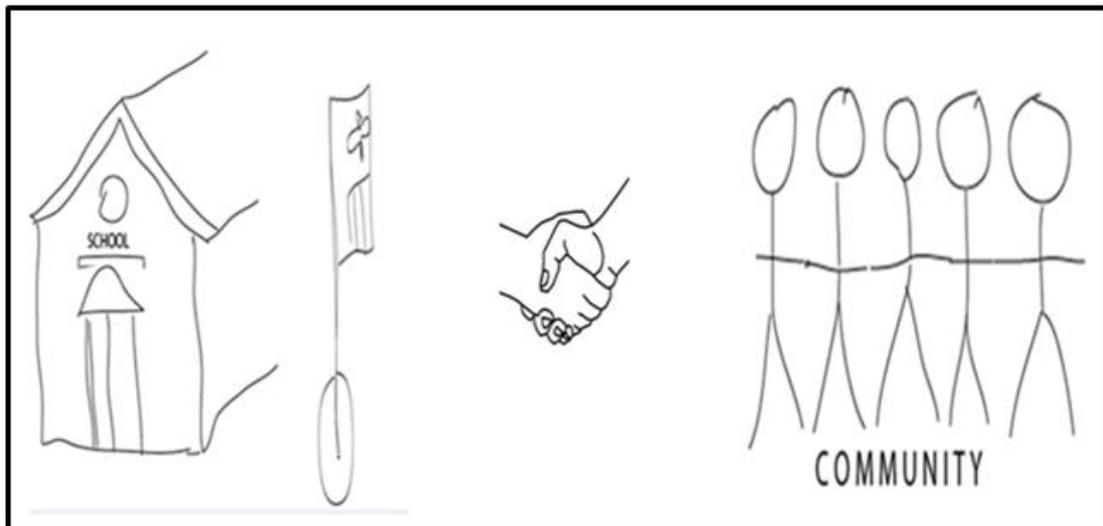




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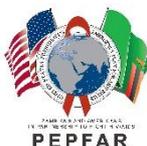
# School Community Partnership Guide



**Partnership**



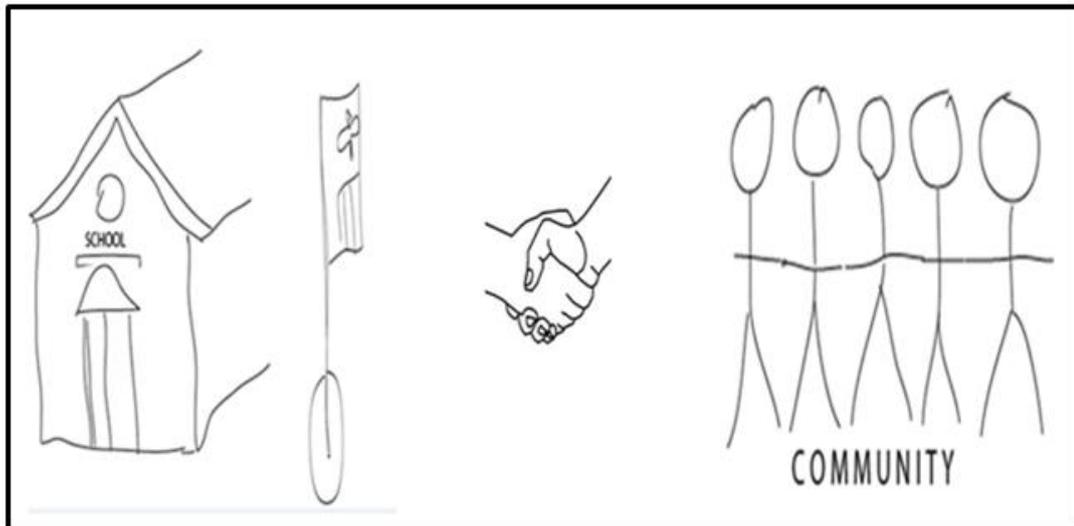
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# School Community Partnership Guide



## Partnership

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RTS Learners Support & Services (LSS) Series # 9

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# Foreword

The current situation prevailing in most of our schools today is that of lack of involvement by the community in the affairs of the teachers and learners. It has become common to see schools working in isolation, because there is a general assumption that the Government, through the Ministry of General Education (MOGE), will provide the support required for the schools to run efficiently.

Parents often complain that schools do not adequately prepare children with appropriate technical and life skills for them to function as adults. Some learners drop out of school without basic literacy and numeracy skills.

Both teachers and the communities have the responsibilities of preparing and teaching children in schools and homes. There is need to realize that the two parties have the responsibility of jointly getting involved in the learning and upbringing of the children. Parents can make a huge contribution to the learning of their children through participating in the development of the schools in many ways.

This could include involvement in development of learner performance improvement plans, where parents can render their support through provision of care and support, helping in the home study, formation and support to community peer study groups and encouraging of writing local stories. Parents can also help in regulating their children in undesired activities that are likely to put their lives at risk and in transmitting of values and beliefs.

The best approach in helping to achieve improved learner performance is through formation of a strong school-community partnership, which will help in strengthening the alliance between the school and community in effectively supporting teaching and learning both in and out of school. Concerted effort between schools and communities is not only inevitable but a need.

The most appropriate model for relationships between professionals working in education and parents is considered to be the partnership model. This is one in which professionals are viewed as experts on education and parents are viewed as experts on their children. The relationship between professionals and parents can then be a partnership that involves the sharing of expertise and control to provide the optimum education for children.

Parents and professionals can contribute different strengths to their relationship, thereby increasing the potency of the partnership. For example, most parents have strong emotional attachments to their children and, therefore, make excellent advocates for them. However, the emotional attachment also tends to make them somewhat subjective when considering their children's abilities and needs, which is why the objectivity that professionals bring to the partnership is so important.

This guide is therefore, an attempt to assist schools and communities to work together in achieving effective learning and teaching environments both in and out of schools, which will in turn help in achieving positive teaching and learning outcomes. Topics in the guide have been arranged step by step for facilitators to follow as they help in building partnership. It is our hope that the guide will be used effectively in creating and in strengthening the school-community partnerships.

# Introduction

School Community Partnership (SCP) is a thoughtfully created, mutually beneficial union between schools and communities where vision, responsibilities and risks are shared. The school and the community through the Parents Teachers Association (PTA) work towards improvement of learner performance, pupil retention and encourage reading for learning.

The School Community Partnership strategy is designed not only to provide a leveraging point for community mobilization and networking, but also to enable communities promote early grade reading and support the schools to ensure that all children read in order for them to learn.

At the school-community level, teachers and community members need to be trained to take on a new responsibility of establishing partnerships with local communities to encourage them to effectively participate in and support education programs especially early grade reading, guidance and counseling, and in providing other support services to learners.

The purpose of this guide is to provide information, instructions and guidelines on the major topics that promote establishment of the School Community Partnership as a community mobilization and participation strategy for learner performance improvement.

The guide is meant to assist teachers, private sector, NGOs, line ministries that support education and community members to assimilate the basics of community participatory techniques in improving learner performance. The guide is also a useful tool for mobilizing communities for HIV/AIDS mitigation and prevention, learner and teacher support, encouraging reading, guidance and counseling and use of assessment to improve learner performance.

# **Instructions on the Use of the Guide**

## ***Who is this guide for?***

This guide has been developed for use by facilitators assisting the schools and communities to develop strong partnerships that will assist in enriching support for teaching and learning. Community based facilitators are mainly targeted to provide important information to community participants. The guide will also assist the teaching staff on the methodologies of facilitating community meetings, and on the improvement of approaches to various sensitive community issues, especially those pertaining to interactive work with the school communities.

In order to achieve the full benefits of this guide, it is important that the facilitators prepare in advance by reading the whole unit carefully and clearly understanding the general concepts. Facilitators are also strongly advised to look for and utilize locally available resources in their facilitation in order to fulfill their duties in a more sustainable manner.

## ***Who is best placed to facilitate the activities?***

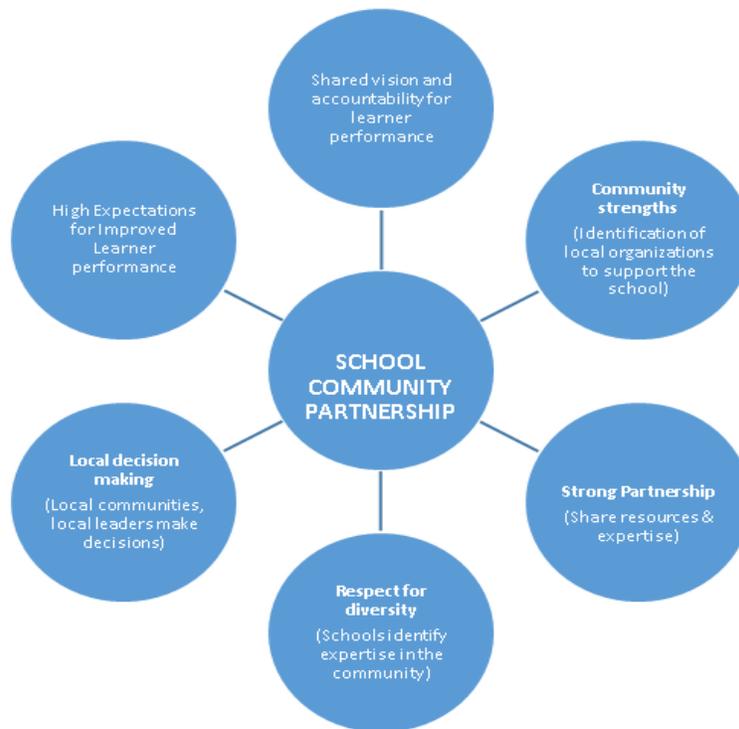
Teachers and selected parents may use this guide in facilitating workshops and community meetings. Other facilitators may include facilitators from community based organizations (CBOs) or faith based organizations (FBOs). Trained community based caregivers may also facilitate using this manual.

## ***How to use this guide?***

1. The members of the SCP committee may use this guide during the community meetings as well as during their usual committee meetings.
2. One topic may be chosen to be discussed during a particular gathering. The whole guide may not be concluded in one meeting, therefore, the committee members are at liberty to choose the topic which they feel may address the most critical issue in that area.
3. Registration of the attendees to the meeting must always be conducted and recorded using the format at the end of the guide.

# The Core principles of School Community Partnerships

After the participants' introductions, formation of ground rules, and all the formal routine issues, the facilitator explains the School Community Partnership theme.



## Shared Vision and Accountability for Learner Performance

A clear, mutually agreed-upon vision focused on learner improvement binds the school community partnership. The school holds the community accountable by ensuring that the children are sent to school and supported, while the community also holds the school accountable to ensure that all children are learning.

## Strong Partnerships

The community and the school share resources and expertise and collaborate to implement learner improvement plans. They also collaborate to ensure that learner support services are in place and functional.

## **High expectations for all**

The Community and the school set attainable targets to support learner improvement plans. Learners are expected to participate in their learning, the school to provide artificial learning environment, while the community supports both the school and the learners, and the family ensures that the children are contributing to the well-being of the community.

## **Community Strengths**

The Community and the school organize the assets of the entire community, including the people who live and work there, local organizations, government departments, local and political leaders and the school to promote learner performance improvement plan. The community participates in organized tuitions at school and at home.

## **Respect for Diversity**

Schools tap talent and utilize local resources to foster whole approach to address the “*whole child, whole school and whole teacher.*” Different entities such as businesses, community based organizations; religious and civic groups, health facilities, social welfare and the police collaborate to enrich the learning environment and improve the general welfare of the whole community.

## **Local Decision Making**

For schools to be accountable, schools must plan all activities with the community with full participation of the learners. Each of the parties (learners, community and school) must pledge and abide by their duties and responsibilities to enhance school effectiveness.

Main ingredients in a school-community partnership:

- *willingness to respect the viewpoints of other partners,*
- *identification of common tasks, and*
- *collaboration in pursuit of ways to accomplish the task.*

The school community partnership must work with strategies that provide framework for all children to succeed in school.

An effective school with strategies offers the opportunities that all children deserve and helps remove barriers to learning. It ensures that:

**Head teachers are instructional leaders and employ consultative leadership which is inclusive.**

*With the group: Discuss characteristics of a head teacher who practices:*

- A. *instructional leadership (Demonstrates lessons, participates in teacher group meetings, supports teachers, has learner performance improvement plans etc.)*
- B. *consultative leadership (involves all teachers, pupils and the community in planning school activities that support learner improvement plans, networks with other schools and organizations present in the community etc.)*
- C. *inclusiveness.(involves all teachers, parents and pupils and other organizations present in the community in planning)*

**Teachers teach and are accountable**

*List indicators that show that teachers teach and are accountable. (Teachers prepare lesson plans and teaching resources, spend teaching time in class, assess learner progress, give immediate feedback to pupils and give progress reports to parents and provide remedial work to slow learners).*

**All learners learn, are able to read, and read to learn**

Learners attend school regularly and meet minimum standards in the Early Grade Reading Assessment, (EGRA).

**Community members support the school management**

*List activities that indicate that community members are supporting the school. (Attend school functions, participate in meetings, assist in mobilizing resources for the school use, take keen interest in what is happening within and around the school, check pupils' school work, etc).*

# Benefits Of School Community Partnership

Schools and communities must work closely with each other to meet their mutual goals. For schools to succeed with educational mission of every child they need the support of community resources such as family members, neighborhood leaders, business groups, religious institutions, public and private institutions, community based organizations, civic groups and local government.

The facilitator splits the participants into groups to discuss the issues below. Each group presents a summary of their discussion.

**Group 1.**

Discuss the benefits that the school gets from a well-knit collaboration with the community.

**Group 2.**

Describe what the community ought to do to promote learner performance at school.

**Group 3.**

List down activities that the community ought to organize and do to ensure that all children in the school learn to read.

**Group 4.**

Discuss the benefits to the community if all children in the school learn to read.

After this session, the facilitator explains that the following issues are the issues to be tackled by the School Community Partnership Committees in the schools and communities: School Governance, HIV/AIDS, Gender, Psychosocial Support and Child Protection.

# **Topic 1: SCHOOL GOVERNANCE**

## **Introduction**

Governance is the process of decision-making; a process by which decisions are implemented or not implemented. School Governance is about tackling areas of weak accountability, responsiveness and improving the voice of citizens including young people in their school. It is the exercising of power of education management by all local stakeholders, (Head teacher, teachers, pupils, parents, community members), at school level. It means enabling all to access information, being accountable to each other to trigger positive changes in the schools and communities.

School Community Partnership is an important ingredient in the school governance as it plays the role of determining how effectively schools use available inputs. SCP also plays a role in decision making, accountability, school planning, fundraising through mobilizing parental contributions and creating innovations to improve learner performance.

### **Learning objectives:**

By the end of the session, participants should be able to:

- Define School governance
- Understand principles of good governance
- Understand the different roles of parents/community, teachers and pupils in school management
- Understand strategies of influencing school policies, plans and budgets for efficient and effective delivery of education services

### **For this activity, you will need:**

Paper, Pens, Markers, Flip charts

### ***What is School governance?***

#### **To facilitate this activity:**

1. Write these words on a flip chart: decision making, democracy, transparency and accountability
2. Divide participants into four groups and assign one word for each group to discuss and agree on what the word means
3. The group views are pasted on the wall and a gallery walk is taken to review the group submissions.

## **Facilitator's notes:**

School governance involves making decisions on:

- Goals, aims and objectives
- Management strategies- how things should be done
- Formulation of policies, plans and budgets
- Information sharing systems
- Power relations in the running of the school
- Generation, allocation and utilization of resources
- Stakeholder participation and community-school relations
- Curriculum content and delivery approaches
- Learning and teaching resources

## ***Who makes decisions at school?***

### **To facilitate this activity:**

1. Divide participants into groups and ask them to discuss the following questions:
  - Who makes decisions about school budgets?
  - What spaces are available for participation of parents, teachers and children in school management?
  - How effectively does each group participate?
  - How can each group participate *more* effectively?
2. Facilitator leads plenary discussion on the responses to the questions.

## **Facilitator's Notes**

Some of the major characteristics of good school governance are:

- **Participation:** involvement of parents, teachers and pupils is a key cornerstone of good school governance. Participation could either be direct or through elected representatives.
- **Rule of law:** good school governance requires promotion and protection of human rights. It requires a fair legal framework that is enforced impartially.
- **Transparency:** this means that decisions taken and their enforcement are done in line with school rules and regulations. Information is freely available and directly accessible to those who will be affected by such decisions and their enforcements. Enough information in easily understandable forms and media must be provided.

- **Responsiveness:** good school governance requires that school organs and processes try to serve all stakeholders, especially parents, teachers and pupils within a reasonable timeframe.
- **Consensus oriented:** good school governance requires mediation of the different interests in the school to reach a broad consensus on what is the best interest of the whole school community and how this can be achieved.
- **Equity and inclusiveness:** ensuring that all members of the school community feel that they have a stake in it and do not feel excluded from the mainstream. This requires participation of all groups particularly the most vulnerable.
- **Effectiveness and efficiency:** producing results that meet the needs of the school community while making the best use of resources at their disposal. The concept of efficiency in the context of school governance also covers the sustainable use of resources and the protection of the environment.
- **Accountability:** this entails being answerable to the public and to supervisors or to those who choose you to do a task. It also means taking responsibility for your actions and being honest about achievements, challenges and failures. It calls for leaders to refuse to do something that is unethical or wrong but to care about results and wanting to do the best possible with public resources. It entails being transparent and open.
- **Communication and open information sharing:** it is important to design a system through which information can be accessed by all stakeholders. This reduces suspicion and fosters co-operation.
- **Active student body:** apart from being an appropriate opportunity for training future leaders, active student bodies provide checks that may be ignored by the adult stakeholders. Children must be given time and space to make contributions to school development.
- **Functional governance structures:** Parents and Teachers Associations are the legally mandated bodies in school management. Members of these committees must periodically be democratically elected and must seek consent of the parents and children in all their actions.

## **Topic 2: HIV and AIDS**

### ***Introduction***

There has been a great deal of sensitization carried out with regard to HIV/AIDS, but there are still many misconceptions concerning modes of transmission and how to prevent it. Within this topic, participants will be equipped with basic information about HIV/AIDS, its transmission and prevention strategies. The community members will be able to use this information while offering care and support to learners, and vulnerable children at school and in the community. It is important that the learners do have this information in order to avoid mistakes that would affect their education, but improve attendance and learner performance as a whole.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Explain what HIV and AIDS are.
- Describe the relationship between HIV and AIDS.
- Discuss the modes of HIV transmission.
- Discuss common misconceptions regarding HIV transmission.
- Discuss the key drivers of HIV in Zambia
- Describe the measures that can be used to prevent HIV infection.
- Discuss the general trends of HIV/AIDS in their community.
- Discuss how AIDS free community will promote reading among learners

### **The Activities**

For each of the activities that follow, facilitators will need to prepare by reading through the facilitator notes before doing the activity with participants. These are guidelines to help you plan the activity.

#### ***What are HIV and AIDS? (15 minutes)***

In this activity, you will:

Define what HIV and AIDS are

Explain the relationship between HIV and AIDS

#### **For this activity you will need:**

Flipchart and markers

**To facilitate this activity:**

1. Ask participants to explain what HIV stands for.
2. Then ask participants to explain what AIDS stands for.  
Write their responses on the flipchart.

**Facilitator's notes:**

**HIV** stands for **H**uman **I**mmunodeficiency **V**irus.

*HIV is a virus that causes AIDS.* A virus is a very small organism that cannot be seen with the naked human eye. Voluntary Counseling and Testing, (VCT), is the only sure way of knowing if a person is infected with HIV. The HIV virus is spread through contact with an infected person's body fluids, such as semen, vaginal secretions and blood. Once inside the body, the virus attacks white blood cells, which are responsible for defending an individual against infections in the body. If these blood cells are attacked by the virus over a period of time, a person's body will become weak and they will become sick often. ***When a person's immune or infection defense system becomes too weak to fight off sicknesses because of the HIV, we say that the person has AIDS.***

**AIDS** stands for **A**cquired **I**mmune **D**eficiency **S**yndrome.

A person with AIDS has a very weak immune system so they get sick easily. They may suffer from a number of different sicknesses, such as tuberculosis (TB), pneumonia, weight loss with diarrhoea and vomiting, skin sores and infections. These are called opportunistic infections. ***A person does not die of AIDS, but the cause of death of people with AIDS is the opportunistic diseases.***

***Modes of HIV Transmission - Facts and Misconceptions (30 minutes)***

In this activity, you will discuss:

1. Modes of HIV transmission
2. Common misconceptions regarding HIV transmission

**For this activity you will need:**

Flashcards (some with **modes** of HIV transmission and some with **misconceptions** regarding HIV transmission)

**To facilitate this activity:**

Introduce the activity by explaining that HIV is transmitted from person to person in various ways, but that there are also many beliefs about the way the virus is transmitted that are not true.

Stick on the board “**HIV IS transmitted by**” and “**HIV IS NOT transmitted by**”

Distribute flashcards to some participants.

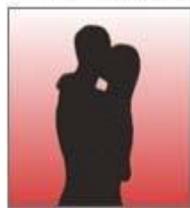
Ask each participant with a flashcard to walk to the board and stick their flashcard where they think appropriate.

Review the activity and make corrections as needed. Allow time for discussion and questions.

**Facilitator’s notes:**

The HIV virus is spread by a person coming into direct contact with the body fluids (semen, vaginal secretions, breast milk or blood) of a person who is already infected with HIV.

The most common methods of transmission of HIV are:

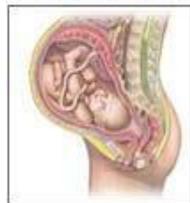


Unprotected sex with an infected partner



Sharing needles with infected person

Almost eliminated as risk factors for HIV transmission are:



Transmission from infected mother to fetus



Infection from blood products



**Note: Emphasize on care on skin piercing, tattooing and circumcision**

There are many common **misconceptions** about the transmission of HIV. Many of these myths are generated by fear and ignorance of the facts about the virus.

**HIV IS NOT transmitted by** (misconceptions about the transmission of HIV):

- Sharing food
- Kissing and hugging
- Bites from mosquitoes and other insects
- Sharing a swimming pool or bathing from the same river or stream
- Handshake
- Working with HIV infected person

***Drivers of HIV in Zambia***

1. Ask participants to state the drivers of HIV in their communities?
2. Compare their responses with the list below and discuss each of the drivers allowing participants to state if they are prevalent in their communities and how they intend to respond to them so that they can live longer and support their children's education.
  - **Multiple and concurrent partners (MCP)** – evidence shows that the bulk of new HIV infections are coming from casual and concurrent multiple sexual relationships
  - **Low and inconsistent condom use** – the use of condoms has not risen enough to impact significantly on HIV transmission
  - **Low rates of male circumcision** – studies show that male circumcision can offer at least 60% protection against HIV infection. However, male circumcision is not widely practiced in Zambia
  - **Mobility and labour migration** – there is evidence that this factor can destabilize regular, long-term partnerships and lead to multiple and concurrent partners, and relationships with sex workers
  - **Vulnerable and marginalized groups** – such groups including sex workers, men who have sex with men, prisoners, OVCs, migrants, people with disabilities are more at risk of HIV infection due to poverty.
  - **Mother to child HIV transmission** – 10% of all HIV infections occur in children under 14 years and most of these infections are as a result of a mother transmitting HIV to her child
  - **Alcohol abuse** among the youths
  - **Polygamous marriages**

## ***Preventing HIV Infection (30 minutes)***

Prevention of HIV is the corner stone of the national response in Zambia. Prevention interventions focus on behaviour change, addressing structural barriers and accelerating bio-medical interventions. The priority therefore is to reduce the rates of HIV infections by 50% by 2015 country-wide. This is to be achieved through a series of interventions using a combination of prevention strategies and focusing on prioritized epidemic drivers outlined in the section above. The focus on HIV prevention is to reduce the risk of infection by implementing interventions that address sexual behaviours, social stigma, gender inequalities and poverty. Additional interventions focus on stigma and discrimination for those who are already infected.

### **In this activity, you will:**

Describe the measures that can be used to prevent HIV infection

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

1. Brainstorm with the group ways that they think they can prevent becoming infected with HIV.
  - Ask one participant to write their ideas up on flipchart paper. Discuss participants' answers together with the group and correct any wrong or inaccurate answers.
2. Based on the list on your facilitator's notes below, you may want to expand on the points further in a discussion with the group. For example, the point '*Be faithful to your partner*' implies that both partners are HIV negative and that neither partner is having sex outside the partnership. If one partner is not faithful, it could put both partners at risk of becoming infected with HIV.

### **Facilitators notes:**

***The most common strategies for preventing HIV transmission and infection are:***

- ***Abstain from sex***
- Be faithful to your sexual partner
- Use condoms (practice safe sex)
- Avoid sharing sharp instruments such as razor blades or needles (where you may come into contact with infected blood)
- Prevent mother-to-child transmission of HIV (join a PMTCT programme).
- Male circumcision

## ***General Trends in HIV/AIDS Infection (20 minutes)***

### **In this activity, you will:**

Discuss the general trends of HIV/AIDS infection rates

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

1. Stick the list of available information and statistics indicating the following general trends in HIV/AIDS infection (have this written on the flipchart in advance. See information below):
2. Use these points to generate a discussion on the issues raised.

### **Available information and statistics indicate the following general trends in HIV/AIDS infection:**

- HIV/AIDS is spreading very rapidly.
- The numbers of orphans and other vulnerable children are increasing.
- More and more women and children are being infected.
- Between four and five girls and young women are infected with HIV for every one young man infected.
- Persons with poor health and/or living in poverty are more vulnerable to HIV infection.

***Remember: There is still no cure for AIDS, but HIV is preventable.***

## ***The Impact of HIV/AIDS***

### **Introduction**

HIV/AIDS has had devastating effects on children, rendering them vulnerable by forcing them to experience their parents or guardian's illness and death, by leaving them orphaned, and by causing them to live in families that have taken in orphans.

The social impact of HIV/AIDS on children and families includes discrimination, vulnerability, decline in physical and emotional well-being, loss of access to education and increased poverty. Families become poorer and economically vulnerable when breadwinners become too ill to earn, while family healthcare costs rise. The death of a breadwinner may cause widows and orphans to lose their inheritance, their possessions and property, and to be left with nothing.

Guidance and Counseling teachers working with children that have been ravaged by HIV/AIDS, have noted that mental and emotional depression is a significant factor in further increasing the vulnerability of OVC, guardians and communities as a whole. People who have been in a state of depression over a long period of time can lose their ability to cope with their everyday lives and often lose interest in life in general. Children in families or part of communities that are depressed can become increasingly vulnerable as adults neglect their own needs and the needs of children.

This topic will explore the various ways in which HIV/AIDS affects all aspects of a child's life. This information is important for the community members as it will assist them in the provision of care and support to the vulnerable children in the community in order to assist them with their school work.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Define what psychological and socio-economic mean.
- Explain the psychological impact of HIV/AIDS on children, their families and communities.
- Explain the socio-economic impact of HIV/AIDS on children, their families and communities.

## **The Definition of *Psychological* and *Socio-economic* (30 minutes)**

### **In this activity, you will:**

Define what *psychological* and *socio-economic* mean

### **For this activity you will need:**

Flipchart and marker

### **To facilitate this activity:**

1. Explain to the participants the objectives of this topic and ask them to list what they think *psychological* and *socio-economic* mean. Give them a few minutes to write up some ideas under the headings.

<b><i>psychological</i></b>	<b><i>socio-economic</i></b>

2. Ask for responses from the group. You may write up responses on the flipchart. Clarify answers if necessary. It is important that participants have a clear understanding of these terms.

### **Facilitator's notes:**

**Psychological** relates to the mind. In this context, it would mean the effects of mental anguish, stress, grief and depression that a person suffers.

**Socio-economic** relates to social and economic factors. In this context, it would mean the effects on the interpersonal and economic productivity of an individual or family.

## **The Psychological and Socio-economic Impact of HIV/AIDS on Children, Families and Communities (30 minutes)**

### **In this activity, you will:**

Discuss the psychological and socio-economic impact of HIV/AIDS on children, families and communities.

### **To facilitate this activity:**

- Divide participants into three groups. Ask them to think about the impact that HIV/AIDS will have on children, families and the community as a whole. They should think of 'impact' in terms of economic effects, emotional effects, physical, spiritual and social effects and any other types of impacts.

- One group will be assigned to discuss the effects of HIV/AIDS on children, the second group the effects of HIV/AIDS on families, and the third group the effects of HIV/AIDS on the community as a whole. Give them about 15 minutes for this discussion.
- After the group work period, each group will report back to plenary on the three areas of impacts they discussed.
- Follow up with a discussion and question and answer session. (Explain how reducing these effects can contribute to promoting reading among learners)
- Add any additional points from your facilitator's notes if the groups have not come up with them themselves.

**Facilitator's notes:**

**The following are key points to a discussion on the impact of HIV/AIDS:**

- The cost of HIV/AIDS is very high physically, emotionally and psychologically.
- HIV/AIDS has resulted in the loss of the most productive individuals in society
- The medical costs of HIV/AIDS have put a great strain on healthcare delivery.
- The extended family's capacity to care for orphans has been stretched to breaking point, and has created a group of vulnerable children who are disadvantaged in all aspects of their lives: socially, economically, psychologically and physically.

**Some impacts of HIV/AIDS on children:**

- Loss of family, loss of identity
- Psychological distress and depression
- Self-rejection
- Increased malnutrition
- Loss of healthcare, including immunizations
- Increased workload
- Loss of shelter and clothing
- Low self-esteem and confidence
- Low concentration at school leading to poor performance
- Fewer opportunities for schooling and education (many children drop out of school)
- Loss of inheritance
- Increased risk of abuse and exploitation.

**Some impacts of HIV/AIDS on families:**

- Loss of family members (through death, fostering or adoption); family dissolution
- Changes in household and family structure
- Unemployment due to ill health
- Selling of household property to raise money for healthcare costs
- Stigma and discrimination experienced by family, especially women and children
- Possession and property grabbing
- Guilt suffered by individuals who are infected with HIV/AIDS
- Turning to witchcraft and witch doctors to help cure ill health
- Lost income and impoverishment
- Forced migration
- Grief
- Stress and depression
- Increased stress may lead to increased neglect, abuse and exploitation of children
- Reduced ability to care for children and elderly household members.

**Some impacts of HIV/AIDS on communities:**

- The labour pool is reduced, especially for agricultural and skilled labour
- High Poverty levels
- Community infrastructure deteriorates
- Access to healthcare, adequate nutrition and education is reduced
- High Mortality rates
- Fewer resources to marshal for mutual aid
- Communities suffer depression and a general loss of resilience
- Communities are less productive because members are spending most of their time in hospitals and caring for dying members of the community or family
- Poor health among family and community members
- High poverty levels among families and communities due to spending most resources trying to care for dying family members.

## **ACTIONS TO ASSIST ABUSED CHILDREN**

- When a child is reportedly sexually abused, take her to the nearest clinic as soon as possible. At the hospital the child will receive immediate attention such as Post Exposure Prophylaxis (PEP).
- What is PEP?
  - A short-term antiretroviral treatment to reduce the likelihood of HIV infection after potential exposure, either occupationally or through sexual intercourse.
  - It is administered within 2 hours of suspected sexual, blood contact or injury
  - After 72 hours, it is much less effective
  - It may also prevent other STIs such as gonorrhoea and Chlamydia
- Where can such cases be reported to?
  - A police officer
  - Traditional leader
  - Counselor
  - Medical practitioner
  - Legal practitioner
  - Matron at school
  - Head teacher
  - G & C teacher
  - Teachers
  - Religious leaders
  - NGOs within the community

**Important:** *Discuss as a group how the prevention and mitigation of the impact of HIV/ AIDS will contribute to promoting reading among learners.*

## Topic 3: **THE RIGHTS OF THE CHILDREN**

### **Introduction**

Both national and international laws provide legal rights for all children. Specific laws have been put in place to protect the rights of children. The *United Nations Convention on the Rights of the Child* identifies four categories of the rights of a child. These are:

- Survival rights
- Protection rights
- Development rights
- Participation rights.

Although these instruments are in place, most adults, communities, families and children themselves may not be aware of these rights and corresponding responsibilities. In fact, many people may be uncomfortable with the idea of children having rights. In cases where participants have difficulty with the notion, facilitators can argue that a society's commitment to applying children's rights is similar to a government's obligation to govern its citizens by applying the country's laws. All parents have dreams for their children, and children's rights outline how children can best grow up as their parents wished.

### ***Children's Rights and how they apply to the Care of Learners especially OVC***

Children's rights should be a fundamental principle within a school, which should include a child protection structure. Ideally, a child protection counselor should be appointed in every school. The person in this role should have experience in psychosocial child support, should be trusted by learners and OVC. The counselor should be able to mediate on behalf of learners and OVC in the school and community. The counselor can also act as a support to children at home where he/she suspect child abuse. Such a person would also have relevant referral information for taking action in the case of suspected child abuse or exploitation.

Part of the facilitator's role in this section is to advocate for best practice with regard to child support and protection, and to instill this idea into school management. The facilitator will take participants through what children's rights are and the ways in which children's rights are violated. Participants will also need to know what actions to take when they come across signs of child abuse at school and in the community.

The importance of this information for community members is that they will be able to notice if a child is being abused in the community, hence be able to refer the case to the Guidance and Counseling Teacher for further action. The community members may also be able to deal with the issue at their level and also make a follow up. This action will in the end assist to lessen the abuse and in return assist the learners to concentrate on school work and eventually improve learner performance as a whole.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Explain what children's rights are.
- Describe the main categories of children's rights.
- Describe the forms and causes of child abuse that may exist in the school and community.
- Describe the effects or consequences of child abuse on children.
- Discuss sexual abuse as a violation of children's rights.
- Plan strategies for monitoring and taking action if any learner or OVC show signs of abuse.

### **Topic 3.1: What are Children's Rights?**

#### **In this activity, you will:**

Define what *rights* mean and what *children's rights* mean

*(These definitions will be used to underpin all further sections on the support and protection of orphans and vulnerable children.)*

#### **For this activity you will need:**

Flipchart and markers

#### **To facilitate this activity:**

- Ask participants to give their ideas as to the meaning of a *right* and a *child* and allow some discussion on this. You can write up responses on the flipchart.
- Ask participants to give some examples of the rights that children have, as a warm-up for the next activity. List the responses on the flipchart.

#### **Facilitator's note:**

A **child** is defined as a human, male or female, aged 18 or under.

A **right** is what any person, child or adult, is entitled to legally and morally.

The rights of **all** children are enshrined in law and must not be violated. When there is violation of the rights of children, legal action can and should be taken. Nobody, not even parents, can violate the rights of a child.

### **Topic 3.2: Categories of Children's Rights**

#### **In this activity, you will:**

Explore different kinds or categories of children's rights with participants

This activity elaborates what children's rights are and gives categories of rights that **all** children, including orphans and vulnerable children, are legally and morally entitled to.

These categories are based on the definitions from the *United Nations Convention on the Rights of the Child*.

Before you start this activity, do the following preparations: Attach four sheets of flipchart paper to the wall where participants can see them clearly. Label the top of each paper with one of the category headings: **Survival Rights**, **Protection Rights**, **Development Rights** and **Participation Rights**.

Prepare phrase/sentence cards in advance showing each right from the categories (see your notes below). For example, *the right to a name and nationality*, this comes from the Survival Rights.

#### **The four categories of children's rights are:**

##### **Survival Rights**

- The right to a name and a nationality
- The right to grow peacefully in a caring and secure environment
- The right to the basic necessities of life; for example food, shelter and clothing
- The right to one's parents or guardian.

##### **Protection Rights**

- The right to have one's health protected through immunization and appropriate healthcare
- The right to protection from abuse and exploitation
- The right to be treated fairly and humanely
- The right not to be employed or engaged in activities that harm one's health, education, mental, physical and functional development.

## **Developmental Rights**

- The right to a basic education
- The right to leisure and to socialize in an environment that is not morally harmful.

## **Participation Rights**

- The right to express one's opinion
- The right to be listened to
- The right to be consulted according to one understands.

### **For this activity you will need:**

The flipchart pages and sentence/phrase strips you have prepared on child rights.

### **To facilitate this activity:**

- Tell the group that you will be talking about categories of children's rights.
- Go through the four categories of children's rights written on the flipchart pages you have put up on the wall.
- Have a volunteer come and select one of the strips of paper you previously prepared.
- Have the volunteer read the right to the group. Discuss and clarify as needed, and then have the group decide under which category the right should be posted.
- For example: *The right to a name and nationality* should be posted on the *Survival* page.
- Have the volunteer attach the strip of paper to the appropriate page.
- Continue with all remaining strips of paper with rights written on them, asking for a different volunteer each time. Clarify the examples as needed.
- When all the rights have been stuck to the appropriate category sheet, open a discussion with participants about whether they agree with each example being a children's right.
- If there is any disagreement, clarify and explain that these rights are, in fact, enshrined in law.
- It is important that participants understand that children's rights are human rights.
- If the group comes up with additional examples of rights, add them to the appropriate categories.

### **Topic 3.3: Child Abuse**

#### **Abuse of Children's Rights: Forms, Causes and Consequences**

For this activity, you will need to have read all the background information on child abuse in order to engage in a general discussion with the group.

#### **A definition of child abuse**

Broadly speaking, child abuse involves an adult harming a child. Child abuse occurs when someone does something hurtful to a child or by someone not doing something to provide for or to protect a child. Child abuse is not new. For centuries children have been abused. In recent years, the media has made us more aware of cases of child abuse. Studies in child development have indicated that what happens in our childhood has a great impact on our adult lives. Therefore, children should be viewed as people who have the right to be protected.

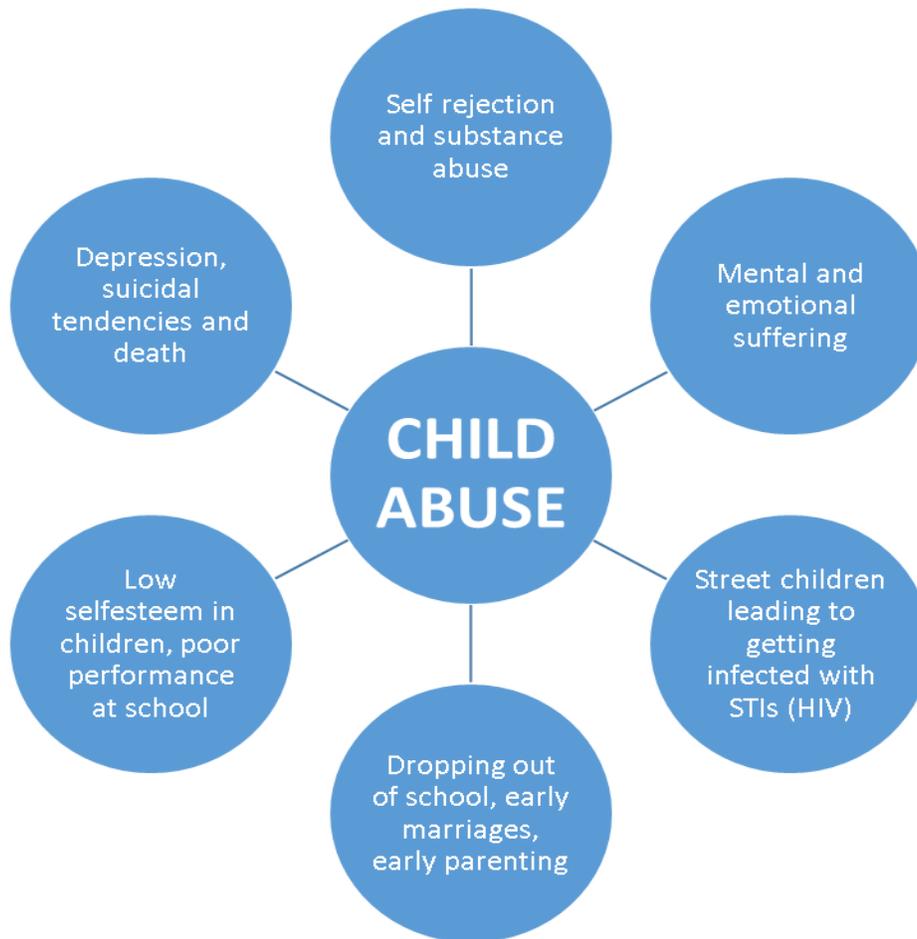
#### **Who abuses children?**

Child abusers include a wide range of people. They do not have anything about them that makes them look different from anybody else. They can be parents, grandparents, older brothers and sisters, uncles, aunties, neighbours, teachers, leaders in organisations and churches, childcare workers and baby sitters. There are many people who harm children, sometimes without even deliberately setting out to do so. Whatever the reasons adults give for harming children, there is never any valid excuse for abusing children. The abuse of children violates the rights of the child.

#### **Factors that contribute to increased child abuse or exploitation:**

- Poverty
- Death of parents
- Lack of good parenting skills
- Marriage break-ups
- HIV/AIDS in families
- Alcohol or drug-induced violence
- Lack of social support networks
- Conflicts and wars.

## The consequences of child abuse:



## Forms of child abuse: (30 minutes)

### Physical abuse

This is when a child's body is injured through punching, hitting, beating, shaking, biting, child sacrifice, burning or any other harmful actions. Physical abuse often manifests as bruises, swellings and broken bones. *Is physical punishment child abuse?* This is a common question without an easy answer. Sometimes physical punishment goes too far and results in a child's body being injured. This may be anything from mild bruising to death. To answer this question for yourself, ask yourself: "Would I like someone to do this to me"?

## **Emotional abuse**

This is when a child's self-esteem, confidence and sense of worth are destroyed by someone's behaviour towards the child. It includes constant criticism, belittling, blaming, 'put-downs', withdrawals of affection, ignoring, excessive teasing and nicknaming children who are infected with HIV/AIDS.

## **Neglect**

Failure to provide a child with basic needs such as food, shelter, clothing, hygiene, education, adequate supervision, medical and dental care, love and affection, and other necessities of life.

## **Child labor**

Refers to work which is hazardous by its nature and the circumstances under which it is performed; and which jeopardises the health, safety and morals of a child. Examples of works which are dangerous to children include:

- Hired domestic service by children
- Commercial sex exploitation
- Children in self-employment on the streets
- Children in commercial agriculture.

This is in contrast to child-appropriate work, which includes a child helping with such activities as cooking, washing and fetching firewood or water. Children learn by observation and supervision, and child work prepares children for the roles they are expected to take on during their adulthood and is therefore acceptable. A child should not, however, be forced to do all the manual labour of the family, at the expense of their attending school. Any forced labour that negatively affects the health and well-being of a child, constitutes abuse.

## **Sexual abuse**

Sexual abuse includes sexual suggestions, exhibitionism, inappropriate touching and penetration of the private parts (genital or anal areas) of a child, masturbation, oral sex and rape. Examples of sexual abuse include rape, incest, sexual harassment and forced and early marriages. It is not uncommon for a person who sexually harms one sibling in the house, to do the same to the other children.

**For this activity you will need:**

Flipchart and markers

**To facilitate this activity:**

- Explain to the group that although children do have rights that are enshrined in law, these rights are often violated. We may speak of certain violations of children's rights as child abuse.
- Divide participants in five groups. Assign each group one form of abuse (**Physical abuse, emotional abuse, neglect, child labour, and sexual abuse**). Each group should discuss and write examples of abuse as they experience them in their community.
- Plenary session. Groups present their discussions.
- For Part 2 of this activity, divide the participants into two (2) groups. Ask them: *Why do adults abuse children?* Group one (1) should brainstorm the **causes** of, or factors that contribute to child abuse while group two (2) should brainstorm the **consequences** of child abuse: that is, the effects that abuse has on the child. They should write their ideas on flipchart paper. Allow ten minutes for this.
- The groups should then present their ideas in plenary.

**The Sexual Abuse of Children**

Hold a group discussion on the sexual abuse of children under the following topics:

- Steps to take to help children, especially OVCs against sexual abuse in the school and community
- The forms of child sexual abuse
- How sexual abuse harms children
- The signs of child sexual abuse - physical signs - emotional signs
- Keeping children safe - what teachers and parents can do
- How to handle cases of the sexual abuse of children. (Referral system)

## Topic 4: **GENDER**

### **Introduction**

Children are often labeled by virtue of their gender (as either boys or girls). Gender refers to the roles and behaviours associated with being male and female, and is a socially and culturally constructed concept. Gender norms are not universal and change over time and across cultures. Gender is associated with privileges, opportunities and access to various services. Gender roles are acquired through a process of socialization and through the culture of a particular society. For example, often boys are encouraged in behaviour considered to display male traits and girls encouraged in behaviour considered to display female traits. Gender roles are enforced through toys given to children (guns for boys, dolls for girls), the kind of discipline meted out, the education they receive, jobs they have to do in the household, the careers to which they might aspire, and the portrayal of men and women in the media. These social and cultural practices usually discriminate against female children.

Although they are discriminated against more and thus have reason to question gender stereotyping, women and girls are not the only ones who should be involved in issues of gender. Men and boys need to understand that attitudes that condone male domination over women and girls are the cause of many social problems in schools and communities, and are not necessarily valid gauges of manhood. They would gain more self-esteem and respect from others by supporting the equal development and education of girls so that they can fulfill their potential in society. Parents and guardians also need to appreciate the equality of all children regardless of gender, especially the advantages of educating, supporting and protecting girl children.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Define what *gender* means.
- Describe the roles that are socially ascribed to girls and boys.
- Discuss the advantages and disadvantages of gender-based roles for the future development of children and communities.
- Discuss possible strategies for overcoming gender-based discrimination against children, especially girl children.

**Topic 4.1: The Gender Roles of Girls and Boys (45 minutes)**

**In this activity, you will:**

Define what *gender* means and what *gender roles* are

**Definition of gender:**

*Gender* refers to the roles and behaviours associated with being female and male; and is a socially and culturally constructed concept.

A useful way to describe gender to participants is to compare it with the concept of a person’s sex – sex is a person’s biological make-up; while gender is a person’s cultural and social make-up, based on whether they are male or female. Gender roles are thus acquired through a process of socialization through the culture of a particular society.

- Divide the participants into three (3) groups. One group should think about the common roles – or common jobs, tasks or functions – that are generally assigned to girls, and the other group should think about roles that are generally assigned to boys. The third group should discuss common roles given to both boys and girls.
- Groups should present their discussions in plenary.

**Facilitator’s notes: Assigned roles**

<b>Boys</b>	<b>Girls</b>	<b>Boys and Girls</b>
Farming	Baby-sitting	Digging or tending gardens
Hunting	Cooking and serving food	Going to school
Playing football	Sweeping and house cleaning	Shopping
Tending to goats and cattle	Nursing/caring for the sick and children	Fetching firewood
Building/Construction	Grinding grain	Fetching water
	Attending visitors	
	Cleaning utensils	
	Making mats and baskets for home use	
	Washing clothes	

Discuss how gender roles and responsibilities often place girl children at a disadvantage.

## **The Advantages and Disadvantages of Gender-based Roles**

### **In this activity, you will:**

Discuss the advantages and disadvantages of gender roles, especially for girls

This activity expands on the last activity and looks at the advantages and, especially, the disadvantages of gender roles. Given that gender roles would usually be accepted within a cultural group, you will need to conduct the discussion in a loaded way, so as to stimulate more critical responses from participants. Be especially aware of this when discussing the disadvantages of ascribed gender roles and emphasise how gender roles commonly discriminate against women.

In discussing this sensitive topic, you may find it useful to highlight the difference between social behaviours and cultural norms. Social behaviour, such as men's violence against women, may not be a cultural norm in a society. Similarly, discrimination against girl children getting an adequate education may have no real foundation in a society's norms.

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

1. Start the activity by asking the group to first brainstorm the advantages of dividing roles according to gender. Write these responses up on the flipchart.
2. Then ask them to brainstorm the disadvantages of dividing roles. Spend more time discussing the disadvantages. Introduce this in a loaded way, in order to elicit some of the discrimination commonly directed towards women. For example, ask questions such as:
  - Do you think there are disadvantages for women in this way of dividing things?
  - Do you think these gender roles are fair and equal; or unfair and unequal?
  - What are some of the negative effects on women of the way society views and treats boys and girls, or men and women?
  - What can boys and men, and also girls and women, do in their daily lives to help erase these disadvantages / negative effects?
  - Write participants' responses up on the flipchart.

## **Facilitator's notes**

### **General disadvantages of gender roles, especially for girls:**

- Lack of access to information and schooling, because of the nature and long hours of girls' work
- Low levels of education and life skills because girls are often withdrawn from school to look after siblings and sick parents
- Early marriages due to lack of education and economic independence
- Girls become commercial sex workers due to economic vulnerability
- Violence against women
- Risk of unprotected sex because girls lack adequate knowledge and information
- Rape and difficulty in negotiating for safer sex for many girls, exposing them to high risk of HIV infection
- Male drunkenness and drug abuse impacting on the physical safety of girls.

### **Cultural and social considerations:**

Often married and unmarried men have multiple partners, including sex workers, and this behavior is socially accepted. Cultural attitudes condone or even encourage male sexual freedom and repress female sexuality. The practice of multiple partners and commercial sex services places girls and women at risk. It is a significant factor in promoting the spread of HIV/AIDS, thus fuelling the problems that further lead to orphans and vulnerable children. In many other cases, women are expected to have relations with, or marry older men who are more experienced and more likely to be infected with HIV. Men may also seek younger partners in order to avoid infection; and in the unfounded belief that sex with a virgin cures AIDS and other diseases.

### **The consequences of discrimination against women - major issues to highlight:**

- Violence against girls/women, including all forms of coerced or forced sex
- Harmful traditional practices
- Stigma and discrimination associated with AIDS – violence, abandonment and neglect
- Lack of access to HIV/AIDS education, prevention and services for adolescents
- Sexual abuse of girls, lack of control over sexuality and sexual relationships
- Poor reproductive and sexual health
- Neglect of health needs, nutrition and medical care
- Issues of partners not disclosing HIV status (partner notification vs. total confidentiality) and thus the practice of unsafe sex.

## **Strategies to Overcome Gender-based Discrimination**

### **In this activity, you will:**

Discuss strategies to overcome gender-based discrimination

Lead the discussion on, from the disadvantages of gender-based roles to exploring strategies to overcome gender-based discrimination against girls and women, and also orphans and vulnerable children, so that they may reach their full potential in life.

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

- To start the activity, divide participants again into groups. Ask them to brainstorm strategies for overcoming gender-based discrimination in their community.
- Groups will then report back in plenary. Summarise their ideas on flipchart paper.
- Generate a further discussion on community resources and structures that could help to overcome discrimination against girls, women and OVC in particular.
- Examples could be clinics which hand out information on sexual health and HIV, or local community centers that offer vocational or career training for older youth, the police that handle GBV cases etc.

### **Facilitator's notes:**

#### **Key strategies in overcoming gender-based discrimination:**

- Creating community gender awareness
- Facilitating access to education, information and services for women and girls
- Sensitizing and mobilizing men and boys to stop discriminating against girls and women
- Sensitising and mobilising men and boys to stop exploiting girls and women
- Creating a supportive and enabling environment for girls and women
- Providing gender-sensitive services
- Combating violence against women.

### **Examples of interventions and approaches that build gender awareness and self-esteem among girls:**

- Using drama and visual arts to help women ‘discover’ their abilities and talents
- Role-plays that enhance life skills, self-esteem and a sense of worth
- Youth groups where both girls and boys challenge gender stereotyping
- Vocational training in productive, communication and management skills
- Peer education programmes
- Enhancing the development of girl children, as attitude changes begin in childhood
- Supporting boys to change their attitudes about girls’ roles.

Parents and guardians can play a primary role in overcoming gender-based discrimination by talking to children about sexuality and related issues. The approaches below are some community interventions that are needed to help to inform children and parents about sexuality and gender issues. These are critical steps to help combat discrimination against women and girls which will help to stop the spread of HIV/AIDS:

- Media campaigns can help challenge discrimination against women and girls.
- The church, NGOs and schools can offer courses and activities for school children and out-of-school youth that explore gender relations, values, sexuality and related issues. Stressing the effects of positive, as well as negative peer pressure is an important component of such programmes.
- Teachers and Sunday/Sabbath school teachers can be trained in gender education.
- Training of youth peer educators (both girls and boys) in gender education.
- Advocacy work must be done to change customary and written laws so women have legal recourse in cases of abuse, loss of maintenance and discrimination over inheritance. (Many women are unaware of their rights and don’t know that they are legally protected against certain abuses. More can be done to make the law accessible to women and to promote their capacity to understand and assert their rights.)
- Developing gender-sensitive services will involve addressing the specific needs of girls and boys regarding schooling, protection, access to food and health services, psychosocial support and sexual education and life skills.

## Topic 5: **ORPHANS AND VULNERABLE CHILDREN (OVC)**

### **Introduction**

Learners, often find themselves in difficult situations in which their basic needs are neglected. As children, they are vulnerable and may have special needs. They will likely have suffered the sickness and eventual death of one or more caregiver and associated economic hardships. They may face malnutrition, lack of basic care and protection, a lack of practical life skills and more. The stresses to which they are subjected may result in emotional instability, guilt, depression and psychosocial trauma. All of these problems will affect learners' future well-being. It is therefore important to attend to the various needs of these children to ensure that they live meaningful lives; and that they are supported with psychosocial, nutritional and healthcare requirements to ensure their healthy development and growth.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Discuss the different needs of children and of vulnerable children in particular.
- Explain the different needs of children in relation to their age, and what signs they display when needs are not met.
- Describe the problems faced by orphans and vulnerable children in their communities.
- Explain the effects of these problems on educational performance.
- Discuss indicators of problems in children.

*Topic 5.1: The Different Needs of Children (45 minutes)*

### **In this activity, you will:**

Discuss the different kinds of needs that children have.

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

1. Divide the participants into four groups – one group representing *physical needs*, one group *social needs*, one group *emotional needs* and the last group the *spiritual needs* of a child. Ask each group to come up with a list of needs that all children have in their particular category.
2. Once they have come up with ideas, each group should discuss how the school and community can meet these needs.

3. The four groups then come together again in plenary. Each group will display and explain their findings. The rest of the participants should contribute to enrich the points.

**Facilitator's notes:**

Children have many different needs as they grow up and develop. In this topic, participants will be given a holistic view of children's needs, as outlined below:

**Spiritual needs:** Faith and prayer, Sense of hope for future, Sense of moral life

**Emotional needs:** Love, Acceptance, Care, Being appreciated

**Physical needs:** Clothing, Food, Shelter, Medical care, Protection, Warmth, Sleep, Drink, Air

**Social needs:** Family, Schooling, Play / leisure, Friends / relationships

**Security needs:** Protection, Safety, Order, Stability, Rights

*Topic 5.2: How Children React to Unmet Needs (45 minutes)*

**In this activity, you will:**

Understand children's behavior in relation to unmet needs, according to their age and Development

**Facilitator's notes:**

In this activity, you will discuss with participants how children react to unmet needs, according to their age and stage of development, as indicated in the table below.

**For this activity you will need:**

Flipchart and markers

**To facilitate this activity:**

- For this activity, you can once again make use of role-play. Explain that children have different priority needs at different ages. You may review these different needs with the participants.
- Then explain that children will react in different ways, again according to their age, when these needs are not met. You may ask for volunteers to act out each of the examples (i.e. crying, irritability, temper tantrums, fighting with friends and siblings or rejection of parents' values).

- Following the role-plays, explain that such behaviours are often the result of hidden fears and give examples based on your notes. Ask participants to suggest other fears that children may have, and how they might express those fears.

<b>Age</b>	<b>Needs</b>	<b>Deeds ( If needs not met)</b>	<b>Worst fear</b>
0-1	Love, Security Physical contact Bonding	Soiling, Crying, Irritability	'I will starve' Abandonment
1-5	Approval Attention	Temper tantrums / disobedience, Fear of dark, Hyperactivity, Bed wetting, Eating problems	'My parents will leave me'
6-12	Mastery of skills Recognition	Competition, Fighting with friends and siblings, Perseverance	'I will never be good at anything'
13-18	More freedom, Sense of direction for future life, Finding own values	Rebellion, Rejection of parents' values, Experimentation in sex and in drug abuse	'I won't be a success in life', 'I will repeat my parents' mistakes', 'Peers won't accept me'

## **Topic 6: PROBLEMS EXPERIENCED BY LEARNERS IN THE SCHOOL AND COMMUNITY**

### **In this activity, you will:**

Discuss how aspects of community life affect Learners

### **For this activity you will need:**

Flipchart and markers

### **To facilitate this activity:**

1. Remind the participants that negative behaviour usually stems from unmet needs and hidden fears. Divide the participants in groups and ask them to discuss the types of problems that children in the community are experiencing. Ask them, at the same time, to think of what the effects of these problems will be, if they continue to go unaddressed. Come together again in plenary and review the results. Add ideas from your facilitator's notes if needed.
2. Explain to the participants that there are certain signs that we can look for to discover whether a child is experiencing problems. Ask the participants first for their ideas, then review the indicators in your facilitator's notes with the participants. It is possible that some of these indicators were not recognized as a sign of trouble by the participants. For example, if a child is unable to concentrate at school, this may be a sign of a problem.

### **Facilitator's notes:**

In this activity, participants will explore how school and community's lack of support and care for children affects their performance.

*Problems experienced by Learners in the school and community:*

- Child labor and exploitation
- Sexual and physical abuse and rape
- Illness, including HIV/AIDS
- Lack of parental/teacher guidance and support
- Lack of food, shelter and clothing
- Dropping out from school
- Children heading their own families
- Lack of school and reading materials

*Effects of these problems on Learners:*

- Children living on the streets
- Early marriages or pregnancy
- Self-blame and self-rejection
- Depression
- Poor health and stunted growth
- Loss of concentration - Poor academic performance
- Violence
- Lack of care in physical appearance
- Engaging in substance abuse

*How to spot children with problems (Indicators of Children's Problems)*

Participants in their groups identify and list indicators of children's problems.

### ***1. Sadness and irritability***

Children who are unhappy will look sad, cry a lot and will not want to play. They may be depressed and withdrawn and may not react to what happens around them. Feelings may also be expressed as irritability or getting upset very easily.

### ***2. Suspicion and lack of trust***

Children living on their own, in child-headed households or in other difficult circumstances, often have good reasons to be suspicious of people. Similarly, learners taught by harsh teachers have good reasons to be suspicious too. They feel vulnerable and may be afraid that adults will take advantage of them or exploit them. In the school, they fear that bullies might take advantage of them.

### ***3. Anger and hostility***

Some children may be hostile towards adults because they have been treated badly by adults and not cared for properly; or they may fear physical abuse or punishment.

### ***4. Guilt, self-blame and shame***

Children may be ashamed of what has happened to them, especially if they have been victims of rape or humiliation, or are disabled and bear the brunt of stigmatization. They may blame themselves for not protecting their family or for surviving when others have died.

### ***5. Loss of interest and energy***

Usually children enjoy playing and display a lot of energy in doing so. A child who is miserable, worried or frightened may be depressed and will show no interest in doing anything and seems to lose her or his energy and appetite.

### ***6. Poor concentration and restlessness***

Children who are worried or unhappy often find it difficult to concentrate. They may be very tense and restless. They may find it impossible to sit still and behave.

### ***7. Aggression and destructiveness***

Some children, especially young ones, become aggressive or destructive when they are experiencing strong emotions. Because they cannot put feelings into words, they may hit other people in the family or school friends when they feel tense, upset or frightened.

### ***8. Isolation***

If a child is on her or his own most of the time and never plays with other children or is rejected by them, she or he becomes isolated, loses trust in other children and experiences loneliness.

## **Topic 7: PSYCHOSOCIAL SUPPORT FOR LEARNERS AND OVC**

### **Introduction**

Many orphans and vulnerable children experience great distress and trauma. In this topic, you'll be exploring how mental or psychological stress and depression affects children and the impact it has on their emotional and mental development and well-being. School counselors and parents need to understand how children function psychologically and emotionally, in order to help them overcome their mental and spiritual anguish.

There is more emphasis placed on the material or physical needs of children, but mental and spiritual support is also crucial to children's development and ability to live well-balanced lives in the future.

Participants in the training course will learn counseling skills and work on strategies that will help children to cope with the many challenges that they face by strengthening their inner resources. This is important for the community members as they will be constantly in touch with learners needing psychosocial support at home. More importantly, is the fact that they will be working in collaboration with the G & C Teachers in schools, they need to have this information and skill.

### **Learning Objectives**

By the end of this topic, participants will be able to:

- Define *Psychosocial Support* (PSS)
- Understand why psychosocial support is important in caring for children.
- Identify the types of PSS being offered to children in their schools and communities.

*Topic 7.1: What is Psychosocial Support?*

#### **In this activity, you will:**

Define what is meant by *psychosocial support*

#### **For this activity you will need:**

Flipchart and markers

**To facilitate this activity:**

1. Explain to participants what *psychosocial* and what *psychosocial support* mean, as outlined in your facilitator's notes above. Write up the definitions on the flipchart.
2. Then discuss children's needs with the group. Take participants through the different aims of psychosocial support for children.
3. Divide the participants into groups. Ask them to discuss psychosocial support for children. They should come up with any other reasons that they think psychosocial support is especially important in child care. You should tell participants that they should also think about how the lack of psychosocial support will affect a child and academic performance.
4. In plenary, get groups to discuss their findings.

**Facilitator's notes:****Psychosocial support (PSS)**

(PSS) has been defined as an ongoing process of meeting children's physical, emotional, psychological, social, mental and spiritual needs. All of these are considered to be important elements in the growth and development of the children. Psychosocial support goes beyond meeting just the physical or material needs of the children.

**Why do children need psychosocial support?**

Many orphans and vulnerable children experience great distress, trauma and depression. Mental or psychological stress affects children and has a negative impact on their emotional and mental development and well-being. Mental and spiritual support is as important as material support to children's development and ability to live well-balanced lives in the future. Psychosocial support will enable children to strengthen their inner resources in order to cope with and overcome the many challenges they face.

Psychosocial support aims to:

- Strengthen the inner resources of the children
- Reduce and prevent the psychological impacts of HIV/AIDS on children
- Build resilience of children and enhance their coping capacities
- Build up the capacity of support systems for children
- Prepare children for the challenges and problems that they may encounter in their lives.

*Topic 7.2: What Psychosocial Support is being provided to Children?*

**In this activity, you will:**

1. Facilitate participants' identification of what psychosocial support is being provided to children in school and community.
2. You will lead participants through a process to research and identify what different groups or bodies are doing to provide psychosocial support to orphans and vulnerable children in their community.
3. Facilitate exploration on how existing structures that help OVC in material support in their community could be encouraged to take on this more comprehensive role if they potentially have the resources.

**For this activity you will need:**

Flipchart and markers

**To facilitate this activity:**

1. Divide the participants into groups. Ask them to brainstorm all the psychosocial support avenues that children may have in their schools and local communities. After a few minutes, get groups to share their lists of existing psychosocial support providers in the community. You can write these points up on the flipchart.
2. Then ask groups to consider whether these support providers are adequate for the needs of the children in their schools and communities. If not, groups should think about what other existing structures in their schools and communities could help to take on this important role. For example, there may be potential services at a local clinic or teachers who understand children well.
3. When groups are ready, get them to share their lists of potential psychosocial support providers in the schools and communities.

## Topic 8: **LIFE SKILLS EDUCATION**

### **Introduction**

These are strategies or abilities that help one to live positively with oneself, with others and with the environments. These strategies help empower one to effectively interact with society, and help address issues that are likely to cause vulnerability and risky behavior that in the end may expose one to health or physical hazards.

Life skills also provide a link between motivating factors and behavior, by translating knowledge of what one is required to do attitudes and values of what one should do, into abilities for how to do.

#### *8.1: Types of Life Skills*

There are three categories of life skills;

1. Skills of knowing and living with own self
2. Skills for knowing and living with others
3. Skills for decision making

#### *8.2: Skills of knowing and living with own self*

1. **Assertiveness;** this is the ability to express one's feelings, needs and desires openly and directly, but in a respectful manner. This involves standing up for your beliefs without putting down others in the process, knowing exactly what you want and how to achieve your goals with specific context.
2. **Coping with Stress;** Stress is a condition of increased activity in one's body, which overwhelms one beyond their mental capacity to handle. This may be as a result of physical, psychological or emotional status, but often, it is a non-specific response of the body to internal or external stimuli. A certain amount of stress however, may be essential to get one awakened to the need to focus on one's actions and appropriate response. Coping with stress refers to the effective management of a certain situation that weighs hard on a person's mental capabilities as a result of increased physical or emotional pressure.
3. **Self-Awareness;** This is an individual's ability to appreciate their own strong and weak points, thereby enabling one to take positive action, make choices and decisions consistent with one's abilities in life.
4. **Self-esteem;** This is the way an individual feels about himself/herself, and feels how others feel about them. This is the awareness of one's

worth and unique potential. One's self esteem can be either destroyed or boosted through relationships with others. High esteem tends to encourage healthy behavior, while low esteem tends to do the opposite.

5. **Coping with Emotions;** this refers to one's ability to manage or deal effectively with a situation or a problem. Emotions are mental or instinctive feelings in response to internal or external stimuli, and may either be positive or negative. Emotions can however, become destructive if poorly or inadequately handled.

### 8.3: *Skills for knowing and living with others*

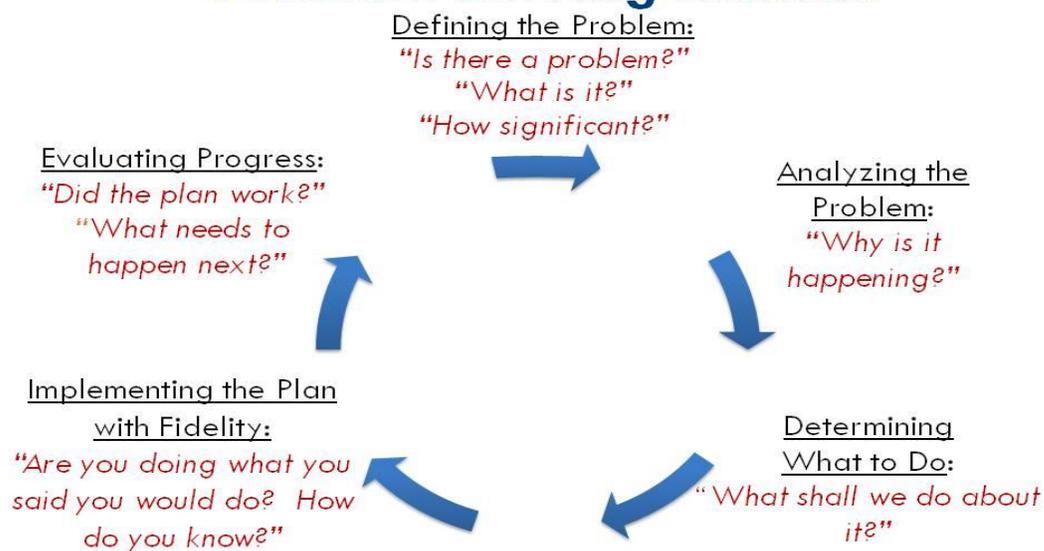
1. **Empathy;** this refers to the ability to identify oneself mentally with another person. This helps one to understand the feelings of another person and be in the position to provide appropriate help.
2. **Interpersonal Relationship;** this is the ability to co-exist amicably with other people and environments.
3. **Non-violent Conflict Resolution;** this is the ability to handle situations of friction with calm and peace. This is also aimed at reducing or eliminating destructive confrontation with mutual respect and consideration.
4. **Effective Communication;** this is the ability to clearly and appropriately express oneself during interactions with other people, using verbal and non-verbal communication. This involves active listening, respect for others' feelings, use of body language and observation.
5. **Formation of Friendships;** this is the ability to construct meaningful and healthy associations with other people.
6. **Negotiation;** this involves discussing issues of disagreement between persons in order to reach compromise, without taking advantage of either side. This also involves coping with potentially threatening or risky situations involving interpersonal relations.
7. **Peer Resistance;** this is the ability to consciously resist the desire to go along with the crowd. This includes resisting the bad behavior suggested by friends without feeling forced to explain or apologize. This is done even in the wake of being threatened with ridicule or exclusion from group members.

**8. Curiosity and Consultation;** being curious is to desire to learn and discover new things without harming oneself or others. Consultation is the ability to recognize the fact that one does not know everything and needs the help from other people on any given subject matter. Curious persons, who also consult, usually end up making the best decisions with best results.

8.4: *Skills for decision making*

1. **Critical thinking:** this is the ability to think through situations adequately, weighing advantages and disadvantages, resulting in appropriate decisions and best results.
2. **Creative thinking:** is the ability to explore various possibilities of doing tasks in more than one way.
3. **Decision making:** is the ability to utilize all available information to weigh a given situation, analyzing advantages and disadvantages and making informed and personal choice.
4. **Problem Solving:** This is the ability to cope with and find solution to challenging situations. This is related to decision making.

## Problem Solving Method



## **ANNEX I – COMPOSITION AND RESPONSIBILITIES OF THE SCP COMMITTEES and MEMBERS**

### **Composition (50% need to be female)**

1. Membership – 10 to 15 people
2. Head teacher
3. G & C Teacher
4. SIC/ZIC
5. Representatives from government departments (Agriculture, Community Development, Health, Police, etc)
6. Representative of Traditional Leadership (Chief or Headman)
7. Representative from local NGO
8. Representative of the Church (Religious Leader)
9. Local Business person

### **Responsibilities**

1. Promoting identified activities
2. Sourcing for resources to support the school
3. Mobilizing local stakeholders to participate in education promotional matters that affect the local school and the surrounding community
4. Coordinate activities of school-based committees
5. Participate in development and implementation of activities in the LPIP
6. Participate in the planning and decision making of school activities
7. Ensuring that good practices reach the community through outreach activities (Community meetings), e.g. homework policy
8. Sensitize community and pupils on HIV/AIDS prevention, improved reading and health and Re-entry policy
9. Keeping records to monitor activities
10. Conduct periodic meetings for the committee

### **Specific Responsibilities**

#### **Head Teachers**

1. Promote co-operation between the school and the community through consistent mission and vision
2. Consider and respond to the parents' views on school issues
3. Encourage parental involvement in the school planning process
4. Involve parents, families and the community in the development of school plans (LPIPs), community reports and grant submissions
5. Provide an enabling environment for the SCP committee to operate

## **Parents, families and community**

1. Provide parental perspectives that compliment teacher skills
2. Monitor homework and school projects
3. Promote attendance, punctuality and instill a positive attitude towards education
4. Volunteer at school activities
5. Assist school organizations
6. Provide information about their child's beliefs, values, and preferred learning style
7. Teach and learn as true partners in the educational process
8. Provide suggestions for successful schools

## **Teachers**

1. Treating pupils with dignity, kindness and respect
2. Informing parents about matters relating to educating their children
3. Providing assistance to teacher representatives on different forums
4. Promoting a collaborative model of decision making
5. Communicating information to colleagues
6. Providing a learning environment where the challenges of new learning are accepted.

## **Pupils**

1. Make suggestions that reflect pupil perspectives
2. Help design programs
3. Represent other pupils and provide feedback to pupils
4. Seek ongoing consultation with school head

## **ANNEX II - TERMS OF REFERENCE FOR PTAS/SCPS TRAININGS**

After undergoing the SCP training, the PTAs/SPCs should be able to:-

1. Demonstrate the necessary basic knowledge and skills to enable them perform their management roles effectively.
2. Identify their functions, roles and responsibilities as PTAs/SCPs.
3. Relate school activities to the wider community system.
4. Ensure that educational interest and welfare of children are prioritized at all times in the areas of reading and writing.
5. Identify strategies for incorporating the community into shaping the vision, mission and motto of the school.
6. Identify challenges facing the school in enhancing community participation.
7. Identify other school stakeholders, establish and explain their roles.
8. Work collaboratively with the community, local structures or agencies and other school stakeholders to achieve education goals.
9. Develop the spirit of independence and self-reliance
10. Advise the community on the establishment of PTAs, SCPs in schools and
11. Coordinate the contributions of different stakeholders for school development.

# ANNEX III – ATTENDANCE REGISTER TEMPLATE



## ATTENDANCE REGISTER

Activity Type:  (a) Workshop       (b) Training       (c) Meeting       (d) Other \_\_\_\_\_

Location: \_\_\_\_\_ Dates: From \_\_\_/\_\_\_/\_\_\_ to: \_\_\_/\_\_\_/\_\_\_ Total Duration (hrs) \_\_\_\_\_

Activity/Topic: \_\_\_\_\_

No:	Name	Sex (M/F)	School/Zone (Please indicate all details: school name, zone or Organisation/Dept whichever is applicable)	Position	Phone #	NRC	Age Group (please tick)		Signature					Have you attended another USG funded training this YR Yes/No/NA	
							10-14	15+	Day1	Day2	Day3	Day4	Day5		

## ANNEX IV – ACTION PLAN TEMPLATE

<b>What has to be done?</b>	<b>What do we intend to achieve?</b>	<b>Who will be the leader for this activity?</b>	<b>When is to be done?</b>	<b>For whom?</b>	<b>How do we know we have it done?</b>	<b>Where will it take place?</b>	<b>What do we need?</b>
Activity	Objectives	Responsible person	Timeframe	Target	Means of verification	Venue	Resources
1							
2							
3							
4							
Etc...							



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