learn about FGM and girls' inheritance."*

**Man (Men group, Nakuru).**

*"I can see changes especially on equality and education for all. My daughter was married when she was 15 so after I had been educated, I had to cancel the marriage and the girl is now back in class 7. Many people blamed me, but I know followed the right course."*

**Man (Men's Group, Kilifi).**

*"I had taken only two children to school and wasn't so keen on education but after the discussions, I have enrolled the remaining children to school. I also know that the latest I can send children outside is 6pm especially for girls and it is wrong to send boys to buy alcoholic drinks for you. I even understand that children selling fish till 9pm is not good and now my thinking has changed."*

**Man (Men's Group, Kilifi).**

*"I have realized that most decisions I was making towards children contributed to the abuse and I no longer make the decisions before consulting with them for further clarification. The dialogues have helped me indeed."*

**Woman (Women's group, Nakuru).**

*"My personal attitude and beliefs towards the aspect of reporting child abuse has changed. I had no idea on whether child abuse cases should be reported but now I am well informed. I did not know that sexual abuse was wrong until after the discussion."*

**Woman (Mixed group, Nakuru).**

*"I now see myself as one who is excited to make a change. I am motivated to sensitize girls, even though I do not have daughters. I encourage them to continue with school. The discussions motivated me to be involved in child protection issues."*

**Woman participant (Mixed group, Kilifi).**

*"To families practicing FGM I used to think: 'let them do what they want to their children'; but now I tell them it is wrong."*

Woman (Women's group, Nakuru).

*"I used to make decisions for my wife and children, not giving them an opportunity to express their views, but now before making any decision I consult them. Including them in the discussions has changed my attitude because, previously I could not discuss sex education with the youth. I used to believe it is wrong but now I am comfortable discussing the same."*

Man (Men's group, Nakuru).

*"As a village elder, it was easy to agree with cases of early marriage but now I know it is not accepted. I did not have knowledge on child rights but now I can sit with people and educate them with ease on child rights."*

Man (Men's group, Kilifi).

To learn more, watch the video: **Community led Dialogues for Social Change**<sup>11</sup>

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<sup>11</sup> <https://www.youtube.com/watch?v=yC6cWasvewg&t=117s>

## B.2 Theatre of the Oppressed

### Rationale

Theatre of the oppressed is a methodology created by a playwright and actor named Augusto Boal in Brazil in the 1970s. Boal defined theatre of the oppressed as theatre without script. He stated that its objective is to educate and transform society through theatre. He added that unlike conventional theatre where there is a beginning of a story, the middle and a good end, theatre of the oppressed presents oppression and injustice without a good ending and allows the audience to change the story into that of hope and respect.

### Objectives

- i. To encourage target communities to discuss sensitive issues affecting children in their community and come up with sustainable solutions.
- ii. To empower adults in the target communities to change negative norms, and adopt beliefs and practices that protect children.

*Picture 3: Theatre of the oppressed performance, Malindi - @CISP 2017*



A facilitator invites the audience to go on stage to replace the oppressed person and show the solution or what he/she should have done instead of saying what he/she should have done. The role of the facilitator is key during this performance. He/she engages the audience to be able to reflect on what they see on stage and to take action to change the situation.

### CISP experience and expertise

With the support the European Commission, UKAID and UNICEF and in partnership with Parteciparte<sup>12</sup>, from 2016 CISP has trained 4 groups of young actors and actresses in Somalia and Kenya. In Kenya, the actors have performed several shows condemning child abuse and sexual violence and triggering community discussions on harmful and protective beliefs and practices. In Somalia, the topics of discussion are related to gender-based violence and social inclusion. The success of the performances is ensured by the facilitator who, with the help of a note taker, guides the audience to come up and agree on sustainable solutions to problems presented through the performance.

In both countries CISP has:

- ✓ A team of facilitators and note takers, among its child protection staff, trained by Parteciparte, who have acquired experience in facilitating the Theatre of the Oppressed performances.
- ✓ The Theatre of the Oppressed guide, including monitoring and impact evaluation tools of the performances and the follow up actions. The guide explains how to collect and analyse the data to measure the impact of such performances.

### Evidence of Success

CISP introduced the Theatre of the Oppressed in Kenya to: a) encourage target communities to discuss sensitive issues affecting children in their community and come up with sustainable solutions and b) empower adults in the target communities to change negative norms and adopt beliefs and practices that protect children. Therefore, with the support of a consultant and CISP CP experts, CISP provided a 8-day training to 18 volunteer actors on the participatory theatre methodology during which 2 theatre groups were formed and developed two performances: the Kilifi one was on child access to school, defilement and child marriage; the Nakuru one tackled child discrimination, bullying and defilement.

**The groups performed and facilitated discussions in 12 communities in Nakuru and 30 in Kilifi Counties reaching approximately 4,000 adults and 400 children.**

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<sup>12</sup> A theatre company specialized in the Participatory Theatre methodology, <http://www.parteciparte.com>

Local authorities and leaders were impressed by the participatory methodology of the theatre and invited CISP to hold performances in their communities also during special events

*"The solution is to have the community educated to understand children rights and their roles in fulfilling the rights. They need to be mobilized and to be sensitized through theatre performances by different partners."*

Assistant Chief, Marereni (Kilifi).

*"Listening to the radio is rare because people are busy with many businesses to earn for living. However, mobile awareness creation like using captivating theatre performances to create awareness can reach many people; the one held in Salgaa was very educative and people were empowered on child rights. Also, please print violence against children messages in T-shirts, newsletters and fliers which can be placed in churches, schools and chief's office for more awareness creation."*

Male Pastor, Mang'u location (Nakuru).

People who participated in the performances declared to have learnt and reflected on Child Protection issues.

*"I attended a theatre performance organized by CISP. I learnt that a parent needs to follow up on a child's progress in school."*

Male, Kanagoni location (Kilifi).

*"I attended a theatre performance in Marafa by a group from CISP which help me reflect on issues of defilement and early marriage."*

Assistant Chief, Madina location (Kilifi).

To learn more watch the video **Re-Act: Children on the Edge**<sup>13</sup>

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<sup>13</sup> <https://www.youtube.com/watch?v=-8SKUM6jIS8>

## B.3 Radio Program

### Rationale

Media plays an important role in development communication through circulation of knowledge, providing forum for discussion of issues, teach ideas, skills for a better life and create a base of consensus on specific issues<sup>14</sup>. Involvement of the local people in radio programming is critical. The community itself is the stronger agent of change that can trigger community dialogues about specific issues of concern or interest to the community<sup>15</sup>.

The radio programs under CISP aim at engaging the key duty bearers, CSOs, community leaders and gatekeepers, in informing communities of their rights and duties, and opening dialogues between authorities and citizens on different matters. Community members are given the opportunity to participate through call-in sessions and interact with key duty bearers.

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<sup>14</sup> Choudhury P.S., Media in development communication, Global Media Journal, 2011.

<sup>15</sup> Figueroa et al., Communication for Social Change: An Integrated Model for Measuring the Process and Its Outcomes, The Rockefeller Foundation 2002..

*Picture 4: Radio program in Kilifi County - @CISP 2017*



## Objectives

With regards to prevention of child abuse, exploitation and violence, the radio programs aims at achieving the following objectives.

- i. To raise the level of awareness amongst communities on child rights and risks.
- ii. To provide an opportunity for the public to seek clarification on issues related to children and get prompt response.
- iii. Since the selected participants are symbols of authority, the talk shows are aimed at influencing the wide community towards adopting positive norms that promote child protection.

## Methodology

The radio program may be of the following type:

- ✓ **Talk show**, facilitated by key stakeholders with a deep understanding of CP issues, who provide information and answer to listener's questions through call-ins, SMSs or social media posts.
- ✓ **Promo show**, where a presenter opens the discussion on a certain topic and poses a question to the public. The first listeners who give the correct answer receive a branded gift.
- ✓ **Campaigns** aimed at passing on a specific CP message to the community through testimonials or short messages.

## CISP experience and expertise

CISP has developed a radio program guide including monitoring and evaluation tools, which has been used on several programs. In Kenya, CISP has organized and facilitated talk shows in the sectors of Child Protection, Nutrition and Governance.

## Evidence of success

Since 2017, through radio campaigns conducted by CISP, communities in Nakuru and Kilifi have learnt effects of child abuse, how to respond to such abuses and their role as a community in child protection. Between 2017 and 2018, CISP has organized and facilitated 9 radio programs in Kilifi and Nakuru counties of 4-8 sessions each lasting 1 hour. The programs were in the form of talk shows and aimed to open the dialogues between authorities and citizens on different child protection matters. The radio talk shows engaged key duty bearers, CSO's representatives, community leaders and gatekeepers in enhancing community knowledge on child rights, child protection laws and reporting systems. Speakers such as CPC Managers,

Social Workers, Children Officers, Children Counsellors, County Education Officials, Health Officers-GBV Units, Children Advocates, Police Officers, Magistrates, Public Prosecutors, Guidance and Counselling Teachers, Assistant County Commissioners, Community Leaders, participated and answered to questions from community members during the call-in sessions. The topics discussed during these programs included: parental neglect and responsibility (in relation to law, in relation to marital conflicts and social norms); disputed custody, access and maintenance (trends in relation to family conflict, psychological and emotional effects and legal implications); child offenders focusing on the justice system and rehabilitation; child pregnancy and marriage (trends, in relation to law, psychological effects, legal implications); teenage drug abuse; teenage unhealthy relationships; child labour; child prostitution; child delinquency; sexual abuse, violence and defilement; suicide among adolescents; the role of the community in child protection and parenting skills; CPC services focusing on counselling and legal aid services. The program was hosted by local radio stations Amani FM for Nakuru and Lulu FM and Pwani PM for Kilifi.

**The total number of people reached through the radio programs was 567,000.**

According to the evaluation carried out through pre and post-tests on a controlled radio listening group, the programs have shown an increase in the level of awareness amongst communities on child rights, child protection risk factors and has as well provided a great opportunity for the public to seek clarification on issues related to children. On matters such as parental responsibilities, child custody, dispute and maintenance, and the justice system and rehabilitation for child offenders, the communities in Nakuru have shown before the radio program to have a relatively better understanding than the Kilifi County community. Nevertheless, after 4 radio sessions Nakuru County have shown a knowledge increase of 17% on these child protection issues, compared to 36% for Kilifi County communities.

**The discussions concerning child delinquency and teenage drug abuse have shown to have been well understood by 78% and 70% of the audience in Nakuru and Kilifi County respectively.**

Three citizens from the monitoring listening control group expressed their positive feedback as follows:

*"I had a case in my neighbourhood where two parents were on the brink of a divorce. The lady wanted to punish the man by leaving him with all children, but I have intervened, counselled them and now they are back together. They have decided not to divorce for the sake of their children. These radio shows have helped me to know more about parental responsibilities and how marital conflicts affect children, so I will use the information I have gained to help others in my community."*

**Female, 53 years, Kilifi County.**

*"I found out that my wife is cheating on me with another man. She left with our two children and left me with our son who is handicapped. I was bitter and even thought of ways to revenge her actions. I send money for my children's upkeep when I can and even support her child who I did not sire with her. These shows have directly touched on the issues I'm going through of custody, access and maintenance because I have not been able to see my children for over 10 years. After listening to the shows, I am now convinced that there are people concerned with the welfare of children. I will not take revenge for what happened and will take care of my children because it is my responsibility."*

**Male, 33 years, Kilifi County.**

*"I have a 7-year-old son whom I sired with my then wife when I was 15 years. We parted our ways and she left with our son and I have not been able to see him since we separated. Every time I try to see my son the mother is always rude to me and tries all means to make me feel bad, yet she is the one who was unfaithful. The radio shows have enlightened me because I know I have the right to see my son and I'll follow the right steps through the children officer to make sure I have access to my son."*

**Male, 21 years, Kilifi County.**

A youth group leader participating in a Focus Group Discussion in July 2017 also was positively impressed by the radio talk shows.

*"CISP through the media is doing a good job of bringing to light these child abuse cases. When people learn the effects of sexual abuse, early pregnancy and marriages including the penalties enforceable by law, they refrain from committing these crimes due to the fear instilled."*

**Female, Kampi ya Moto Location (Nakuru).**



- ii. Enhance children’s awareness about child rights and gender equality.
- iii. Learn new and expressive activities that promote positive norms, non-violent behaviour, good practices and stress management.
- iv. Establish a safe space for children to express their needs, concerns and problems.

## Methodology

The implementation steps include:

- ✓ At least 7-day teacher training to gain the skills to effectively facilitate artistic activities with children through their clubs.
- ✓ Facilitation of a series of 20 artistic activities with the same children in child clubs.
- ✓ Monitoring and evaluating the behaviour and social impact of the activities in a school.

The methods and processes to be used by teachers are inspired by the Body Mapping<sup>16</sup> technique and the Living with My Community book. The approach has the following characteristics:

- ✓ It’s experiential, participatory, interactive and evocative.
- ✓ It involves the use of art work, body work, imaginary, meditative and self -awareness activities to facilitate participant’s self-exploration and sharing of personal experiences.
- ✓ The facilitator employs a sensitive, respectful and non-judgmental approach in supporting participants to tell their story, gain insight on their issues and support them.

## CISP experience and expertise

CISP experimented for the first time the use of visual art for triggering social change in Somalia in 2015. In 2017, the Art for Social Change and Positive Living guide for teachers in Kenya was developed through the close collaboration between Art2Be<sup>17</sup> and CISP Child Protection Specialist. Through capacity development of staff by Art2Be technical expert and the practice in Kenya and Somalia, CISP has a consolidated expertise in the implementation, monitoring and evaluation of this methodology. In Kenya, the experience focuses on the use of visual art in facilitating meaningful child rights conversations in schools and the use of visual art as counselling therapy of children.

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<sup>16</sup> <https://www.alexandertechnique.com/articles/bodymap/>

<sup>17</sup> A consultancy company specialized in Art for Positive Living and Social Change.

## Evidence of Success

In 2017 CISP introduced the Art for Positive Living and Social Change methodology for children's empowerment in 5 public primary schools in Nakuru County. The NGO supported the training of 10 volunteer teachers – called patrons - on this methodology. The training was a mix of experimental and reflective activities: the patrons experienced themselves the art activities – including the body mapping – and reflected on how best they could facilitate the same to children from the lessons learnt. A total of 112 Child Rights Club (CRC) members (67 girls and 45 boys) took part in about 18 art sessions facilitated by trained teachers. The art methodology was used to empower children on life skills such as leadership, role models, life goals, self-perception, self-love, self-discipline, problem-solving (difficult moments in life), values, importance of education, child protection (rights and reporting), happy moments in life, community map, support in life, trust, peace and developing art for advocacy.

**These CRC members then facilitated Peer-to-Peer learning sessions reaching a total of other 3,558 school children (1,591 boys and 1,967 girls).**

When children started using art, their willingness to participate was moderate but after three to four consequent art sessions, the children started participating more actively.

**By the end of the 18 sessions, children were comfortably expressing themselves through drawing at 98%, writing at 92% and speaking at 80%.**

This is confirmed by some of children's feedback:

*"I am so happy with the use of art, it helps me express my feelings. I have overcome all the fears I had; I am now a good speaker and I know my rights."*  
Class 6 girl, Kianda Primary School.

*"Now I can express myself confidently with other people. The art methodology was fun and enjoyable."*  
Class 8 girl, Kianda Primary School.

*"I have confidence, self-esteem and understand others better."*  
Class 7 boy, Bavuni Primary School.

*"I wish the use of art for expression would be brought to our classroom for my classmates to gain the experience because it is enjoyable and increases self-esteem."*  
Class 8 boy, Muguathi Primary School.

The teachers facilitating the art activities felt the attitudes' change of children they were working with:

*"We as patrons are really amazed at how this methodology has worked to build the children's self-esteem and confidence. We have been observing them do things differently and with a lot of understanding since they started using art. It looks like the minds have been relieved of some burden."*

Patron Wanyororo Primary School, Nakuru.

The patrons also became closer to the CRC members who approach them sharing their personal problems or issues faces by other school friends. Some of these cases were reported by the patrons:

*"One child reported she was suffering from domestic violence at home and this was affecting her learning. We did call the parents and made some agreement on the best way forward for the child and the family. Currently the family is doing well as we have been doing follow-ups with the school administration."*

Patron Wanyororo Primary School, Nakuru.

*"One child reported about a girl who is always beaten by the guardians and at times sleeps outside. The school summoned the guardian in school and she accepted that it was true and out of stress she punished the girl. Through guidance and counselling the girl has changed and the family is at peace."*

Patron Mwiruti Primary School, Nakuru.

*"One child reported of a friend who claims she has been abused for almost one year and did not know who to tell. We did report the matter to the head teacher who reported to the children's office and the girl's parents were asked to take her to the hospital."*

Patron Muguathi Primary School, Nakuru.

*"A child came to explain about their drunkard father disturbing them and I told the child that I would approach the dad in a friendly manner on the concern. So far the child's father has improved."*

Patron Wanyororo Primary School, Nakuru.

## B.5 Child Rights Clubs and Peer to Peer Education

### Rationale

Peer education is based on the reality that many people make changes not only based on what they know, but on the opinions and actions of their close, trusted peers. Peer educators can communicate and understand in a way that the best-intentioned adults cannot, and can serve as role models for change. Qualitative evaluations of school-based peer education have shown that: a) Young people appreciate and are influenced in positive ways by a peer-led intervention if it is well-designed and properly supervised; b) Serving as a peer educator provides a challenging, rewarding opportunity to young people to develop their leadership skills, gain the respect of their peers, and improve their own knowledge base and skills. Peer educators often change their own behaviour after becoming a peer educator.<sup>18</sup>

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<sup>18</sup> [https://www.unicef.org/lifeskills/index\\_12078.html](https://www.unicef.org/lifeskills/index_12078.html)

*Picture 6: Peer to Peer education in school, Kilifi county - @CISP 2017*



## Objectives

- i. To empower children with life skills to be able to protect themselves and their peers from abuse, violence and exploitation.
- ii. To instil/enhance self confidence amongst children, and enable children to express openly issues affecting them

## Methodology

Key steps of the Peer to Peer Education are the following:

- ✓ Establishment of child rights clubs in schools. These are child friendly spaces that bring children together to discuss about issues affecting them. The clubs comprise of at most 30 children of age 9-18 years, who are willing to participate in empowerment activities and cascade the learnings to their peers within the school and in the community.
- ✓ Selection of two mentors/patrons (a male and female) who are teacher volunteers, committed to protecting children and training on child rights, child protection, child participation, communicating with children and facilitation skills.
- ✓ Clubs' members meet once a week to participate in discussions facilitated by a teacher through talks and debates, role-plays, and games.
- ✓ The club members facilitate peer awareness sessions to raise awareness and provide accurate information on children related issues, and help their classmates develop skills to change behaviour. The peer to peer sessions are facilitated by children through talks and debates, role-plays, and games.

## CISP experience and expertise

The training guide for teachers was developed by CISP in 2010.

CISP has qualified and experienced staff, with proven capacity to:

- ✓ Train mentors/patrons according to the training guide.
- ✓ Mentor the teachers on the facilitation of their sessions with school clubs.
- ✓ Monitor and evaluate the impact of peer to peer activities in school.

## Evidence of success

CISP initiated the establishment of Child Rights Clubs (CRC) in schools since 2008. With the use of the CRC guide developed in 2010, the NGO has been introducing the CRCs in 5-10 schools every two years in Kilifi since 2008 and in Nakuru since 2015. In the last one year (July 2017- August 2018) 10 teachers (to serve as patrons) from 5 public primary schools in Kilifi County were trained on the methodology and recorded 43% knowledge increase on child rights and life skills. The teachers have thereafter trained 150 children (70 boys and 80 girls) who showed a knowledge increase of 16% after the training.

**The CRC members volunteered to carry out peer to peer education reaching a total of 5,937 children (2,873 boys and 3,064 girls) who showed to have an average of 83% knowledge level on child rights and life skills after the sessions.**

Children were thankful for the opportunity they were given:

*"Thank you for bringing the CRC to our school. It has helped me understand myself."*

Class 7 boy, Mwiruti Primary School, Nakuru.

Patrons found the peer to peer education to be the best way to discuss about life issues amongst children themselves.

*"The children liked how the peer educators were giving out real life examples and exactly what is happening at home. This made other pupils to chip in or participate in sharing their gender roles and their rights as children. Some of the children liked how physical changes of both girls and boys were being discussed while others were shy or were not free when some of the changes were discussed."*

CRC Patron, Kanagoni Primary School.

In addition, the empowered children have conducted advocacy sessions with key duty bearers within the community and during children's events such as the Day of the African Child, during chiefs barazas, Children's Assemblies' meetings among other platforms to raise their voices for action on issues affecting them. In one year (2017-2018) a total of 23 children led advocacy initiatives (12 in Nakuru and 11 in Kilifi) were conducted.

## B.6 Talk boxes

### Rationale

Despite the protection concerns faced by children in a certain area, children most often are not comfortable speaking out about the issues that affect them. Consequently, they may continue to suffer, exhibiting signs of depression, extreme introversion, low self esteem, and ultimately affecting their overall wellbeing and performance in school. The talk boxes provide an additional channel where such children can express their needs/concerns anonymously.

### Objectives

- i. To ensure that the Child Right to Participation is upheld.
- ii. To encourage children to anonymously express concerns and issues affecting them at home or in school.

Picture 7: Children of a school supported with talk boxes, Nakuru County - @CISP 2018



## Methodology

CISP approach can be summarised as follows:

- ✓ Establish a talk box committee composed of teacher's, student's, parent's and CPC representatives.
- ✓ Set the talk box in a private area where children are not seen when posting their messages.
- ✓ The committee to open the talk boxes once a month, discuss all the concerns raised and agree on the way forward.
- ✓ Give a feedback to the students related to their concerns.

## CISP experience and expertise

The talk boxes have been introduced in many schools by different NGOs but the element of introducing a talk box committee which includes children and external child protection experts makes it an innovative CISP approach. Many organizations and schools have failed in the intent of giving children a voice without such a rigorous system of analysis of concerns raised and follow up in the best interest of the child. CISP has developed a guide for rigorous implementation, monitoring and evaluation of the effectiveness and impact of the talk boxes.

## Evidence of success

The use of talk boxes in school was introduced in 10 primary schools: 5 in Kilifi County and 5 in Nakuru County. The aim was to provide an additional and alternative channel for children to express their views, especially those who could be undergoing some form of abuse, yet they lack the courage to speak up openly. The anonymous messages posted by children in the school talk boxes were regularly opened and evaluated by a committee composed of a teacher, parents' representative, school management committee representative, children representative and a Children Officer from the DCS office.

**In Kilifi County, a total of 1,594 messages were posted through the talk boxes in a period of three school terms which is equivalent to nine months.**

The messages consisted of 396 concerns of which 45% were touching on the school administration such as school repairs, uniforms, school bus, etc. 10% (42 out of 396) were on the following child protection issues: Corporal punishment (e.g. caning of children for example when they forget their login passwords during computer lessons); Excessive forms of punishment (cutting grass with bare hands, clearing bushes, etc.); Emotional abuse (caused by teachers who verbally abuse children, teacher biased against CRC members); Child pregnancy; Child neglect; Child truancy; Defilement; Child bullying (older pupils bullying

the younger ones; prefects using their power to bully others); public display of affection by teachers. Of these child protection concerns 20% were addressed within the three school terms.

The talk boxes in Nakuru were introduced later; a total of 230 messages were posted through the talk box within one school term. The messages included: 76 concerns of which 32% were on administrative issues such as school repair, uniforms, school bus, etc. 24% (18 out of 76) were on the following child protection issues: Physical abuse; Child neglect; Child abandonment; Defilement; Substance abuse; Child pregnancy; Sexual violence and FGM. Of these child protection concerns 44% were concluded at the end of the one term.

The overall level of satisfaction for the introduction of this innovative reporting and communication channel between pupils and teachers was high, according to the evaluation carried out with the schools' talk box committees (composed of pupils, teachers and parents) and the pupils randomly selected from classes 4-8.

**80% and 93% of school talk boxes committee members in Nakuru and Kilifi respectively, believed that children had been expressing their views and concerns a lot more than before.**

This change had been attributed to the anonymity of the messages and the positive changes seen in the schools after pupils raised their concerns. 93% of pupils in Nakuru and 37% of pupils in Kilifi were highly satisfied with the actions taken by the school management committees in response to the concerns raised through the talk boxes. 48% of pupils in Kilifi were only moderately satisfied because the management resolved the simple problems but did not handle the major ones like school fence and bus, leaking roof etc. The use of talk boxes had a positive impact on children's wellbeing for the following reasons: pupils were more aware of their rights and had increased their self-confidence, school structures had been improved, corporal punishment had been addressed, school management had addressed serious emotional and health issues faced by children, and finally children had benefited from counselling and guidance of teachers and number of truancy cases had reduced.

Some school pupils have shared the following feedback on the use of talk boxes:

*" We use the talk box to give out the opinions concerning the issues we encounter while in school for the teachers to read and act."*

**Class 6 boy, Marereni Primary School, Kilifi County.**

*"Even if the child is not in school, we help him/her get their right as a child, we write their concern plus their names and place it in the talk box, the teachers reach out to them in the community and they get the assistance they need, some have been brought to school, it makes us happy to help others."*

**Class 7, girl, Wanyororo Primary School, Nakuru county.**

*"When we are overworked at home by parents and we cannot study, we write about it and put it in the box."*

**Class 4 boy, Garithe Primary, Kilifi county.**

*"It is easy to use the box than following a teacher directly, for example, when reporting a student who has bad behaviour – the student will not know that you are the one who reported."*

**Class 8 boy, Marereni Primary, Kilifi county.**

*"Cases of sexual harassment especially during puberty are many, boys are harassing girls sexually even in school and on the way home, it is easy to report through the talk box because you don't have to write your name, the teacher will help."*

**Class 7, girls, Mugwathi Primary School, Nakuru county.**

From the findings, pupils feel talk boxes are an easy way to get feedback from teachers:

*"I find it easy to share a comment through the talk box compared to talking face to face with a teacher because I lack the confidence to do so."*

**Class 6 boy, Midodoni Primary, Kilifi county.**

Most pupils feel the school management has been effective in implementing concerns raised by the talk box. Two excerpts from pupils' interviews:

*"The toilets used by pupils in school did not have doors and therefore we had no privacy. After speaking through the talk box, all toilets now have doors and we are happy."*

**Class 6 girl, Marereni Primary, Kilifi county.**

*"There was a Member of County Assembly (MCA) who used to harass children and beat them up, but when we reported through the talk box and the school took action, we are now safe. If parents fight or chase you away from home and deny you food, you report in the talk box and the teachers summon them to school and you get help, the talk box is good."*

**Class 5, boy, Mwiruti Primary School, Nakuru county.**

However, some pupils still feel the school management should follow-up on the issues raised promptly since some are still pending.

*"Adequate follow up should be made on issues we place in the talk box even after a solution has been offered. Especially special cases of harassment or sexual abuse and sick children infected with HIV/AIDS."*

**Class 7, girl, Wanyororo Primary School.**

The talk box has led to behaviour change, discipline and school performance of some of the children. Through having their issues addressed, they appreciate themselves better and work harder in school to improve their grades. Peer to peer learning is also boosted through sharing issues and challenges among the children.

*"School performance has improved so much because children have improved their behaviour in school, some children were very rude because they had problems that no one knew, but through the talk box, we know we can raise the concerns and the right people help us, even the CPC is also very helpful to us."*

**Class 7, girl, Bavuni Primary School, Nakuru county.**

## C. Knowledge Management and Advocacy

### Rationale

Learning and Knowledge Management are essential components of an intervention strategy to inform the provision of quality services and guide empowerment and social change strategies. On one side, the improved use of evidence base and knowledge is vital to inform government policies and strategies. On the other, empowerment of community members to lead change and advocate for improved services must be guided by context specific evidence.

### Objectives

- i. To advocate for improved service provision through evidence of gaps and successful practices.
- ii. To plan preventive actions with community members based on the social norms that characterize them.

Picture 8: A child participating in art for activities to promote peace, Kilifi County - @CISP 2014



## Methodology

The process of collecting data and analysing evidences that inform Advocacy actions includes the following steps:

- ✓ Participatory research/assessment focusing on a process of sequential reflection and action, carried out with and by community members and county authorities. Local knowledge and perspectives form the basis for research and planning.
- ✓ Training of local CSOs and county authorities to develop an evidence-based Advocacy strategy.
- ✓ Participatory Advocacy strategy development led collectively by CSOs and county authorities.
- ✓ Evidence based Advocacy action implementation
- ✓ Monitoring of Advocacy achievements, learning from successful and unsuccessful actions and adjusting advocacy plans.

## CISP experience and expertise

CISP has developed and adapted several participatory research methodologies to: a) assess the bottlenecks in terms of policies and their implementation at county level; b) identify social norms that hinder children to enjoy of their rights. CISP has also developed manuals for: 1) Participatory Advocacy strategy development training for county authority and CSOs; 2) Social Editors training for community members and county officials.

## Evidence of success

In 2017 CISP with the support of the European Union and UNICEF has carried out 3 participatory research on county budget allocation for children by the county government, in the sub-sectors of: 1) Child Protection, 2) Early Childhood Development Education and 3) Nutrition.

1. "*Child Budgeting Analysis for Counties in Kenya: Assessing key trends and good practices in six selected Counties (Kilifi, Taita Taveta, Makueni, Kakamega, Nakuru and Kajiado)*" aimed to: analyse county budgeting on children in Kenya since 2013 and highlight any good practices across the target Counties.

2. The study "*Exploring devolution: A Study of Early Childhood Development Education (ECDE) Service Delivery in Kilifi County*"<sup>19</sup> aimed to: compare the quality of ECDE services provided by the previous national government and the first county government in Kilifi County; determine, if any, specific gains made (success stories) on service delivery in Kilifi County; establish best practices for future planning and service improvement; analyse and determine an evidence-

<sup>19</sup> [http://developmentofpeoples.org/uploads/analysis/analysisECDE\\_analysis\\_Kilifi\\_county.pdf](http://developmentofpeoples.org/uploads/analysis/analysisECDE_analysis_Kilifi_county.pdf)

based standpoint on the status of the devolution of ECDE in Kilifi County.

3. The *"Assessment of the Nutrition Sector in Kilifi, Kwale and Kitui Counties"* aimed to: establish what limitations of the legal frameworks, policies and practices at the county level may be hindering the formulation of more effective strategies towards improved nutrition. The evidences were to contribute to improve Knowledge Management and inform sector policies and strategies.

The researches have involved the participation of national, county authorities and community members. The findings have guided the development of Advocacy strategies with the participation of CSOs and authorities at both county and national levels. The evidence-based Advocacy for increased budget allocation for children in Kilifi County brought significant achievement in the 2018-2022 County Integrated Development Plan (CIDP) which saw child protection included in the document and eventually to be allocated some budget in the 2018/2019 Kilifi County budget. This was achieved through vigorous engagement with the relevant county officials, communities during public participation fora and CSOs working in the children sector led by CISP and Plan International. The County government of Kilifi also seconded one Social Worker to the CPC as a contribution to manage the increasing work load of children cases. By the end of 2018, CISP had trained a total of 60 Social Workers from the county governments from Kilifi and Nakuru on Child Protection following a commitment by the governments to deploy some to work at the Child Protection Centre. The Advocacy of the Nutrition stakeholders led by CISP and the county government in Kilifi also made possible the establishment of the first dedicated county budget line to Nutrition in 2017/18.

In 2017-18 CISP, with the support of the European Union and UNICEF, has also carried out 2 participatory researches on community social norms in the sectors of: 1) Child abuse and 2) Nutrition.

1. *"Understanding the relationship between Social Norms and Child Abuse: A case of Kilifi County"*<sup>20</sup> aimed to understand: a) which are the existing social norms and how they contribute to child abuse; b) which coping mechanisms and solutions they would propose to address protection concerns affecting children and their families.
2. *"Community Nutrition: in our words"*<sup>21</sup> is a book of stories on nutrition collected by Social Editors, e.g community members, which were trained by CISP to write stories people want to share about social norms, struggles and changes they promoted around child nutrition.

The participatory researches guided the Communication for Social and Behaviour Change strategies described in the prevention component. Moreover, CISP has facilitated and participated in several national government policy development forum in the sectors of child protection, education and nutrition. This included the development at national level of and the Child Protection Case Management and Referral guidelines and in the review of the Children Act 2001.

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<sup>20</sup> [http://developmentofpeoples.org/uploads/analysis/analysisKilifi\\_social\\_norms\\_-\\_child\\_protection.pdf](http://developmentofpeoples.org/uploads/analysis/analysisKilifi_social_norms_-_child_protection.pdf)

<sup>21</sup> [http://developmentofpeoples.org/uploads/analysis/analysisCommunity\\_Nutrition\\_-\\_in\\_our\\_own\\_words.pdf](http://developmentofpeoples.org/uploads/analysis/analysisCommunity_Nutrition_-_in_our_own_words.pdf)

## Real Stories of Children

As an illustration of the outcomes of the preventive and response activities carried out by CISP, below are four stories of children supported by the Child Protection Centres in Malindi and Nakuru in 2018. The stories were collected and written by community members in the target counties.

*Picture 9: Children participating in an "open day" at the Malindi CPC , Kilifi County - @CISP 2017*



## A new beginning for Monica\*

Monica\* (pseudo name) 16-year-old girl from a Village near Nakuru has been living with her mother, sister and her eldest brother - who is the bread winner for the family since the death of their father in early 2016. She began having sexual relations with a close neighbour who is an adult. Monica's brother began questioning Monica's mode of dressing and behaviour. In early 2017 Monica opted to run away to Mombasa to live with her cousin since she discovered she was pregnant, and she feared the wrath of her elder brother. The cousin was allegedly a commercial sex worker.

On arrival to Mombasa and after a few months, Monica gave birth to a baby boy. The child's father had run away, although he had remained in constant communication with Monica.

Monica clashed with her cousin over her stay and was faced with either a choice of returning to Nakuru or get involved in commercial sex work in order to sustain herself and the baby. She returned to Nakuru after a year. Throughout this time period the family members continued looking for her, but had even filed a missing person's report at the police station. When she returned her relatives took her to police station and insisted that she should be charged with truancy and causing distress to the family. The police immediately referred her to Child Protection Centre as a child in need of care and protection.

Following the assessment by the CPC social worker it became clear that Monica's immediate family members were not ready to receive either Monica or her child. Monica was temporarily placed in a children's home where she continued with her counselling sessions at the CPC. Family members, her mother, brother and sister were also involved in the family counselling at the CPC.

In one of the counselling sessions, the brother was very bitter, "*....I cannot continue educating a truant child she should go back where she has come from and look for the father of her baby; I am so disappointed with her and I might kill her if she comes back home. I paid for education and all her upkeep and she decided to live such kind of life; I am done with her just take her to jail or you remain with her here, but she should not come home.*"

After counselling sessions, the family was able to understand Monica. They reconciled, she was taken back home together with her child and asked the chance to go back to school. A follow up by a CPC social worker to the school was conducted in order to seek a chance for Monica to go back to school. The CPC social worker visited a nearby school to seek re-admission for Monica, which was accepted by school administration and Monica re-joined form 3 in 2017. Her

brother is providing for Monica school fees, boarding fees and her upkeep as promised. She's getting support from her family and is a regular visitor to the CPC in order to keep the staff informed about her well-being. Monica refused to reveal the identity of the child's father, but for now her mother is helping raise the child and the child's needs are being met accordingly.

## Saved Child living with HIV and AIDS

This is the story of John\* (pseudo name) a 14-year-old boy who comes from Njoro Sub County (Nakuru). John is a Form 1 student and has since dropped out of school due to the stigmatization he faced at school, because of his HIV status. He is living with his grandmother after his mother died when he was only a few months old. The father is unknown.

Living with HIV, John is under constant medication of ARVs. His mother died of the same disease, and John was kept under medication since it was discovered. John has been facing stigma at school and in his village, and he ran away from home when he was sent to pick his medication at the Provincial General Hospital in Nakuru. The case was reported to the CPC one day later by a man, who incidentally was in the place where John spent the night.

Upon initial assessment of the case by the Child Protection Centre Social workers, it was established that John had been facing stigma both from home and at school, where children had given him the nickname 'enagwo' meaning he is infected with the virus. Because of this, other children avoided him in fear of being infected with the same illness. John insisted he did not want to go home, even going as far as threatening suicide if brought back by the officers. The CPC Counsellor calmed him down and assured him that she would support him. Based on the immediate needs, the CPC social workers contacted one of the referral partners for temporary placement of the child as the tracing for the family members continued.

At the Charitable Children Institution John grew impatient and again run away from the home in protest that he was not going to school. It had taken the Child Protection Centre staff, the local administration and the police time to track down the grandmother, since there was limited information to go on. John was found

loitering in the streets of Nakuru town and was taken back to the CPC to continue counselling. This time he was placed temporary at the Children Remand Home awaiting further interventions.

The grandmother was found and summoned to the CPC. She told them how she had struggled to take care of John and had been looking for him everywhere since he had disappeared from home: *"I have taken care of John since his mother passed on when he was only 3 months; I have tried to make ends meet so that he can have at least a promising future. The challenge has been the community telling John he is HIV positive. It was true that John has been facing stigma from school and at home he was also the only child in their family and had no siblings."*

Through counselling sessions and home visit report, it was deemed in the best interest of the child to put him in a boarding school where he could continue with his education while visiting his relatives during school holidays. The case was referred to the Riziki Children Centre, that has a boarding primary school for needy and vulnerable children. The CPC staff conducts regular visits to the centre where John is living.

## **An anonymous caller to the Child Protection Centre saves a girl from routine sexual abuse**

In a chief awareness event that was held in Jacaranda area in Watamu Location, the community was enlightened on how to report cases of children who have been abused. 3 days later, the CPC Manager received a case from an anonymous caller through the CPC mobile line of a girl who was suffering in her parents' hands. The 12 years old girl (Kadzo\*, pseudo name) had mental disability. The caller reported that the child was being neglected in terms of education and health, and that there was also suspected sexually abuse going on. The CPC set out on a fact-finding mission, to trace the girl and ascertain whether this report was true.

Through the Area Assistant Chief, the girl was traced to a neighbouring village. The family had quickly relocated following rumours that the case had been reported to the relevant authorities. The CPC interviewed some neighbours who confirmed that the child was being neglected, and most cited suspicions that the father was sexually abusing her. With the help of the police and the sub chief's office, one evening a raid was conducted at home; the father was arrested and the girl was rescued.

Kadzo was the first born in a family of three children. She is a step-daughter to the man; her mother married when she was pregnant with Kadzo from another man. Neighbours claimed that her mental health changed overtime. The parents used to engage her in child labour, taking her with them to a quarry to break ballast to be sold. The father channelled all the money to satisfy his thirst for local brew and other drugs. The mother failed to protect Kadzo. She turned a blind eye to what the father was doing to her daughter, and even sided with the father when the CPC and other officers went to rescue the girl. The girl had never attended a single day of school in her life, and even when her mental health started deteriorating she was never taken to the hospital.

Both parents were arrested that evening and presented in court. The child was taken to the hospital where she turned out to be pregnant. She was given access to psychotherapy tests, which revealed that her mental health was due to the trauma that she has lived. She was placed in a rescue shelter where she accessed counselling services. In court, the mother was released due to insufficient evidence. The father was however charged with defilement, child pregnancy and incest. After sessions of counselling, Kadzo was able to testify in court. She narrated how her step father used to defile her first in the quarry where they worked, then later in the house.

Kadzo has since given birth to a baby girl. She is currently in a better state of mind. The CPC is working to secure a good institutional placement for her and her baby. Her siblings were taken away from the mother and put in a Children Charitable Institution for their own care and protection. The father is still in remand pending the ruling of his case.

## A reformed boy

In September 2017, the CPC while following up on a case of neglect in Kisumu Ndogo area in Malindi town, came across a gang of five boys engaging in robberies and gambling. One of these boys was called Kelvin\* (pseudo name), a 15 year-old boy who was in class five. He was the first born in the family of three.

Individual assessment into Kelvin's wellbeing revealed a history of defilement, theft and truancy. According to the parents, Kelvin started having problems attending school in 2015. He would sneak from school to go watch movies in the movie bandas. When the parents became hard on him he started running away from home and sleeping in the streets. Kelvin was expelled from 4 schools due to his hard behaviour. His parents had decided to let him do whatever he likes in fear of upsetting him, as in one instance he had disappeared from home for 3 months following a disagreement.

From the outcome of the assessment, the CPC came up with a behaviour change plan for Kelvin. The plan involved holding Kelvin at the remand for a period of 4 weeks for the counsellor to build rapport and for the staff to establish whether there was risk of the boy disappearing again. In this period, he was supported to access health service at the Gender Base Violence rescue centre.

Within the four weeks, Kelvin had resolved to change his ways. Through family counselling, the parents-child bond had begun to be re-established as by the time he was leaving the remand the parents confessed that it was the first time in years that they had seen their son talking to them in a respectable manner. He made a written promise to remain respectful and attend school. Through the CPC, the child was allowed back in Primary School, where he had already been expelled.

CPC has been following up with Kelvin through counselling and school supervision. The father was linked with a village elder who would also supervise and support Kelvin, and so far the reports are all good. His father usually brings him every month to see the counsellor. He says that he *"does not want him to stop coming yet, I am glad of what my son has become."*

## About CISP

**CISP - Comitato Internazionale per lo Sviluppo dei Popoli** – (International Committee for the Development of Peoples) is a non-governmental organization established in Rome in 1983 and currently active in over 30 countries worldwide. CISP intents are summarised in the motto "Rights, Change, Sustainability", i.e. enhancing sustainable development at all levels (environment, society, economy, institutions), and fighting against poverty and social exclusion. CISP has been working in Kenya since 1997. Main sectors of intervention in the country are: Protection (Child Protection, Gender and Protection of Refugees), Health and Nutrition, Environment and Economic Empowerment, Higher Education and Governance.

*Picture 10: Art sessions with children, Nakuru County - @CISP 2018*



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### **CISP NGO**

Via Germanico 198 - 00192 Roma, Italy

[www.cisp-ngo.org](http://www.cisp-ngo.org)

[cisp@cisp-ngo.org](mailto:cisp@cisp-ngo.org)

### **CISP Kenya**

117 Manyani East Rd

Email: [admin@cisp-nairobi.org](mailto:admin@cisp-nairobi.org)

Tel: (+254) 0733441441 or (+254) 0700186465



@2019