

My Body is My Body

Keeping Children Safe



By: Chrissy Sykes September 2023



My Body is My Body



This month has brought us face to face with heart-wrenching tragedies that have shaken the world to its core, leaving us in deep sorrow and disbelief.

In the wake of the Moroccan earthquake, we mourn the staggering loss of 2,901 lives, with 5,530 souls left grappling with injuries and pain. Meanwhile, the Libyan floods have cast a shadow of despair, claiming the lives of at least 11,300, a toll that may sadly surpass 20,000, among them, far too many innocent children.

We must persist in our collaborative efforts and establish partnerships to protect children and enhance their quality of life. In this regard, we are thrilled to announce our partnership with Rotary International in Zones 21 and 22, encompassing all of Africa and the Mediterranean. This represents a significant stride in our mission to reach children and communities and educate them on child safeguarding. (Refer to the article on page 3 for more details.)

We extend our heartfelt gratitude to all of you for your unwavering support. It is crucial to remember that more than 1 billion children endure abuse each year, and it is important for all of us to take meaningful action and effect real change.

With heartfelt thanks and unity in purpose,

Crissy

Rotary
Zones 21/22



September 2023

***Exciting News:
My Body is My Body Programme -
MBIMB Foundation Is Joining Hands
With Rotary International Zones
21 And 22 To Safeguard Children.***



Rotary
Zones 21/22



I am thrilled to announce a monumental partnership that fills our hearts with pride and purpose. **MBIMB Foundation** is joining forces with **Rotary International** to make a profound impact on the lives of children in Africa and the Mediterranean. Signed by **Rotary International Director Patrick D. Chisanga** and **Past District Governor Rotary International, D9400 and Girls' Empowerment Ambassador, Annemarie Mostert.**

We have been working with Nancy Abdelhadi President of the Rotary Club of Heliopolis El Golf in Cairo Egypt for a few years and she has successfully presented our MBIMB Programme many times in Egypt and in Africa as well as being a wonderful supporter and spreading the message of our programme far and wide around the world.

Nancy now sits on the Board Of Directors of the MBIMB Foundation



Rotary
Zones 21/22



Nancy Abdelhadi presenting the MBIMB Programme in Egypt



and in Uganda Africa

***Exciting News:
My Body is My Body Programme -
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21 And 22 To Safeguard Children.***



Nancy recently attended the Rotary Zone 22 5th All Africa Institute event in Lusaka Zambia, where she had the privilege of being introduced to the Girls' Empowerment Ambassador and PDG Annemarie Mostert by PDG Abdel Hamid El Awa. Nancy graciously shared the My Body is My Body Foundation programme with Annemarie whose unwavering dedication and passion have been the driving force behind advancing our exciting partnership.

Rotary International's dedication to service above self and MBIMB's commitment to protecting children couldn't be a more perfect match. Together, we are embarking on a mission that transcends borders, cultures, and backgrounds, as we work tirelessly to create a safer world for our most vulnerable.

This partnership signifies more than just collaboration; it's a testament to our shared values and vision. With Rotary International's vast network of dedicated volunteers and MBIMB's expertise in child protection, we are poised to make a tangible difference in the lives of countless children.



**PDG Rotary International, D9400 &
Girls' Empowerment Ambassador,
Annemarie Mostert.**



**Rotary International Director
Patrick D. Chisanga**



As we embark on this incredible journey, we invite you all to join us in making a difference. Whether you are a Rotarian or Rotaract member, a supporter of MBIMB, or someone who cares deeply about children's well-being, your involvement matters. Together, we can amplify our impact, reach more communities, and create a brighter, safer future for the world's children.

Stay tuned for updates on the remarkable projects and initiatives that will emerge from this collaboration. Together, we will write a story of hope, resilience, and unwavering dedication to safeguarding children worldwide.

Thank you to Rotary International for embracing this shared vision. Let's embark on this remarkable journey together, one that will undoubtedly leave a lasting legacy of love and protection for generations to come.

**#ProtectingChildrenTogether #RotaryInternational #ChildSafety
#GlobalImpact #Girls'Empowerment
www.mbimb.org**

Why Good Touch, Bad Touch

Education may not be the best method

By: Chrissy Sykes



In the realm of child safety education, the "My Body Is My Body" Programme stands as a revolutionary approach to tackling the critical issue of child abuse. Unlike the traditional method of teaching children about good touch and bad touch, this programme advocates for a holistic strategy that empowers children with knowledge, autonomy, and the ability to voice their concerns.



Empowerment through Knowledge

The traditional good touch, bad touch education often leaves children in a realm of uncertainty leaving the decision if the touch is good or bad to the child, which can be confusing as some touches may feel good, but are bad. The "My Body Is My Body" Programme transcends this limitation by imparting comprehensive knowledge about personal boundaries, body autonomy, and the importance of consent. Children are equipped with an understanding of their rights over their bodies, which is a fundamental aspect of preventing abuse.

Nuanced Understanding of Situations

The good touch, bad touch model can inadvertently blur the lines between safe and unsafe situations. Children may struggle to differentiate between a well-meaning hug from a family member and an inappropriate touch. The "My Body Is My Body" Programme addresses this challenge by offering context-specific scenarios, enabling children to discern situations based on context, intention, and their own feelings.



"My Body Is My Body"



Developing Assertiveness

Rather than merely being passive recipients of information, children should be encouraged to actively engage in their own safety. The "My Body Is My Body" Programme places a strong emphasis on teaching children how to voice their feelings, say "no" assertively, and seek help when needed. This proactive approach empowers children to take control of their safety, fostering a sense of self-confidence and empowerment.

Cultivating Open Communication

Rather than merely being passive recipients of information, children should be encouraged to actively engage in their own safety. The "My Body Is My Body" Programme places a strong emphasis on teaching children how to voice their feelings, say "no" assertively, and seek help when needed. This proactive approach empowers children to take control of their safety, fostering a sense of self-confidence and empowerment.

Lifelong Skills

The skills children acquire through the "My Body Is My Body" Programme extend beyond childhood. They carry forward the ability to set boundaries, assert themselves, and make informed decisions about their personal space and safety. This foundation lays the groundwork for healthy relationships, self-respect, and self-confidence in their future.

In my opinion, what truly matters is ensuring that children receive education about body autonomy and safety to safeguard them. Various educational programs exist worldwide, and our focus should be on providing children with the necessary knowledge. Parents and educators should choose the approach they feel most comfortable with.

By embracing a curriculum that places empowerment and autonomy at the forefront, we not only prepare our children for the present but also nurture their ability to make confident decisions and uphold personal security throughout their lives.

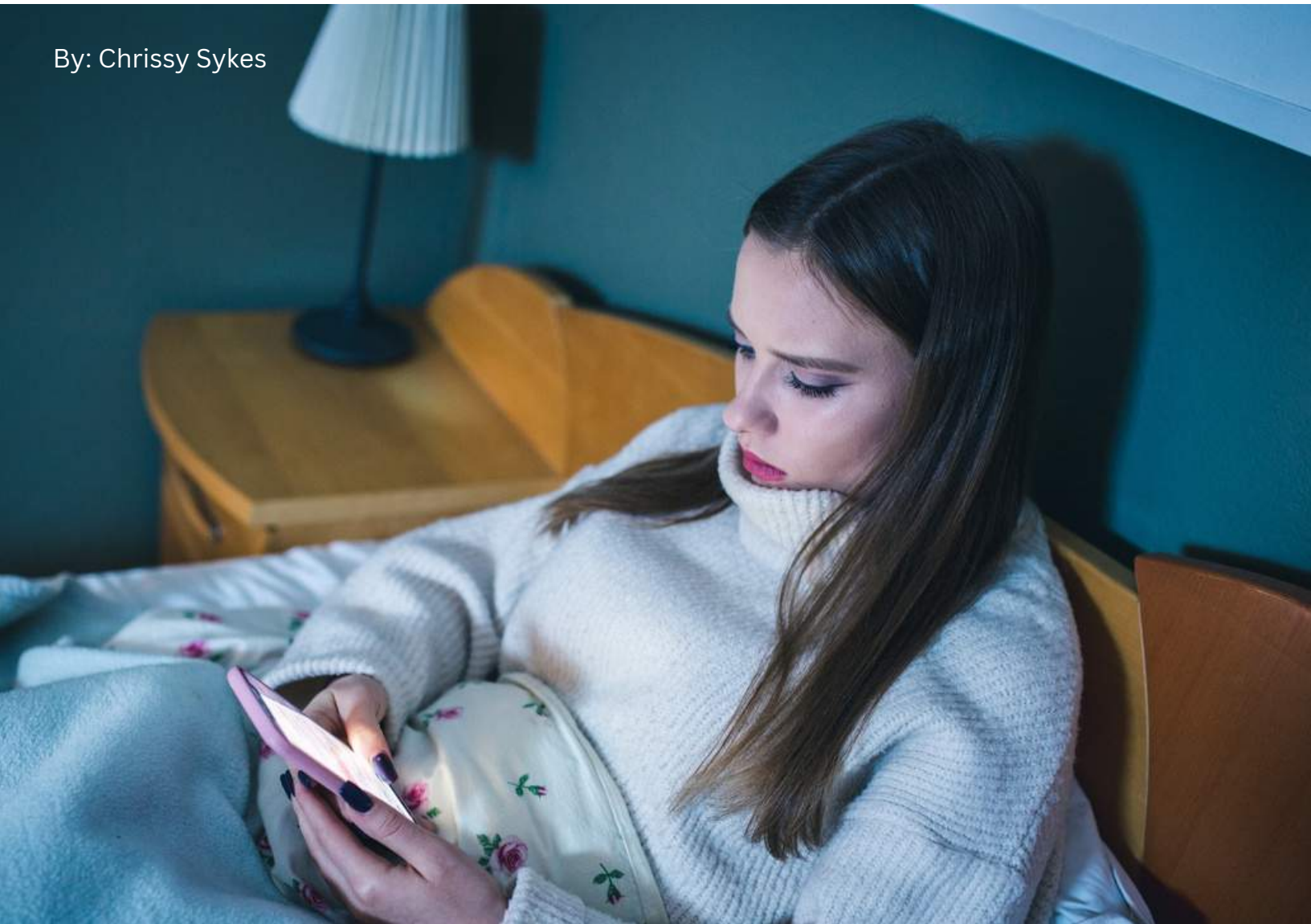


Teenage Loneliness:



A G R O W I N G
C O N C E R N F O R
T O D A Y ' S Y O U T H

By: Chrissy Sykes



Teenage Loneliness:

A G R O W I N G C O N C E R N F O R T O D A Y ' S Y O U T H



Loneliness isn't exclusive to older generations; it's a significant issue among children and young people as well. Recent studies have further illuminated the severity of this problem, demonstrating that even 12-year-olds who experience loneliness are at risk of leaving school with lower grades and developing mental health difficulties without adequate support. Additionally, organizations like Childline have reported an increase in children and teenagers seeking help for feelings of loneliness and isolation, with reasons ranging from low mood and anxiety to bullying and the impact of social media.

Loneliness in the Digital Age

Today's children and young people are growing up in a digital world vastly different from that of their parents. Screen-based activities, such as social media use, gaming, and television, consume a significant portion of their daily lives, averaging between 2 to 8 hours per day. While digital connectivity offers opportunities for interaction, it also introduces concerns about its impact on mental well-being. Young people often find themselves comparing their lives to carefully curated online images, leading to feelings of isolation.



Teenage Loneliness:

FACTORS CONTRIBUTING TO TEENAGE LONELINESS



Teenage loneliness can be attributed to various factors and circumstances:

1. **Feeling Misunderstood or Not Fitting In:** Even with family and friends around, some teenagers may feel like they don't fit in or are misunderstood, contributing to their loneliness.
2. **Comparing Abilities to Others:** Adolescents may experience loneliness when they perceive themselves as falling short compared to their peers, such as not being selected for sports teams or struggling academically.
3. **Mental Health Challenges:** Changes in mental health or managing mental health conditions can lead to feelings of isolation. Anxiety, depression, and other mental health issues are prevalent among teenagers.
4. **Bullying:** Experiencing bullying, whether in-person or online, is a significant source of teenage loneliness and emotional distress.
5. **Long-Term Health Conditions or Disabilities:** Teenagers living with long-term health conditions or disabilities may feel isolated due to their unique challenges and experiences.
6. **Transitions and Changes:** Times of change, such as moving schools, transitioning from primary to secondary school, or moving to college or university, can trigger feelings of loneliness and isolation.

Recognizing Loneliness in Teenagers:

Identifying loneliness in teenagers can be challenging, as each individual has different social needs and ways of expressing their emotions. Some signs to watch for include:

- **Low Self-Esteem and Reduced Confidence:** Loneliness can erode self-esteem and confidence, making teenagers doubt themselves and their abilities.
- **Emotional Changes:** Loneliness often leads to sadness, anger, or frustration.
- **Withdrawal:** Lonely teenagers may withdraw from social interactions and isolate themselves.
- **Behavioral Changes:** Noticeable changes in behavior, such as disinterest in hobbies or social activities, can be indicative of loneliness.
- **Substance Use:** Some teenagers may turn to substances like alcohol or cigarettes as a coping mechanism for loneliness.

Teenage Loneliness:

FACTORS CONTRIBUTING TO TEENAGE LONELINESS



Starting a Conversation with Your Teen

Initiating a conversation with your teenager about their loneliness requires sensitivity and open communication. Here are some tips:

1. **Take the Lead:** Show your child that you are there for support and encourage them to open up, even if it takes some nudging.
2. **Stay Calm:** Stay composed and supportive when discussing their feelings, even if what they reveal is distressing.
3. **Create a Safe Space:** Find a comfortable and uninterrupted place to have a conversation, taking into account your teenager's preferences.
4. **Conversation Starters:** Begin the conversation naturally or use relevant situations as a starting point. Ask open-ended questions that require more than a yes or no answer.
5. **Take Breaks:** If the conversation becomes difficult, give your teenager some time, and revisit the topic later when they are ready.
6. **Listen Actively:** Practice active listening and encourage your teenager to ask questions and share their experiences.

Supporting Your Lonely Teenager

If your teenager is feeling lonely, here are some ways you can help:

Engage in Activities: Encourage them to participate in activities and hobbies they enjoy.

Positive Thinking: Help them identify positive aspects of their lives.

Problem-Solving: Work together to find solutions to what's making them feel lonely.

Social Engagement: Encourage them to join clubs, groups, or teams to foster social connections.

- **Self-Compassion:** Teach them to be gentle with themselves and wait for the loneliness to pass.
- **Social Media Realism:** Remind them that what they see on social media may not reflect reality.

Seek Support: Encourage them to talk to trusted friends or family members or reach out to a support line if they feel lonely and isolated.

Teenage Loneliness:

FACTORS CONTRIBUTING TO TEENAGE LONELINESS



Teenage loneliness is a complex issue influenced by various factors, including the digital age, societal pressures, and life transitions. Recognizing the signs of loneliness, fostering open communication, and providing support can make a significant difference in helping teenagers navigate these challenging emotions and develop healthy social connections.



● MY BODY IS MY BODY PROGRAMME ●



● SAFEGUARDING CHILDREN ●

●
●
●
SIGN UP ON OUR
WEBSITE AT
WWW.MBIMB TO
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- COURSES
- PROGRAMMES
- RESOURCES

GGAF AND MBIMB

COMPETITION



ATTENTION EVERYONE

It is time to unleash your children's activity and get them involved in a competition that's all about promoting body safety

Win \$300 x 3

**DON'T
MISS
OUT!**

DEADLINE

**September
30th**

FIND OUT MORE

Check out some of our Competition entries on Youtube

GGA & MBIMB» COMPETITION



NIGERIA

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GGA & MBIMB» COMPETITION



COTE D'IVOIRE

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ENVIRONMENTAL YOUTH
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HOLLY FAMILY CHOIR



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UGANDA

RAYS OF LIGHT ORPHANAGE



GGA & MBIMB» COMPETITION



UGANDA

HIS GRACE ORPHANGE



GGA & MBIMB» COMPETITION



UGANDA

BUSINGE MARGARET SCHOOL



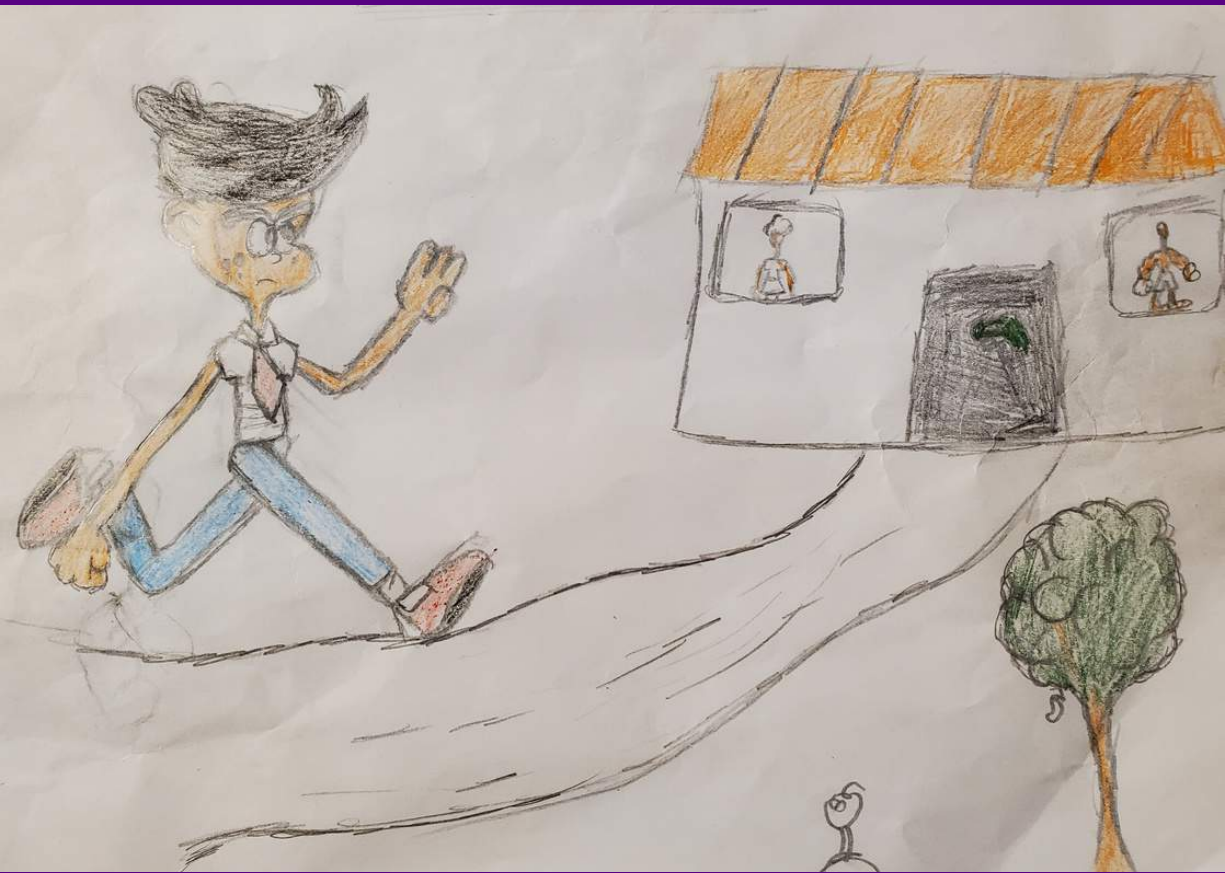
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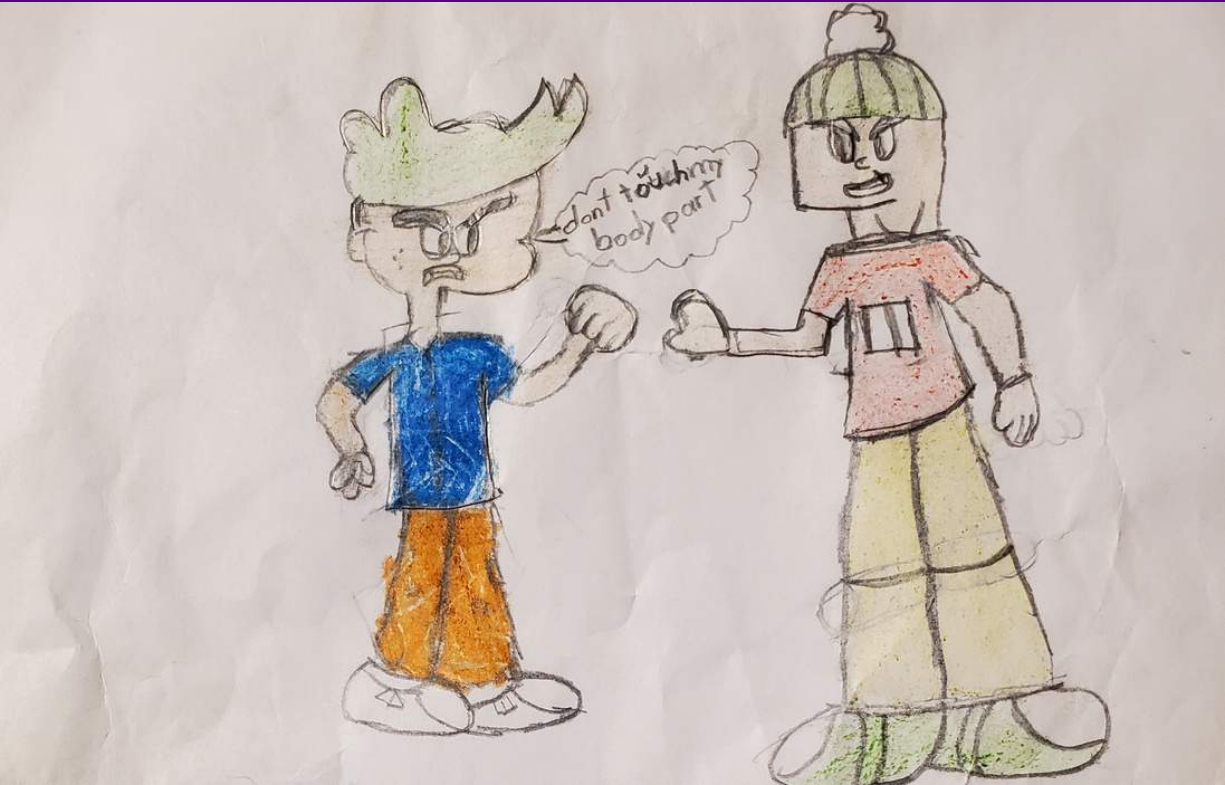
UGANDA

KISEMBO CHILDREN'S COMMUNITY
BASED ORGANISATION





Businge Margaret Home Schooling



**Businge Margaret
Home Schooling**



Rays Of Light Orphanage



I am Mbambu
Joveline from
Rays of Light
Uganda

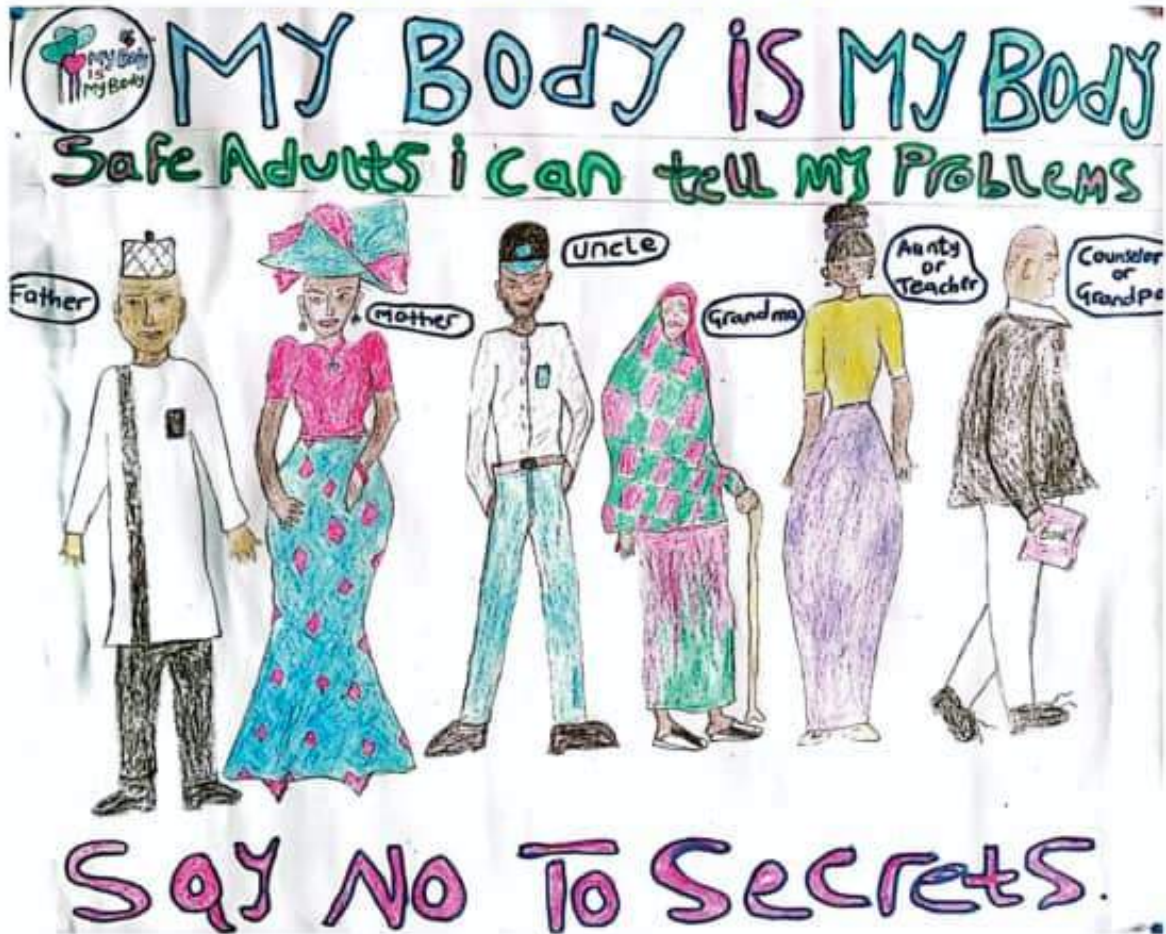


Rays Of Light Orphanage



His Grace Orphanage

MBIMB COMPETITION (MBIMB POSTER)



PARTICIPANTS



Name: Jeremy Agoyi
Age: 8 Years Old
Country: Nigeria
Sex: Male



Name: Mikayla John
Age: 6 Years Old
Country: Nigeria
Sex: Female

JEAN MERC KAZAROH



In 2018, I found myself displaced and seeking refuge in the Kakuma Refugee Camp in Kenya. The initial days filled with a sense of despair and hopelessness, as the challenges of being a refugee weighed heavily on my spirit. However, through the power of human connection and an unquenchable thirst for learning, I discovered a path that not only restored my hope but also ignited a sense of purpose.

My interactions with fellow refugees and my eagerness to learn became my guiding lights. Despite the adverse circumstances, I harnessed these experiences to develop my capacities and uplift my spirits. The transformation was profound, leading me to envision a brighter future not just for myself, but also for others who had faced similar struggles.

With this newfound hope and determination, I established a community-based organization called "People Traumatized Need Peace." Dedicated to support the recovery, resilience, and well-being of individuals who had experienced trauma. Through effective therapeutic interventions, supportive services, and accessible resources, we aimed to bring healing to those who had endured emotional scars from their past.

In addition to this, my involvement with programs like "My Body Is My Body" and the "Global Goodwill Ambassadors Foundation" has been instrumental in my personal growth and professional development these experiences were transformative, arming me with critical skills and knowledge in child safeguarding, supporting new mothers, understanding the science of happiness, and addressing climate change. I have completed and benefitted from the FREE course in the Learning Institute (MBIMB and GGAF) and I would love others to join. These skills helped my growth also empowering others within my community.

JEAN MERCI KAZAROHO



Sharing Trauma healing knowledge within the refugee setup by offering a safe space for emotional recovery, promote resilience, and equip individuals with coping strategies. By addressing the psychological scars of displacement and conflict, foster healing, rebuild a sense of control, and empower refugees to navigate their challenges while rebuilding their lives with renewed hope.

Home to home awareness by providing prenatal education, access to healthcare, nutritional support, and emotional guidance. Ensuring safe pregnancies, childbirth, and postpartum care are vital for both the mother's and baby's well-being.

In conclusion, as I reflect on my journey, I am compelled to share my story, I enthusiastically recommend fellow refugees and others seeking personal and communal improvement to join initiatives like MBIMB and GGAF. These initiatives have been pivotal in shaping my trajectory from a place of desolation to one of empowerment and active participation in humanitarian endeavours. By becoming a part of these efforts, individuals can unlock their potential, enhance their skill sets, and contribute to the broader humanitarian mission.

Supporting refugee children on how to manage personal hygiene and share stories on happiness and parent's care.

Building a Bully-Free Environment: The Crucial Role of Family Support and Trust



By Nirjala Poudel

Bullying is a widespread problem that has an impact on numerous children and teenagers around the world. While communities and schools struggle with ways to address this issue, one of the most important elements influencing bullying is found closer to home: the family environment. According to research, a child's propensity to become a bully or a victim can be greatly influenced by the dynamics inside the family. In this article, we examine the crucial part that trust and support within the family play in fostering a healthy environment that encourages children to develop positive attitudes and actions.

The power of parenting styles:

Parents are the first and most important role models for their kids. Children's interactions with others outside the home are shaped by how their parents engage with them, punish them, and communicate with them. Parenting style is an important factor. By utilizing aggressiveness or intimidation as a form of discipline, parents who rely on power-assertive methods unintentionally teach their kids that control and dominance are the best ways to handle disagreement. Because they imitate what they see at home, these kids may be more likely to engage in bullying activities.

In contrast, parents who value their children's perspectives, listen to them, and promote open communication create a culture of trust and respect. Children reared in these homes are less likely to engage in bullying because they appreciate collaboration and empathy.

Family atmosphere matters:

A considerable part is also played by the familial environment. Bullying thrives in households with frequent conflicts, arguments, or environments where kids are made to feel inferior. These kids may turn to bullying as a coping mechanism for disputes, to imitate bad habits they see at home, or as a last-ditch effort to gain control.

Additionally, bullying may be influenced by sibling relationships. Bullying behavior can spiral out of hand when parents give older siblings the authority to manipulate or dominate younger siblings. The cycle is furthered by younger siblings who might imitate the behavior they witness or harbor anger. Due to insufficient parental care, support, and supervision, a child may develop into a bully or victim.

Indicators of bullying in the family:

Certain indicators within the family can serve as red flags for potential bullying issues. These include:

Lack of effective communication skills:

Children may turn to bullying as a form of expression when family members find it difficult to speak honestly and openly. In general, parents should be more concerned with respecting their own and their children's opinions as well as those of others. A child learns to speak up anytime he notices something incorrect in the conduct when he feels valued on his feelings and opinions as a result of a proper listening and sharing environment. Children who are more expressive are less likely to bully.

Lack of trust:

Children may be more likely to engage in harmful activities in a household environment that lacks trust. A youngster needs to feel valued, and trust is one of the strongest feelings that may help them feel safe and confident. Bullying is not a problem for these kids.



Building a Bully-Free Environment: The Crucial Role of Family Support and Trust

By Nirjala Poudel

Inconsistent discipline:

Discipline that is not applied consistently can have a significant impact on a child's ability to distinguish right from wrong and their general behavior. For children to receive the structure and direction they require to grow into responsible, well-adjusted adults, consistent boundaries and consequences are crucial. Recognizing the crucial importance of consistency in discipline, parents, caregivers, and educators should work to foster an atmosphere where kids may develop, comprehend social standards, and refrain from potentially damaging aggressive conduct. For kids to learn what is right and wrong, limits and punishments must be constant. Consistency can prevent aggressive behavior and cause misunderstanding.

Anger and aggression:

Children may believe that displaying anger toward one another in this way is a proper response to disagreements if family members do so frequently. Children are more likely to bully if their parents struggle with severe aggressiveness. It was necessary to instill restraint and composure in children starting at home with parental guidance.

Abuse:

A child's propensity to become a bully or a victim of bullying can be strongly influenced by verbal, physical, sexual, and emotional abuse within the family. When parents ask an older child to look after a smaller child, the older child may bully the younger child verbally, physically, or both.



Conclusion:

In conclusion, a child's growth is anchored in the family, which shapes their attitudes and behaviors. Parents are key players in determining whether an atmosphere promotes violence and power conflicts or fosters empathy, trust, and healthy communication. We may make significant strides toward creating a society that is more inclusive and compassionate if we acknowledge the crucial role that trust and support from family play in preventing bullying. To make a society where bullying is no longer tolerated, starting inside the four walls of our own homes, it is the responsibility of parents, caregivers, and communities to give priority to these principles.

Digital Discoverers: Young Explorers Navigating The Internet

A project to empower
children on internet safety

TEACHER & PARENT RESOURCE

COURSE OBJECTIVES

9 LESSONS



www.mbimb.org

NEW!
Course



Lesson 1

What Is The Internet?

Understand the basics of how the Internet works: The focus will be on teaching children the fundamental concept of how the Internet works. We'll simplify it by explaining how information travels from one device to another, much like sending a letter in the mail. We'll touch on aspects such as websites, links, and data, aiming to help children grasp that the Internet is a system for sharing and accessing information.

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Lesson 2

Navigating The Internet

In this lesson, students will learn about web browsers, search engines, and website addresses. They will understand how web browsers function as spaceships, taking them to different websites, while search engines act as magical compasses, guiding them to specific information. Through engaging activities, students will have hands-on experiences exploring websites, conducting searches, and identifying website addresses (URLs).

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Lesson 3

Understanding Websites

In this lesson, children will learn about web browsers as tools for accessing websites exploring popular browsers like Chrome and Firefox. They will also be introduced to search engines such as Google and Bing, discovering how to use keywords to find specific information on the internet. Emphasis will be placed on safe and responsible internet use, fostering digital citizenship skills and promoting respectful online behaviour.

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Lesson 4

Understanding Internet Safety And Privacy

In this module, students will learn about online privacy and the importance of keeping personal information safe while using the internet. They will understand the concept of personal information and the potential risks of sharing it online. Students will explore safe and unsafe online behaviours, comparing them to playground behaviours, and develop an understanding of actions to take when encountering uncomfortable situations online. Emphasizing the role of trusted adults, students will be encouraged to seek guidance and support when needed.

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Lesson 5

Exploring Email And Online Communication

In this module, students will embark on an engaging exploration of emails and online messaging. They will learn what emails are, how they are sent and received, and the fundamentals of online messaging





Lesson 6

Strong Passwords

In this lesson, children will learn about creating strong and secure passwords to protect their personal information online. They will understand the importance of longer passwords, mixing different types of characters, and avoiding personal information. Children will be encouraged to keep their passwords secret and develop strategies to remember them without compromising security, such as using password patterns or creating password stories. By mastering the art of strong passwords, students will gain the superpower of protecting themselves and their information from online threats.

Lesson 7

Sharing Photos And Videos Online

In this module, children will learn about the importance of being cautious when sharing photos or videos online. They will understand guidelines such as sharing happy moments, avoiding personal information, obtaining permission before posting pictures of others, refraining from sharing embarrassing photos, and respecting privacy boundaries. Children will develop a critical mindset and learn to think twice before posting, emphasizing the need to seek adult guidance when unsure. By promoting responsible online behaviour, children will learn to protect themselves and others while fostering a safe and positive digital environment.

Lesson 8

Cyberbullying

In this module, children will learn about cyberbullying, its impact, and how to respond to and prevent it. They will understand that cyberbullying involves using technology to harm or be unkind to others, such as through mean messages or sharing embarrassing pictures. Children will be empowered with strategies to address cyberbullying, including not responding to bullies, saving evidence, telling a trusted adult, blocking or unfriending bullies, reporting incidents, and becoming upstanders by supporting those who are targeted.

Lesson 9

The Importance Of Asking For Help

In this lesson, children will learn the importance of asking for help when encountering uncertain or uncomfortable situations online. They will understand that it's okay to seek guidance from trusted adults, such as parents, teachers, or counsellors, who can provide support and answer questions. Children will be encouraged to openly share their concerns and show specific examples to adults, enabling them to better understand and address the issues.



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Mohamed Mansaray

Founder EYES-SL

Due to the numerous challenges I faced while growing up, I spent a significant amount of time contemplating how to create a world free from violence, hunger, and poverty, starting at a very young age. Poverty forced me to worry about a future without enough food and basic necessities for every household, and I yearned for an environment free from climate disasters. These thoughts motivated me to establish a local Non-Governmental Organization (NGO) as a solution center for various pressing questions: Why do we lack adequate healthcare services? Why do child abuse cases persist? Why is there widespread hunger? Why do so many students drop out of school? Why do wars and violence persist? Why is there irregular migration? Why do people resort to substance abuse? Why is economic hardship so prevalent? Why is poverty so widespread? Why do discrimination, racism, and tribalism persist? The list goes on.

These questions ultimately led to the creation of the Environmental Youth Empowerment Services- SL in 2014. Life became increasingly challenging with each passing day. At the age of 20, not many believed in my dream that a sustainable world for all could become a reality one day in history. Even local partners and my own family couldn't envision it. At a very young age, I took on the responsibility of hustling to support myself and my education. My primary hustle was buying and selling used shoes. However, I soon realized that to address society's most significant challenges, I needed better skills. I enrolled in the Institute of Public Administration and Management at the University of Sierra Leone (IPAM-USL) to pursue a Technician Diploma in Accounting. Yet, I knew this was not enough to achieve a just world free from poverty.



Mohamed Mansaray

Founder EYES-SL

I developed my career as a development and social entrepreneur through research, fellowships, and networking with experts on LinkedIn. I am immensely grateful to Team Many Many Beginnings from Turkey, The Global Goodwill Ambassadors Foundation, and The My Body Is My Body Program, Impact Toolbox, because they saw my vision and offered solutions to the many challenges facing our world.

One noteworthy initiative is the ARTBOX System by Many Many Beginnings. ARTBOX is a complex with various buildings serving as a meeting point, a dance square, and a garden. Its primary goal is to cater to all members of the community without discrimination, promoting sustainability within an inclusive economy. It achieves this through the use of durable and modern green and solar technologies, as well as state-of-the-art aquaponics agriculture. ARTBOX offers its benefits free of charge to the entire community, bridging the gap between ecology and social business by transferring skills from the West to Africa for sustainable technologies, poverty alleviation, and health improvement. It operates within a typical rural environment, serving 3,000 citizens from a 1,000 m² hub comprising three activity centers.



Keeping data safe in school systems: a straightforward guide

By: Antonia Noble in conjunction with www.wearesync.co.uk

Data protection is essential: it means privacy, respect, and freedom from manipulation. This statement is never more pertinent and pressing than when it refers to schools, the data they hold, and the systems they use to keep it safe from loss, theft and exploitation. Here, I'll walk you through the different types.

Data protection is essential: it means privacy and respect, and freedom from manipulation. This statement is never more pertinent and pressing than when it refers to schools, the data they hold, and the systems they use to keep it safe from loss, theft and exploitation. Here, I'll walk you through the different types of data and data categories, and the systems you can use and steps you should take to keep data safe.

Data and data categories explained

Schools hold an incredible amount of data across a range of sensitive data categories. Below I've outlined what this information might look like.

- Pupil/student data, including general information, health, and biometrics (if schools use fingerprints for lunchtime payments or device log-ins, for example)
- Staff, including passport numbers, verification of DPS, performance, health, payroll, bank details, biometrics, images for ID cards etc.

Agency staff (as above)

- Parents, including contact details and potentially bank details for payments and medical information for events
- Volunteers, including names, contact details and possibly DBS details and medical information

Governees and trustees (as above)

- Contractors and consultants (also as above, i.e. bank details for payments and possibly DBS details, depending on what it is they do
- In limited circumstances, details of childcare disqualifications may also be recorded.

Single central register

All schools must have a SCR, as required by Ofsted, the Department for Education, and as part of a school's wider safeguarding responsibilities.

It will include an array of information relating to teaching, support, governors, volunteers, agency staff, identification documents details (i.e. passports and driving licences), rights to work, including all pre-employment checks, qualifications, and s128 checks (where relevant). It may also contain other information, such as medical details for staff and contractors.

This document should remain fully up-to-date, such as when new staff join, and protected by high levels of security.

Potential threats to data

A number of potential threats to data exist, many from those with malicious intent but others due to malfunction or even natural disaster:

- Online and emails, including phishing emails, worms, viruses, trojan horses, and ransomware (amongst others)
- Theft of data online
- Loss of data stored in the Cloud
- Loss of data from hard drives and/or servers (for example, power outages, fires and floods)
- Mobile device theft or loss (for example, a staff member may leave his or her laptop in a public space, potentially exposing sensitive data)
- Use of data by predatory adults
- Inappropriate access to data by staff, visitors and/or contractors (amongst others)
- Malicious use of data
- Potential state interference (i.e. Homeland Security in the USA)

Onsite school systems

- All operating systems must be safe. Schools use a wide range of systems to hold and keep information safe. All of which must provide robust security against loss, theft and/or exploitation. These systems include SIMS and Integris, for example, but also systems used for general processing and access to the internet, such as Microsoft, emails and HR systems. The security of these systems must be checked thoroughly before signing up to them. It's imperative you do your own due diligence, rather than just relying on outside sources.
- Remember: any and all data stored any medium, including the Cloud, is your responsibility. So what can you do to keep it safe? Look for suppliers that are ISO 27001 (or equivalent) or Cyber Essentials-certified. These are both solid indicators of trust.

Research and identify systems that offer encryption both at rest and in transit and are based in countries with adequate protections. For example, the European Economic Area (EEA), New Zealand, Canada, the UK, or any other region/country contractually obliged to provide a high-level of protection for data, data breaches and data subject rights. This is particularly significant for suppliers which transfer and store data inside the USA.

The above guidance is also applicable to information management systems, emails, HR systems, apps and wherever else data is held and/or processed.

- Keep systems up-to-date. Your school's IT team should keep all computers fully up-to-date and any notifications from software providers, like Microsoft, should be actioned immediately. This includes patches and/or fixes and any updates that detect ransomware. These updates are not only important for privacy and security reasons that affect you personally, but the wider schools community generally.

- Think about data loss in terms of what can be stolen and/or hacked, but also lost in a power outage, fire or flood. There are a number of different ways in which data can be compromised, not all of which are due to malicious intent. So ensure you have a robust back-up supply and that your data is never stored in just one place.

Access controls. These must be in place so that only those who need access to or to know data can access it.

- Auto-lock systems. When and if possible, all systems should auto-lock when left idle and be locked away if being left unattended for a prolonged period of time (i.e. overnight).

Passwords. Passwords must not only be strong and safe, but regularly updated. And if you can use two-factor identification, then all the better. For example, a robust system would be an eight-plus character password alongside a two-factor authentication process.

- Paper files / records. To keep these safe, the places in which they're held must be locked and an access control system in place, such as an alarm. This extends to unattended classrooms: make sure they're locked when not in use. Unfortunately, it's all too easy for a stranger – or a parent at parents' evening, for that matter – to walk into an unattended classroom and gain access to a pupil's personal information.

- Who you share data with and how. On a day-to-day basis schools share data with a wide variety of organisations and individuals, from the government, Ofsted and local authority (for mandatory reporting purposes), to the school nurse, educational psychologists and any persons and companies who provide IT support. For example, Microsoft, Google and online learning platforms.

Ensure that data is safe when sent to and from these individuals and/or organisations. You can do so by checking that the recipients have adequate and robust contracts, agreements and safeguards in place. Consider the following: where do they process data? Do they have independent certification (i.e. ISO or Cyber Essentials)? Will they support and help you in the event of a breach, or should a student want access to the data about them that you process? And finally, it's important to remember: if the school's system can and is accessed via mobile devices or laptops, then these must have the same security as the school's system.



HIS GRACE ORPHANS MINISTRY & MBIMB PROGRAM =UGANDA



By: Pastor Stephen Ssengoba

SAFE GUARDING FUNDAMENTALS TO STOP CHILD ABUSE

Background Information

His Grace Orphans Ministry (H-GOM) is a Community-Based Organization operating from Nyendo Mukungwe Sub County, Masaka District, Central Uganda, and has been supporting orphans and needy children and youths in the community to gain meaningful lives socially, economically, physically and cognitively. It was established in 2017 and was registered by the district local government to operate in the district under registration number: CD/LDLG/3064. As of July 2023, Stephen Ssengoba the founder of this Organization became Ambassador for My Body Is My Body (MBIMB) In Uganda after going through study courses of MBIMB. H-GOM and MBIMB now working together to implement MBIMB Program in Masaka region and currently we have worked with 216 youths (Female=157; Male=59); 77 are adolescents under 15 years, and 73 of them are orphans, abused children and Vulnerable. At H-GOM and MBIMB, we believe empowering the youth as a solution to their social and economic problems and challenges with the aim of reaching out to all children and young mothers to teach and educate through child protection to promote body safety and to create a better place for Children in Uganda. We support in areas of sexuality education, career guidance, education opportunities, and income generating activities (IGA). We work with community experts (health workers, VHTS, teachers, counselors, and others) to identify and support the youth in the areas of HIV prevention and care, among others children.

The Ambassador of My Body Is My Body Program in Uganda (MBIMB)

Pastor Stephen Ssengoba born and raised in Kayonza A, Katovu Palish in Lwengo District Uganda Africa. He is 33yrs old married to Scovia Ssengoba with one Son called Prince Prosper Ssengoba. He is the CEO Founder at His Grace Orphans Ministry and Ambassador of Global Goodwill Ambassador Foundation (GGAF) and My Body is My Body (MBIMB) Program in Uganda and dedicated to making a difference in Uganda and inspiring, His expertise and passion is to create positive change will undoubtedly have a profound impact on the communities in Masaka Uganda.

Safe Guarding Children Fundamentals

At H-GOM we have reached to the communities of abused children such as Orphans, Vulnerable and privilege to find out those children abused children with the aim of teaching them how they can keep their body safe from a stranger. And they were taught that no one has a right to touch on their Body because their body is so special. My Body is My Body Program has brought a smile to the numbers of children that we gave reached in that community because new vital lessons are taught to the children and we make them have fun just to bring happiness and hope in their lives. We have entered into GGAF and MBIMB Competitions of Dancing My Body is My Body Song, Singing and Drawing which was one of the most interested activities for the children to be participated.



In the picture are the 3 competitions that we entered Singing, Drawing and Dancing these were participated by our most active children by making fun to bring a smile to their faces and to teach them body safety skills or tips just to make the world a safer place for every Child in Uganda.

Buildings skills.

As His Grace, we have been looking forward to giving back to the community through enriching sponsored children and the community by bringing to them skills like soap making, poultry farming, and bookmaking in a way of enabling low-income earners to earn a living in such a manner planned by His Grace to build character and a God-fearing community.

As a growing community, we're looking forward to adding more skills to the community and giving raw materials as starting capital to the community to ensure the achievement of our goal of releasing children from poverty through providing poultry birds, piggery, coffee seedlings, and goats to the sponsored children.

Health screening.

God has blessed us as His Grace Orphans ministry that we have a health facility to ensure the good health of our sponsored children. Through the team of well-equipped doctors, every child is tested and the results are recorded and kept for future reference to enable us to monitor the health status of our children. The health facility not only cares for the sponsored children but also helps in enriching the community with health services and health sensitization programs like family planning and HIV/AIDS sensitization.

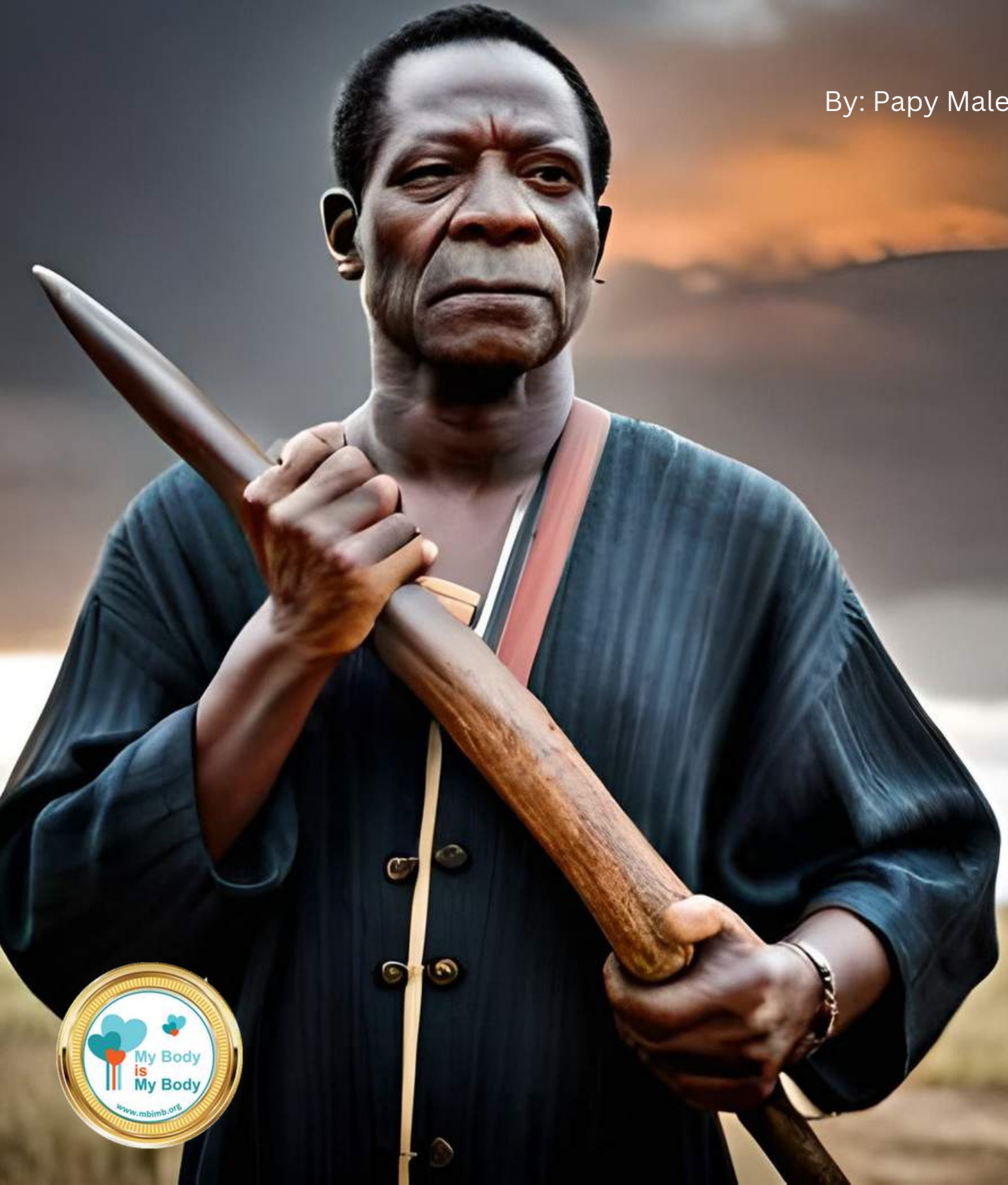


At His Grace, the day of the African child is annually celebrated since children are our concern. The function started with matching which involved children and parents led by an organized band to place were the function was to take place from and an opening led by the Ass. Director Children presented songs and poems about the life and living of an African child that were educative, they also taught parents on the way to raise up children, the dangers of child neglect and the importance of respecting children's rights.

The function ended with giving out gifts to the active children in the project and a closing prayer as well led by children's leader.

COMMUNITY VIOLENCE OF CHILDREN IN DIFFICULT CIRCUMSTANCES ACCUSED OF WITCHCRAFT

By: Papy Maleka



This study concerns children who are victims of violence and abuse because of local beliefs, representations and practices, in particular witchcraft. Accused of being cursed, thousands of very young children are rejected by their families and put on the street, mainly in the most disadvantaged neighbourhoods of cities. “To date, no successful study on the phenomenon of child witches has yet been published in the Democratic Republic of Congo, we are told, according to UNICEF DRC. “Nevertheless, the phenomenon of children accused of witchcraft is part of the challenges of child protection.”

So-called child witches are children who have been accused of witchcraft in the family or religious context. This results in the abandonment of parents, and exclusion from the community, which exposes them to ill-treatment that can go as far as death. Orphan children, child servants and the children of stepmothers living in polygamous families are generally the targets of these witchcraft accusations. According to documentary sources from this structure, which carries out prevention work, support in the street, reunification and social reintegration, thousands of children accused of witchcraft have been chased from their homes and currently live in the streets. "A beginning of a study carried out in 2006, stipulates that 70% of children in family breakdown have found themselves isolated because of accusations of witchcraft". A figure that is difficult to verify but which nevertheless makes it possible to measure the extent of the phenomenon.

In the context of this analysis, the term “street children” refers to children who work and live on the streets. In 2013, of the 20,000 street children in Kinshasa (Democratic Republic of Congo), 13,000 were accused of witchcraft. Considered by their family/community as responsible for misfortunes, they are ostracized from society. All the factors that affect the well-being of children at different levels generate situations of vulnerability. The Protection Cluster for the Democratic Republic of Congo defines vulnerability as " the low capacity for reaction or resistance of populations exposed to a risk/problem in a given context because of their identity, age, diversity, gender "

Several churches in Kinshasa perform exorcisms on these children, which involve isolation, physical abuse, malnutrition and forced ingestion of purgatives. According to UNICEF, there are branding practices that lead to disabilities or language problems. There are very few real, up-to-date statistics that can confirm the prevalence of gender-related accusations. However, some studies show that accusations of witchcraft mainly concern boys. This can be explained by the social value that girls represent, who take care of domestic work, look after the children and bring the dowry to the families. However, this analysis would be valid for certain geographical areas but not for the entire national territory. In the eastern provinces, for example, girls accused of witchcraft are more numerous than boys. The notion of witchcraft, although it has a plural semiology, can be defined, in a large part of African countries, as an ability to harm a person through mystical power. Therefore, the wizard or witch embodies this evil character, driven to do evil under the influence of this force/power of sorcery.

Accompanied by specific social behaviors particularly linked to accusations of witchcraft, such as violence, ill-treatment, abuse, infanticide and the abandonment of children, these practices violate, from a Western point of view, the fundamental rights of child. The study on child victims of current beliefs and representations is thus intended primarily for actors from international and non- governmental organizations and agencies; it is a question of understanding both the complexity and the variety of the phenomena described and the causes, not only cultural and social, but also economic and political. It is designed primarily to be a working tool allowing firstly to reduce cultural and social ruptures, to better understand local representations and beliefs as well as the direct consequences for children, and secondly, to put in place effective programs for their protection. This ignorance or insufficient knowledge of local social norms, which are generally well codified and part of “common sense”, creates a real gap between local social actors and the international normative framework.

Poverty is at the root of this phenomenon. The mother of all measures would be the restoration of social protection: it would be a question, for the government, of helping families and parents who cannot find work and are in the grip of great financial difficulties on a daily basis.

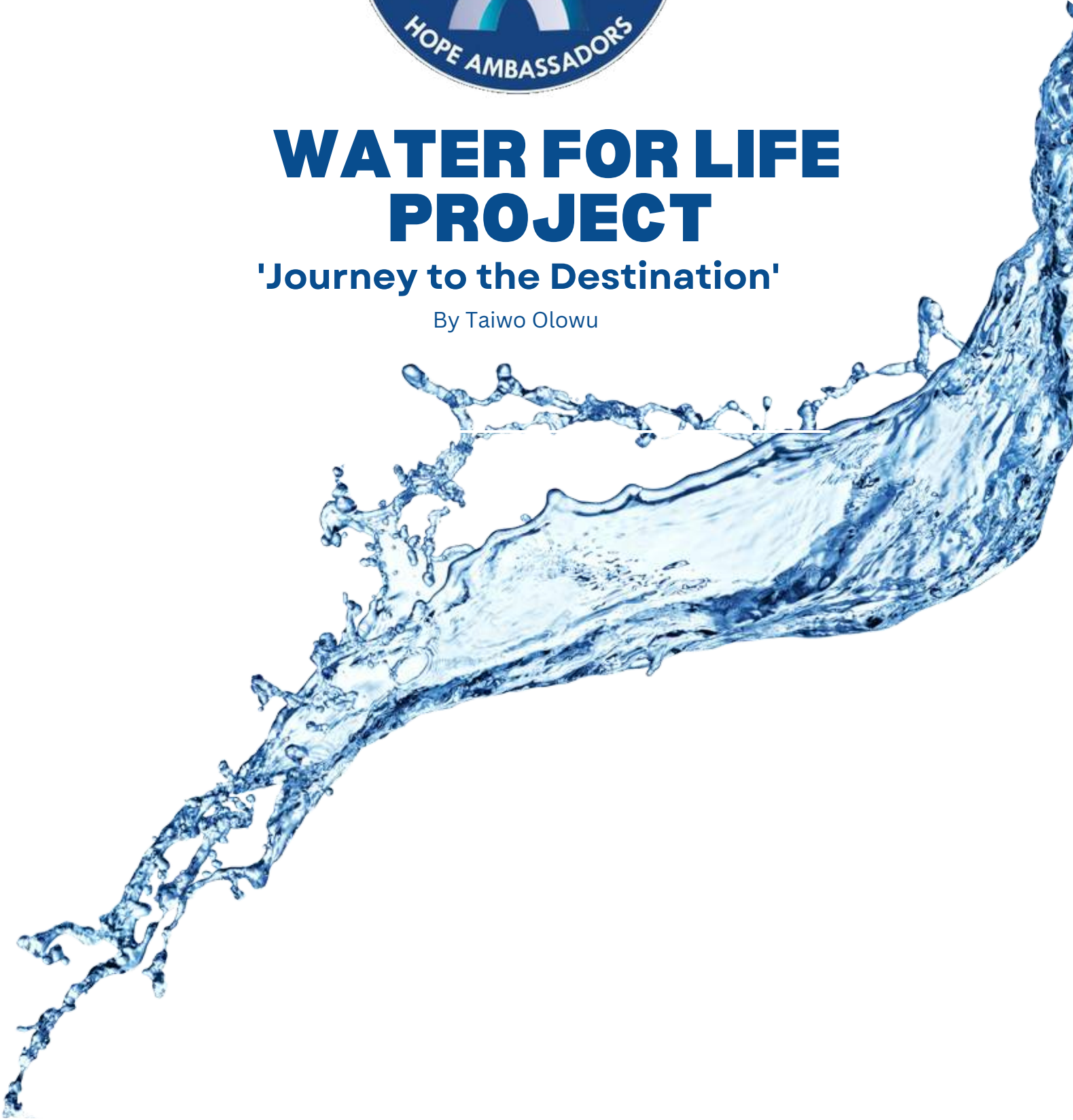




WATER FOR LIFE PROJECT

'Journey to the Destination'

By Taiwo Olowu



WATER FOR LIFE PROJECT

'Journey to the Destination'



Taiwo Olowu

Water is one of the most essential resources needed for human survival. It is a vital component for agriculture, human consumption, and industrial use. However, access to clean and safe water is still a luxury in rural communities, where a significant portion of the population lives in poverty. This is why water projects are crucial in rural communities. The importance of a water project in a rural community and its potential benefits are enormous and can not be overemphasized.

Firstly, a water project can improve the health of the rural community. A lack of access to clean and safe water can lead to waterborne diseases such as cholera, typhoid fever, and dysentery. These diseases can have severe consequences on the health of individuals and can also spread rapidly within the community. By providing a reliable source of clean water, a water project can significantly reduce the prevalence of waterborne diseases in the community, improving the overall health and wellbeing of residents.



WATER FOR LIFE PROJECT

'Journey to the Destination'



Secondly, a water project can increase food security in the rural community. Agriculture is the primary source of livelihood for many rural communities, and access to water is critical for crop production. A water project can provide irrigation systems that enable farmers to cultivate crops throughout the year and ensure a consistent supply of water for their crops. This not only increases their productivity but also improves their income and food security.

Thirdly, a water project can improve the education of children in the community. In many rural communities, children, especially girls, are responsible for collecting water for their families. This can be a time-consuming task and can often result in them missing school. By providing a reliable source of water, a water project can reduce the burden on children and enable them to attend school regularly, improving their education and future prospects.

Fourthly, a water project can promote gender equality in the rural community. As mentioned earlier, women and girls are often responsible for collecting water, which can be a labor-intensive and time-consuming task. By providing a reliable source of water, a water project can reduce the burden on women and girls and enable them to participate in other activities that improve their lives, such as education, income generation, and community development.

Fifthly, a water project can improve the economic development of the rural community. Access to water is critical for many income-generating activities such as livestock rearing, fish farming, and small-scale industries. By providing a reliable source of water, a water project can create opportunities for income generation and economic development in the community, improving the standard of living for residents.

Lastly, a water project can promote environmental sustainability in the rural community. Many rural communities rely on natural sources of water such as rivers and lakes, which can be easily depleted or polluted. By providing a reliable source of water, a water project can reduce the pressure on these natural resources and promote sustainable water use practices in the community.

In a nutshell, a water project is essential for the sustainable development of a rural community. It can improve the health and wellbeing of residents, increase food security, promote gender equality, improve education, foster economic development, and promote environmental sustainability. Investing in a water project in a rural community is not only a humanitarian gesture but also a smart investment that can yield significant long-term benefits.



WATER FOR LIFE PROJECT

THE JOURNEY

For over a decade now, Hope Ambassadors and ChildCare Organisation has been an advocate of Good Health and Well being. This is propagated through its intense sensitization on Clean Hands Hygiene under its signature programme 'Clean Hands Save Live' in many schools in Nigeria.

The primary objective then is to make the culture of handwashing more entrenched among school-going children and youths as they constitute a large percentage of the population. This impacted in no small measure to improve wellness, reduce infant and juvenile mortalities as well as stem the tide of absenteeism due to frequent illnesses. The bandwagon effect was that the children so trained also went home to teach their peers within their communities. We are glad to mention that when Ebola and covid struck, the children that benefitted from our sensitization exercises were no strangers to clean hands hygiene!

The huge success witnessed in this exercise further encouraged Hope Ambassadors to veer into construction of Handwash Stations in several schools and provision of water facilities in communities where good running water were lacking.

Consequently in later years, the construction and gifting of water boreholes to needy communities especially in the rural areas and urban slums will become one of our cardinal programs under the #Water_For_Life_Project. The benefits has been mind-blowing! It has earned us a lot of applause and accolades in many circles but surprisingly plenty animosities, ill-feelings and envy from supposed friends.

Notwithstanding, we remain steadfast in our belief that humanitarian works are for general good that is better carried out in the spirit of collaboration and not competition. We are forging ahead unperturbed. Thus far we have done several of these water projects in many rural communities and have already impacted over 25,000 people improving their standard of living, economic and physical wellbeing, livelihood and livestock.

The beauty of the #Water_For_Life_Project is that it can be said to be touching on many of the United Nation #SustainableDevelopmentGoals, reaching a large number of people with great impact on their lives and livelihood in one big swoop:

#Sdg1: Poverty Reduction

#Sdg2: Zero Hunger

#Sdg3: Good Health and Well-Being

#Sdg4: Quality Education

#Sdg5: Gender Equality

#Sdg6: Clean Water and Sanitation

#Sdg17: Partnerships For the Goals



WATER FOR LIFE PROJECT

THE DESTINATION:

The journey has been both interesting, enlightening and intriguing. We have learnt much on journey, met many people, been to many places, made new friends and still navigating the learning curve. Our initial milestone is to install water boreholes in more than 1,000 communities in Nigeria thereby impacting 5,000,000 lives and then moving other parts of Africa, Asia and other 3rd world countries by 2030. This may appear to be an herculean task, overambitious and a likely mirage.

Though the road may appear long, unwieldy and tedious. We remain focused, unbending and determined. We know that nothing is impossible with God and with good willed people ready to collaborate to make our world better and to do the world a ton of good, we can scale any mountain, no matter how high or how steep.

Hope Ambassadors is ready to collaborate and partner with individuals and corporate organizations willing to sponsor borehole in any community of their choice or for their Corporate Social Responsibility #CSR purposes. Such boreholes can be named after them or appointed beneficiary. This will be a Win-Win for all; a Win-Win for humanity, a win for the sponsors, a win for the rural communities and their people. A win for the society as the economy of the rural communities shall be boosted and rural-urban drift will be curbed tremendously.





Become an MBIMB Ambassador



Be the Voice of Change with Us!

Together, We Empower. Together, We Protect. Together, We Thrive.

At the heart of our mission lies an unyielding passion for the safety and protection of children. We're reaching out to individuals who share this passion, inviting you to step into the transformative role of a My Body Is My Body Ambassador. Why? Because our Ambassadors are the driving force behind spreading our vital message far and wide. Without you, children and parents would miss out on this crucial information.

Together, we're building a global community of Ambassadors, each playing a pivotal role in crafting a world that's safer for children. To all those who've already joined our ranks, thank you. Your commitment echoes loudly in the effort to create a nurturing haven for our young ones.

What It Means to Be an MBIMB Ambassador:

As an MBIMB Ambassador, you're not just a representative; you're a beacon of change within your community. Whether you're linked with a school, an NGO, or a community organization, your involvement matters. We want you to be a recognized figure, deeply engaged with children and parents alike. In addressing the sensitive topic of child abuse, your work becomes a positive force, offering knowledge, empowerment, and, above all, safety.

Empowerment Through Action:

Your impact as an Ambassador ripples through various avenues:

1. **Spread the Word:** Utilize the power of social media to share the My Body Is My Body Programme with your community. Share it in person too—whether you're in a classroom, with family, or interacting with parents. We even have a community programme tailored for parent-child discussions.
2. **Inspire Young Minds:** Personally introduce the program to children aged 3 to 10. Your engagement can happen in their classrooms or within your family. Encourage older children to cascade this knowledge to their younger siblings. Our goal is to ignite open conversations about child abuse prevention.
3. **Feedback Matters:** Your experiences, feedback, and the responses of the children you reach are invaluable. By sharing these, you actively contribute to refining the program, ensuring it remains effective and impactful.
4. **Strengthen Community Engagement:** Stay connected within MBIMB groups and encourage fellow community members to join hands. Your enthusiasm could be the catalyst that drives others to step forward.

Become an MBIMB Ambassador

Join Us in Creating Change:

As you step into the role of an MBIMB Ambassador, you will become a beacon of hope for children everywhere. Your actions today set the stage for safer tomorrows.

The My Body Is My Body Programme thrives on community, collaboration, and your unwavering dedication. Join us now and be the guardian that every child deserves.

Together, We Empower. Together, We Protect. Together, We Thrive.



Creating community awareness of how to start the conversation about child abuse prevention worldwide



Educating as many children as we can on the subject of "Body Safety" worldwide



Educating parents, teachers and community leaders with our free courses



Offering as many languages as we can to extend our worldwide reach



Providing resources and information on preventing child abuse for parents and other interested adults

[Click Here To Apply](#)



www.mbimb.org



NEW AMBASSADOR



Parul Thakur

In my free time, out of work hours, if there's one thing that gives me a sense of peace and happiness, is social volunteering. I've always been passionate about the little contributions, we, as individuals can make to build a better surrounding. Children and women's welfare remain closest to me!

My Body is My Body Foundation
Charity Number 1199901



NEW AMBASSADOR



Simon Rienga Piyom

Head Teacher
King's Heart Secondary School

My Body is My Body Foundation
Charity Number 1199901

NEW AMBASSADOR



Tania Sen

**School Leader (Techno India Group),
Best School Principal in District Awardee**

Sunshine for me is to connect, collaborate, co-create, ideate and innovate with individuals and organisations, who dare to think differently, have a futuristic vision, focus on SDGs, want to revolutionize school education.

My Body is My Body Foundation
Charity Number 1199901



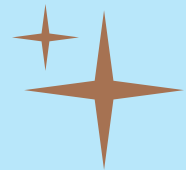
NEW AMBASSADOR



Ibrahim S Bangura

Founder Future Leaders Initiative
Children, Women and Girls Advocate

My Body is My Body Foundation
Charity Number 1199901



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My Body is My Body Foundation
Charity Number 1199901