



THE REPUBLIC OF UGANDA

# **THE UGANDA NATIONAL PARENTING GUIDELINES**

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## FOREWORD

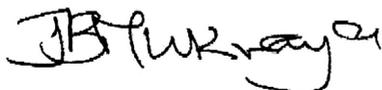
The Government of Uganda recognizes the critical importance of parenting as a foundation of ensuring that all children in the country realize their full potential. This commitment is reflected in the formulation of the National Parenting Guidelines.

The National Parenting Guidelines target the parents, guardians and caregivers as primary users in ensuring that the role of parenting is duly fulfilled. In addition, the duty bearers have a responsibility of planning, equipping, and monitoring and resource mobilization to enable the smooth implementation of the Guidelines.

The Guidelines present an opportunity for comprehensive and integrated, multisectoral interventions to parenting. It also provides principles and practical skills that the Family, Community, Government, Agencies and other Partners will employ to undertake to achieve the desired parenting role for holistic development of the child and beyond.

The Government is committed to protecting the family institution through promotion of parenting skills. I encourage all stakeholders to make use of the Guidelines to enable children and young people enjoy their human rights to the fullest which contributes to their growth and national development.

For God and my Country,



**Janat B. Mukwaya (Hajat)**  
**MINISTER**

## ACKNOWLEDGEMENT

The process of developing the Uganda National Parenting Guidelines has been consultative and participatory in nature involving all key stakeholders in the area of parenting. The unwavering commitment and innovativeness during this process has brought about the National Guidelines on Parenting for the Country. It is for this very reason that the Ministry of Gender, Labour and Social Development expresses heartfelt thanks to each and every one that made an input in having this document in place.

Specifically, great appreciation is due to the National consultative committee on parenting that developed the National Parenting Guidelines. The efforts of all NGOs, Faith based Organisations, Ministries, District technical Staff and Development Partners whose well-informed contribution greatly augmented the quality of these Guidelines is also highly appreciated.

Special thanks go to the Staff of Ministry of Gender, Labour and Social Development in particular the Director Gender and Community Development, the staff of the Department of Culture and Family Affairs headed by the Commissioner who coordinated the process. Their coordination and invaluable contribution ensured that all the parts of these Guidelines were technically reasoned, validated and improved as appropriate.

Finally, the Ministry is deeply indebted to UNICEF Uganda Country Office for facilitating the National Validation and editing of the Guidelines.



**Pius Bigirimana**  
**PERMANENT SECRETARY**

## ACRONYMS

<b>CBO</b>	Community-Based Organisation
<b>FBO</b>	Faith-Based Organisation
<b>GoU</b>	Government of Uganda
<b>ICT</b>	Information and Communication Technology
<b>IEC</b>	Information, Education and Communication
<b>LGs</b>	Local Governments
<b>MoGLSD</b>	Ministry of Gender, Labour and Social Development
<b>MoES</b>	Ministry of Education and Sports
<b>MoFPED</b>	Ministry of Finance, Planning and Economic Development
<b>MoH</b>	Ministry of Health
<b>MoLG</b>	Ministry of Local Government
<b>NDP</b>	National Development Plan
<b>NGO</b>	Non-Governmental Organisation
<b>OVC</b>	Orphans and Other Vulnerable Children
<b>SDSP</b>	Social Development Sector Plan
<b>UBOS</b>	Uganda Bureau of Statistics
<b>UCRNN</b>	Uganda Child Rights NGO Network
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation

## KEY TERMS AND DEFINITIONS

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<b>Basic Needs:</b>	The critical requirements for a child to grow and develop properly into a responsible adult; for instance, physical wellbeing, socio-cultural and emotional, intellectual and creative needs.
<b>Child care institution:</b>	A legally reorganised institution that provides direct care and support to children e.g. juvenile remand homes, schools, child reception centres, Babies' or children's homes, day care centres, kindergartens, orphanage homes.
<b>Child wellbeing:</b>	The realization of children's rights and the fulfillment of opportunities for every child. The six priorities for children's well-being are; The conditions to learn and develop; a positive view of themselves and an identity that is respected; Have enough of what matters; positive relationships with family and friends; a safe and suitable home environment and local area; and opportunity to take part in positive activities to thrive.
<b>Child:</b>	A person below 18 (eighteen) years as per the 1995 Constitution of the Republic of Uganda.
<b>Community:</b>	A group of people either living in a geographical area or who share a common culture, interest and are organised in a social structure that exhibits some awareness of a common identity.
<b>Family values:</b>	These are the foundational principles that keep the family cohesive and as such preserve the integrity of a society.
<b>Family:</b>	This is the basic unit of a community comprising of a group of people related by blood, marriage, kinship and or adoption.

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<b>Father and Mother</b>	These are biological parents of a child (man and woman).
<b>Holistic child development:</b>	This is the comprehensive child growth and development such as the spiritual, physical, emotional and socio-economic aspects.
<b>Parent:</b>	This is the biological mother and/or father or guardians responsible for the growth and development of a child.
<b>Hazardous Work:</b>	This is the work which , by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.
<b>Parenting:</b>	The process of nurturing, socializing, providing for the child's holistic growth and development.
<b>Parenting Practices:</b>	Refer to specific things that parents do while raising their children. These can refer to the imposing and use of schedules, rules, expectations, punishments, rewards, etc. Basically, parenting practices can refer to any type of regular interaction that a parent has with their children.

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background

Parenting is the process of nurturing, socializing and providing for the child's holistic growth and development. It is a shared responsibility between both parents but in Uganda, it is mainly carried out by mothers. There is also a significant difference in parenting practices between single and married parents. Parenting in Uganda takes place within the wider context of the family and applies to a much broader range of primary caregivers.

According to the Children's Act (CAP 59) as amended, second schedule stipulates that (i) "it shall be the duty of a parent, guardian or any person to provide education and guidance, immunization, adequate diet, clothing, shelter, medical, and (ii) any person having custody of a child shall protect the children from discrimination, violence, abuse and neglect." The Act also obligates the State to put in place mechanisms and programs for child care and protection and recommends development of guidelines to promote more responsible parenting and the healthy growth of a child.

In Uganda, the family is the fundamental and basic unit of society. The family serves its members as a reproductive unit, socio-cultural and spiritual/moral base. It is the basic unit for production through the parents, grandparents, step-parents, kinship careers, foster and adoptive parents, extended families, networks and communities. Each of these stakeholders has an important role to play in the care and upbringing of children and young people.

The contribution of wider family and of grandparents in particular to the day-to-day care of children and in providing practical, emotional and often financial support to their own children is hugely significant.

Children of all ages also learn from everything they see, hear, and do. They learn from their parents, teachers, health workers, peers, communities, the media and internet. The actions of such people and

communities affect how children think, feel and behave. They may inspire children to adopt pervasive behaviors and practices including generally unacceptable values and norms. Parents, caregivers and guardians therefore need to develop their abilities and skills to raise children into responsible citizens.

## **1.2 Stages of Child Growth and Development**

Different stages of child growth and development require different needs which parents, guardians and caregivers should appreciate. These stages include:

- i. 0-2 years (pre-natal to infancy). This is the infancy stage where the child is entirely dependent on the mother. The child must be protected against factors that bring about retardation and abnormal development. Given that the child depends on the mother or caregiver should survive, the wellbeing of the mother or caregiver must be supported.
- ii. 2-6 years (early childhood). This is a behaviour formation stage and children tend to imitate adult and other children's behaviour. Parents must support children to develop and practice life skills and learn to differentiate right from wrong behaviour.
- iii. 6-11 years (middle childhood). At this stage children are more curious to learn, are able to hold conversations, have a longer concentration span, feel more confident and coordinated. Parents, care givers or guardians must devote more time with the children and guide their conversations as well as actions.
- iv. 11-18 years (adolescence). At this stage, a child experiences many physical, biological and psychological changes. They also experience difficulties in communicating feelings, have a high demand for material things, want autonomy and independence and can easily be emotionally detached once their interests and desires are not met. Parents, care givers and guardians should be vigilant to detect these changes and provide appropriate counselling and guidance.

It is therefore important for parents to learn and understand the stages of child growth and development because it helps them to address the physical, cognitive and psychosocial needs of children.

### **1.3 Problem Statement**

Over the last three decades, the extended family and community systems have broken down as a result of several factors such as HIV and AIDS epidemic, civil strife, conflicts, prevalent poverty and the negative effects of globalization. This has resulted into increased child abuse and neglect by parents, moral decadence, drug and alcohol abuse as well as increased abusive behavior among children.

Uganda has not had National Guidelines to equip parents, guardians, care givers and communities with principles, skills and information necessary for upbringing of a child.

In addition, there is no framework on how to raise children into responsible citizens for the Country.

The three most common parenting issues: provision of physical care and welfare; moral training; and provision of life and livelihood skills have not been systematically tackled to have a balanced Ugandan child. All these factors compound the problem of parenting in Uganda that needs urgent intervention.

### **1.4 Legal and Policy Framework**

These Guidelines are in conformity with the following policy and legal frameworks.

#### **1.4.1 National Laws**

##### **1995 Constitution of the Republic of Uganda**

The Constitution emphasizes that children ought not to be separated from their family against their will except in accordance with the law. It also specifies the promotion of responsible parenthood as one of the duties of a citizen thus provides parenting as a pillar of citizenship. The Constitution further provides that children shall have the right to know and to be cared for by their parents or those entitled by law to bring them up.

## **The Children’s Act Cap 59 (as amended)**

The second schedule stipulates that (i)“it shall be the duty of a parent, guardian or any person to provide education and guidance; immunization, adequate diet, clothing, shelter, medical, and (ii) any person having custody of a child shall protect the children from discrimination, violence, abuse and neglect.” The Act further provides that every parent shall have parental responsibility of their child.

## **The Education Act, 2008**

The Act stipulates that there some core responsibilities of parents, guardians and caregivers are: registering their children of school going age at school; providing parental guidance and psychosocial welfare to their children; providing food, clothing, shelter, medical care and transport; promoting moral, spiritual and cultural growth of the children; participating in the promotion of discipline of their children; participating in community support to the school; and participating in the development; and review of the curriculum.

### **1.4.2 National Policies and Plans**

#### **National Orphans and Other Vulnerable Children’s (OVC) Policy 2004**

The Policy states that the family and community are the first line of response and emphasize the need for a strong family unit as a pre-requisite for care and support of vulnerable children. The Policy advocates for the strengthening of community systems in the provision of services to vulnerable children and families. In addition the Policy provides for strengthening the capacity of care takers of institutions to children under their care.

#### **National Adolescent Health Policy for Uganda, 2004**

The Policy stipulates that parents have the primary responsibility of proper upbringing of children and the young people. It further recognizes that children and adolescents of school age spend less quality time with their parent and therefore, advocates for enhancing parents’ efforts in fostering their rightful roles and responsibilities in parenting.

### **The Uganda National Culture Policy, 2006**

The Policy provides that a family is a basic unit through which cultural values and beliefs are passed on to the children. It further emphasizes the role of the community in supporting the family unit to play its cardinal parenting role effectively.

### **The National Integrated Early Childhood Policy 2016**

The Policy emphasizes that parents and the family are the primary targets for provision of early childhood development services. The Policy further provides for the strengthening of systems and structures to deliver integrated quality and inclusive early childhood development services.

### **National Policy on Disability in Uganda, 2006**

The Policy provides for the principle of the family as the basic unit for providing care and support to persons with disabilities including children with disabilities..

### **The National Youth Policy, 2016**

The Policy underscores the importance of human capital development in addressing socio-economic transformation. It further provides for strengthening of the family to be able to nurture culturally conscious citizens who will actively participate in government programs for wealth creation, sustainable development and nation building.

### **The Social Development Sector Plan (SDSP)-2015/16-2019/20**

The plan outlines the importance and strategies for parenting as well as modalities for strengthening families and communities to provide care and support to children.

The plan further observes that children who do not undergo effective parenting end up becoming irresponsible citizens, forego the opportunity to gain skills (life and livelihood) for future productive employment and wellbeing. Consequently, the plan advocates for strengthening the family institution to promote positive values and norms for effective parenting.

### **1.4.3 International and Regional Laws**

The Guidelines are aligned to the international and regional laws and instruments that recognize the protection and assistance to be accorded to the family of which the Government assented to. These are;

- a. The African Charter on the Rights and Welfare of the Child which emphasises the rights and responsibilities of children to a family, community and to the state to be enforced by the family.
- b. The United Nations Sustainable Development Goals adopted by the UN Sustainable Development Summit on 25th September, 2015 emphasize among others “End hunger, achieve food security and improved nutrition and promote sustainable agriculture”, and “Ensure healthy lives and promote well-being for all at all ages”.
- c. The United Nations Convention on the Rights of the Child (UNCRC). The Convention on Economic, Social and Cultural Rights, the Convention on the Elimination of all forms of discrimination against Women (CEDAW).

## **1.5 Rationale**

Parenting plays a key role in raising the next generation of Ugandans. It is therefore important to ensure that every child enjoys parenting as a human right as enshrined in the Constitution of the Republic of Uganda and the United Nations Convention on the Rights of the Child (UNCRC).

The family is fundamental in child growth and development. However, the family institution is currently facing numerous challenges in fulfilling its functions. The challenges range from the increasing number of mothers who are now in employment outside the sphere of the family, with many finding it hard to balance work and family life.

There is a growing number of fathers who are taking a passive role in providing child care, leaving their spouses to bear the burden of

parenting alone. The “money” economy has also forced especially fathers to spend most of time outside the family looking for money.

In addition, individualistic tendencies have affected community participation in raising, caring for and disciplining children which used to be the norm. The increasing number of separated families has further resulted into failure of mothers and fathers to parent a child as a family.

It is therefore necessary to guide parents, guardians, caregivers and duty bearers on how to raise responsible, patriotic and prosperous future generation of Ugandans.

## **1.6 Users**

These Guidelines are for all persons taking care of children. Specific users include:-

- i. Parents (Father and Mothers)
- ii. Guardians
- iii. Care givers
- iv. Child care institutions
- v. Community members including religious leaders, cultural leaders, para-social workers and child advocates
- vi. Civic Leaders (LCs Leaders)
- vii. Child Care / Protection related structures such District/ Sub County Orphans and Other Vulnerable Children Committees, Social Protection Committees and Parents’ Forums
- viii. Duty bearers such as Ministries, Departments and Agencies (MDAs), Local Governments, Courts including Local Council Courts.

## CHAPTER TWO

### 2.0 GUIDELINES' GOAL, OBJECTIVES AND GUIDING PRINCIPLES

#### 2.1 Goal

To empower parents, the family and community structures to effectively nurture children so that they can realise their full potential.

#### 2.2 Objectives

- i. To provide simple and practical ways for parents, guardians, caregivers and communities to raise responsible children.
- ii. To strengthen systems and structures for holistic development of the child.
- iii. To build capacity of duty bearers for effective parenting of children.

#### 2.3 Guiding Principles

The Guidelines are premised upon the following principles:

##### 2.3.1 Parenting as a Parents' Cardinal Responsibility

This principle entails recognizing that the primary role of a parent, guardian and caretaker is to bring up responsible citizens for the country. This role should not be substituted with any other.

##### 2.3.2 Shared Parenthood

This principle recognizes that both mother and father play unique but complementary roles in the parenting process in order to raise an emotionally balanced child. It is also important to recognize that it takes a "village" to raise a child; therefore a child's wellbeing is a responsibility of all community members.

##### 2.3.3 Cultural Diversity

The principle provides for strengthening the diverse cultural values and practices to promote effective parenting.

### **2.3.4 Family Stability**

The principle provides for a stable family as a prerequisite for inculcating positive values and continuity of society.

### **2.3.5 Best Interest of the Child**

The principle requires that parenting is done in the best interest of the child to ensure their wellbeing.

### **2.3.6 Collaboration and Networking**

This principle provides for shared learning, resource sharing and mainstreaming of parenting.

### **2.3.7 Fairness and Equal Respect for all Children**

All parents and care givers should recognize that all children are created equal regardless of sex, age, race, religion and disability and must be treated equally and with dignity in the parenting process.

## CHAPTER THREE

### 3.0 PARENTING PRACTICES

The guidelines provide a basis on which the parents, guardians and caregivers shall ensure that children of all ages learn and imitate positive values, norms and practices for child growth and development. Every parent, guardian and caregiver should ensure the following;

#### 3.1 Expressing Love

Parents should love their children unconditionally; let the children know that they are loved. No conditions shall be attached to parental love. Expression of affection shall not be based on who and what they are. An environment shall be created where the child has a sense of belonging, trust and security.



*Parent bonding with her child.*

All the needs of the children shall be provided according to the available family resources.

Parents should provide physical affection on a regular basis in form of hugging; pat them on the shoulder and warm handshake with the child.

These are powerful gestures that strengthen the love and friendship between the parent and child.

Some examples of expressing love to children shall include:

- i. Compliments and affirmations such as “I love you my daughter / son”.
- ii. Balance the expression of affection with a need to discipline a child.
- iii. Avoid verbal and physical affection immediately after the child has behaved contrary to parent’s expectations.
- iv. Re-assure the parent’s unconditional love without compromising the responsibility to correct and guide the child.

### **3.2 Spending Quality time with Children**

Spending time with the child helps to cement the connection and sense of being loved and valued. Parents shall therefore have time with the children for them to experience and feel the parental love. Parents shall make it a habit to have family meals and quality time together. Some



*Parents spending time with their children.*

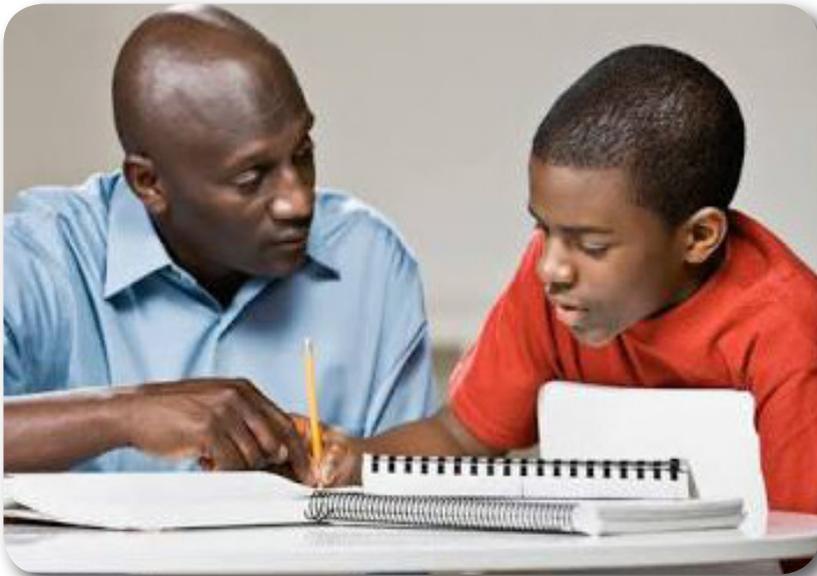
ways of realizing this shall be: undertaking common family activities and leisure time together such as playing music and playing a popular games, story-telling, taking a walks, holding on general guide discussions on topics of interest with the child or children.

Other ways of spending time with the child shall include;

- i. Being available when the children express desire to talk or share moments with the parent(s)
- ii. Attending concerts; games; school visits and meetings; family, religious and cultural meetings and other events
- iii. Doing homework and reading with the child, and getting to know more about his or her friends
- iv. Provide special time with teenagers because of the unique needs of this age group. This offers opportunities for in-depth sharing of experiences and building the child's strong belief in the parent.

### **3.3 Effective Communication**

Parents shall promote open, honest and consistent communication to benefit the children and the entire family.



*Parent helping his child with homework.*

Communicating with the child shall be based on logic and reasoning for example; talking and listening to the child, respecting the child's point of view, providing the necessary explanations just as one would do to peers, giving relevant responses and full attention and considering carefully what the child says. It is also important to monitor non-verbal communication which includes the gestures of all sorts, controlling voice tones, being polite and making sure that the child believes that he/she is being listened to and heard.

### **3.4 Building Children's Self-Esteem and Confidence**

Children need an enabling environment to feel confident. Treat children as individuals and recognize each child's individual strengths, talents and weaknesses. Avoid comparing a child unfavorably with another. Treat every child with love, care and dignity.



*Parents should seek their children's opinions.*

Discuss with the children family situations so that they appreciate it. Encourage child participation in the welfare of the family including budgeting and planning. Allow children to do some work commensurate with their age and dignity but avoid hazardous work. Teach the child to manage peer pressure, anger, balance emotions and make good decisions as they grow.

### **3.5 Instilling Cultural and Religious Values**

Children need cultural and religious values for identity, moral and spiritual development. Teach, instill and inspire children to appreciate their cultural values and build their relationship with God.

Teach children to respect elders, leaders, people of responsibility in the community and any person older than them. Parents pray together with the children and allow them to lead in prayer or reading the Bible or Quran, family gatherings and events, cultural ceremonies for socialization.



*Parents praying with their child.*

Parents should promote pro-family values such as love and respect, sense of acceptance and belonging, trust, integrity and honesty, effective communication, hard work, faithfulness, equality and equity, harmony and discipline, caring and God fearing, respect for diversity, hospitality as well as concern for others especially the disadvantaged in the community.

### **3.6 Living by Example**

Children learn better from their parents through observation and imitation. Parents should be role models for their children.



*Parents encouraging their children to read and write.*

Parents should demonstrate to children how to be productive and responsible citizens by:

- i. Being respectful, loving, caring, and faithful to family members, visitors and neighbours in all ways of life.
- ii. Avoiding domestic violence, emotional abuse, and excessive drinking and drug abuse as well as other negative habits.
- iii. Resolve conflicts amicably without raising the voice, celebrate together the achievements and solve challenges facing the family through discussion and dialogue.
- iv. Sharing the responsibility of care especially for the most vulnerable in the home setting.

### **3.7 Providing for the Child's Needs**

Holistic growth and development of a child requires a range of physical, economic, social, psychological and spiritual needs. Parents should provide proper shelter, clothing, food and nutrition, education, health, water, hygiene and sanitation.



*Children being provided with clothes.*

### **3.8 Responding to Children' Sexuality**

Many Ugandan cultures prohibit parents to talk openly about sex and sexuality with their children. Parents should endeavor to be the first source of information for their children on issues of growth, its challenges and benefits.



*Children learn how to make sanitary pads.*

- i. Parents should allow the children to enjoy their childhood innocence in playing, learning, being well fed by interacting with them.
- ii. Parents should provide reliable, timely, and accurate and age appropriate information on personal hygiene, sex and sexuality.
- iii. Be readily available and accessible to the child when in need.

- iv. Be up-to-date with information to respond to questions from the child
- v. Have open discussions with the child on issues of adulthood such as hygiene, risks faced and opportunities of keeping themselves safe.
- vi. Provide adequate information and skills to children for protection against sexual predators.
- vii. Ensure that you provide the necessary requirements so that they finish their education first to get professions and skills.

### 3.9 Raising Hardworking and Ethical Citizens

For holistic development of a child, there is need to promote both the rights and responsibilities.



*Children helping their parent in the garden.*

Children should be encouraged to appreciate hard work and ethical values by:

- Involving children in age appropriate work, assigning them with leadership roles and engaging them in problem-solving activities.

- Preparing them to manage peer pressure and making good decisions as they grow into adulthood.
- Teaching children to appreciate all types of work without discrimination and the importance of work as a family
- Encouraging them to support the extended family members to avoid individualism for the unity and development of the family, community and the country.

### **3.10 Inculcating the Value of Wealth Creation and Saving**

Children should be taught the culture of making and managing their own and family resources. Parents should involve the children in family resource making, saving, handling and resolving family financial concerns. Children should participate in the family estates management.



*Introduce children to saving.*

### 3.11 Disciplining Children

Parents have a duty to promote acceptable behavior and discourage unwanted behavior. Parents should set standards for the child to know and understand the expectations of parents, family and the community. Age appropriate standards should be enforced consistently and should be clear.



*Parent disciplining her child.*

Parents should agree on how to discipline the child to minimize divergent opinions in regard to disciplining such as:

- i. Identifying good behaviors and nurturing them to harness behavioral change.
- ii. Complementing the child on a regular basis and seizing an opportunity to appreciate the child when something good is done.
- iii. Rewarding the child when they perform according to the best of their ability through hugs, words of praise and token gifts and celebrations.
- iv. Providing avenues for discussion rather than punishment.

- v. Avoiding criticism and fault finding.
- vi. Ensuring that environment for disciplining is private for both the parent (s) and the child unless if it is absolutely necessary.
- vii. Providing timely discipline but avoid disciplining the child while still upset to steer clear of probable harsh measures.
- viii. Avoiding nagging the child about their old behaviors and circumstances but focus on problem-solving of the issue at hand.

### 3.12 Raising Children with Special Needs

Children with special social, emotional and physical needs require extra attention to enable them grow into responsible members of society. The self-esteem of children with special needs are often compromised by words and actions which lead to stigma and withdrawal.



*Parent teaching his son to use walking stick.*

Parents, guardians and caregivers should:

- i. Identify early the forms and nature of their children's special needs so as to respond appropriately and stimulate their growth.
- ii. Seek support services from specialized individuals and institutions.
- iii. Accord special attention to meet the physical, emotional, intellectual, spiritual, social and cultural needs.

- iv. Avoid discriminating against children with special needs.
- v. Provide all the necessary basic needs for child growth and development.

### **3.13 Monitor and Keep in Close touch with the Child**

Parents should get involved in their children's lives and activities at all developmental stages. Parents should provide ample time every day of play or interact with a child to enhance their self-esteem and academic achievement.



*Parents monitoring their child*

Parents should keep the child safe at all times, provide emotional and physical safety, and get to know the child's friends. They should get to know their children's influencers, peers and control as well as appreciate the environment in which their children grow.

### **3.14 Promote the Right to Play**

Playing enhances creativity, personality, talent, social relationship and problem solving skills. Parents should provide opportunities for

appropriate games and sports to facilitate emotional, intellectual, social, physical growth and development of the child.



*Spend time playing with your Child .*

## CHAPTER FOUR

### 4.0 ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

There are a number of stakeholders in the parenting process, each therefore has a role and a responsibility. The actors and their responsibilities include but not limited to the following:

#### 4.1 Children

Children are the right holders in the parenting process. In the principle of child participation, the children shall have the following responsibilities

- i. Fulfil their responsibilities as children as expected by the parents.
- ii. Actively participate in acquiring life skills.
- iii. Advocate for proper parenting agenda.
- iv. Provide peer support for positive values.
- v. Support their parents in implementing the guidelines and fostering positive family relationships.
- vi. Report cases of child neglect and abuse in the family and the community
- vii. Participate in domestic chores.

#### 4.2 Parent/Guardian/Care Giver

The parent/guardian is the main duty bearer for the parenting process. This is the first contact for the child, model, provider and protector. The parent/guardian will be responsible for the following:

- i. Acquiring parenting skills.
- ii. Practice parenting.
- iii. Seek guidance on parenting.
- iv. Be positive role models to children and society.
- v. Provide adequate and appropriate information to your children.
- vi. Provide care according to the Parenting Guidelines.
- vii. Treat all the children equally without discrimination due to sex, disability, stature, appearance and color.

- viii. Contribute to parenting of other children in the community.
- ix. Provide feedback on the implementation of the Guidelines.
- x. Participate in parent-support initiatives.
- xi. Provide secure environment for child growth and development.
- xii. Pass on positive cultural practices during parenting.

### **4.3 Family Members and the Community**

The family and the community is the next social network where the child grows and receives socialisation, expects protection and proper guidance. The family and the community shall have the following responsibilities:-

- i. Provide care according to the Parenting Guidelines.
- ii. Fill in the gap in the absence of biological parents.
- iii. Create awareness about the importance of community participation in parenting.
- iv. Mobilize the people to support the implementation of the Parenting Guidelines.
- v. Provide feedback on the implementation of the parenting guidelines.
- vi. Provide psycho-social support to parents and children.
- vii. Liaise with child protection committees, para-social workers and any other relevant local structure.
- viii. Participate in parent-support initiatives.
- ix. Identify the most vulnerable children in the community and take appropriate action such as referral for services.

### **4.4 Traditional Cultural And Religious Institutions**

The traditional cultural and religious leaders play a key role in inculcating good morals, cultural norms, values and practices through the family unit. These institutions are responsible for the following:

- i. Identify, document and promote positive cultural practices related to positive parenting.

- ii. Promote the Parenting Practices within their respective institutions and amongst their subjects.
- iii. Collaborate with stakeholders in ensuring family support and stability.
- iv. Promote inter cultural exchanges to share experiences on positive parenting.
- v. Make pronouncements to discourage negative cultural norms and practices that affect the growth and development of a child and family strengthening.
- vi. Recognize model Families in their area.

#### **4.5 Media and Social Media**

The media and social media provide a platform for information sharing and education. The media and social media will be responsible for the following:

- i. Promotion of the parenting practices through the media.
- ii. Create content that promotes positive parenting.
- iii. Design age-appropriate programmes and schedules.
- iv. Ensure that the content is censored before published through their medium.
- v. Promote positive local content which strengthens and builds the family institution.

#### **4.6 Performing Artists**

The Performing artists have a role to entertain and educate the masses and the children and those intending to be parents receive information through their performances. They can be of help to pass on information and avoid distortion.

So the performing artist shall be responsible for the following:

- i. Integrate the Parenting practices into their activities.
- ii. Be positive role models to society.
- iii. Produce messages that promote the family and parenting practices.
- iv. Provide relevant information to the audience.

- v. Use entertainment as a platform for educating parents guardians/caregivers

#### **4.7 Ministry of Gender, Labour and Social Development**

The Ministry shall play a leading role in the implementation of the Guidelines with other stakeholders. As the lead agency, the Ministry will:

- i. Coordinate the development, production and translation of these Guidelines.
- ii. Develop programmes and manuals to operationalize the Guidelines.
- iii. Develop regulations and standards for quality assurance.
- iv. Build capacities of service providers and stakeholders to implement the Guidelines.
- v. Research, document and disseminate information to improve Guidelines.
- vi. Mobilize resources for implementing the National Parenting Guidelines.
- vii. Establish networking and collaboration mechanisms amongst service providers.
- viii. Establish, manage and maintain the Family related Management Information Systems.
- ix. Initiate and coordinate the National Partnership Platform on Parenting.
- x. Develop the National Parenting Practices for all Public and Private Institutions in the Country.
- xi. Develop and adapt monitoring indicators for all the implementers.

#### **4.8 Other Ministries, Departments and Agencies**

- i. Disseminate the parenting guidelines to schools.
- ii. Integrate the parenting practices into the areas of mandates; for example, in school curriculum for the Education Sector.

- iii. Develop a training curriculum for the early identification of special needs among children.
- iv. Integrate the parenting practices into the National Value System initiatives.
- v. Integrating parenting indicators into the National Integrated Monitoring and Evaluation System (NIMES).
- vi. Mobilize and transfer funds for the implementation of the National Parenting Practices.
- vii. Integrate the Parenting practices as part of the National Development Planning process.
- viii. Provide oversight on the content of print and electronic media to promote national values.
- ix. Facilitate community policing initiatives.
- x. Nominate a Focal Point to report to MoGLSD on raising issues of the family.
- xi. Educate the masses on the laws promoting parenting.
- xii. Strengthen the Family and Children's Courts.
- xiii. Strengthen Alternative Dispute Resolutions mechanisms.
- xiv. Provide guidance on sexual reproductive health services.
- xv. Provide appropriate information on food security and nutrition.

#### **4.9 Local Governments**

- i. Mainstream the parenting interventions in the Local Government development plans and budgets.
- ii. Implement the Parenting Guidelines in all Local Government structures.
- iii. Enact and enforce ordinances and bye-laws in support of the National Parenting Practices.
- iv. Mobilize, allocate and utilize local resources optimally for the implementation of the Guidelines.

- v. Mobilize and sensitize communities to participate in the implementation of the Guidelines.
- vi. Coordinate all stakeholders implementing the Guidelines.
- vii. Carry out monitoring and evaluation of the implementation of the Guidelines at all levels.
- viii. Build the capacity of service providers and stakeholders to implement the Guidelines

#### **4.10 Development Partners**

- i. Mobilize resources for implementation of the parenting Guidelines.
- ii. Provide technical assistance for the implementation of the Guidelines.
- iii. Support research, documentation and dissemination of IEC materials on parenting.

#### **4.11 Civil Society Organisations**

- i. Implement the Guidelines.
- ii. Mobilize resources to implement the Parenting Guidelines.
- iii. Lobby and advocate for utilization of the Guidelines

#### **4.12 Private Sector**

- i. Promote family-friendly workplace policies.
- ii. Invest in services and infrastructure to support the implementation of Guidelines.

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