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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

SAFE LEARNING ENVIRONMENTS TRAINING EVENTS GUIDE

2020

USAID/Liberia ABE:ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001

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INTRODUCTION AND BACKGROUND

This document presents a series of “learning and action” events that were designed to help Parent Teacher Associations (PTAs) prevent and respond to School-Related Gender-Based Violence (SRGBV). They were developed as part of USAID Liberia’s Accelerated Quality Education for Liberian Children Activity (AQE), implemented by Education Development Center (EDC).

AQE was designed to institutionalize a framework for Accelerated Learning Programs (ALPs) and to increase the eligibility of learners to transition to the traditional school system. Both result areas focused on robust community engagement practices implemented through PTAs. Result 1 focused on the PTA’s ability to support ALP policies and activities, including recruitment, enrollment and retention of eligible learners, monitoring teacher attendance and compliance with the Code of Conduct for Teachers and Administrators (TCOC). Result 2 focused on the role of the PTA in promoting safer learning environments, including the prevention and response to SRGBV. This pilot program was designed to determine how PTA led activities contribute to safer learning environments, including the prevention and response to SRGBV. It complemented classroom activities that focused on behaviors and life skills that promote mutual respect between students and between students and teachers and knowledge and awareness of the physical changes that occur between the ages of 8-15 and how they might affect relationships and personal safety. This package of Event Guides, which can be used for other community-based interventions is part of a series of deliverables linked to both community engagement and SRGBV. Other deliverables include:

1. Community Engagement Strategy for Prevention and Response to SRGBV
2. Activity Guides for PTAs and other community-based groups to use to address SRGBV at the community level
3. Safe Learning Environment Assessment baseline and midline reports, which are part of AQE’s Operations Research; the baseline findings drove the pilot
4. The pilot was based on the results of three Liberia specific studies, international models and experience. The Liberia specific studies included the Rapid Education Risk Assessment and Gender Analysis conducted at the inception of the project in addition to the Safe Learning Environment (SLE) assessment. The content and activities were built from these studies and the lived experience of AQE staff and the work of other actors in Liberia and beyond

The pilot events were connected to key aspects of the ALP curriculum and informed by the following:

1. United Nations Girls’ Education Initiative (UNGEI). The Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework.

2. Global Working Group to End SRGBV and UNGEI. Global Learning Symposium on Ending School-Related Gender-Based Violence (SRGBV), 26-28 March, Johannesburg, South Africa.
3. Raising Voices. Good Schools Toolkit.
4. Ministry of Education, Sierra Leone, UKaid, UNICEF. 2017. School Safety Guide Training Manual.
5. Research Triangle Institute (RTI). 2017. Journeys: Activity Handbook for Community Members.

GOALS OF THE SLE PILOT

The pilot was designed to develop an approach to PTA implementation of activities for prevention, response and referral for SRGBV. It was designed to provide communities with knowledge, skill and specific activities that would build community level prevention, response and referral practices. A total of 25 schools participated in the events that are described here. Three types of Events comprised the pilot:

- County level training with all pilot sites in a county
- Regional groupings of pilot communities from 3 counties (typically inland and coastal counties)
- Community level meetings

Site level follow up was conducted in each community to focus on site specific implementation, successes, challenges and opportunities.

APPROACH TO THE SLE EVENT GUIDES

The Event Guides are meant to be highly participatory and action focused. The goal is for each PTA to come away from the event with specific action steps they will take for their community to address each topic. Each event is followed by an 'Event Follow-Up Guide' which can be used by the facilitator to support PTAs to implement activities in their community. Monitoring and evaluation tools can be owned by facilitators as well as M&E teams and Community Engagement and/or SRGBV Specialists can provide quality assurance. Each event reviews previous action steps and has SRGBV related "content" and PTA skills for implementation. Events can be convened monthly: may be regional, county or district.

Facilitators will note that events vary in length. Some topics can be addressed in shorter, meeting style events while other topics need to be covered in longer, 2-day events.

Training for results: Learn, plan, do, reflect, and repeat!

Each event is meant to train for results, or activities in the community using the "learn, plan, do, reflect, repeat model."

1. LEARN: Layering training in various configuration, training methods, coaching methods, and learning with health social workers, police and other critical stakeholders
2. PLAN: Action planning at the end of training with support at community level
3. DO: Implementation of action plans
4. REFLECT: Discuss - what were the results? What was critical to achieving those results? What revisions or additional activities are needed?
5. REPEAT: Follow up on activities and document results

STRUCTURE OF THIS DOCUMENT

Each event in this series focuses on a particular aspect of safety and SRGBV prevention and response. An introduction to the event is provided to link it back to the SLE and SRGBV frames that are relevant. Multi-day events and single day events with more robust content (Events 1, 3, 4 and 6) will look like a standalone training guide with multiple session guides and an action planning session. Single day events with simplified content (Events 2 and 5) will be describe as a series of steps for facilitators to guide PTAs through the event and prepare for action and follow up. The follow up plans provided for each event, will include checking in, problem solving and, in some cases, a targeted coaching session to be conducted with the PTA after the events.

Each event has an SLE and SRGBV focus and presents related activities that PTAs can undertake in the community, as described below:

SLE Event Focus	Related Community Follow-Up Activities
EVENT 1: Childs rights, gender norms, network of trusted adults	<ul style="list-style-type: none"> • Convening community dialogues on selected topics: child rights and gender norms. • Identifying and forming groups of trusted adults.
EVENT 2: Bullying	<ul style="list-style-type: none"> • PTA led community dialogues, parents, school and community, including trusted adults regarding bullying and gender norms. • Bullying manifesto developed and shared.
EVENT 3: Prevention and response to sexual violence	<ul style="list-style-type: none"> • Identifying perspectives of traditional leaders, police, health workers and religious leaders; community dialogues to explore views, find common ground, plan joint action. • Increase support for reporting and referral to reduce SRGBV. Engage health, social work, police in response to SRGBV. • Introduction to Psychological First Aid
EVENT 4: Reporting SRGBV	<ul style="list-style-type: none"> • Completing and sharing the learners' path to help, with all stakeholders. • Community dialogues on reporting at school level and beyond. • Deciding about a school safety committee • Setting up a system for recording, storing and updating SRGBV reports • Alternative to reporting in person: The Suggestion Box
EVENT 5: Positive discipline & corporal punishment	<ul style="list-style-type: none"> • Parent, teacher, principal dialogues. • Classroom observation of positive discipline
EVENT 6: Reflection on pilot activities & positive discipline	<ul style="list-style-type: none"> • Continue activities and action to improve safety and reduce SRGBV

Tips for Facilitators:

Some of the content within the event guides can be challenging to facilitate. Some topics related to, for example, sexual violence can be difficult to facilitate because communities have a variety of views about it and facilitators and participants may be survivors of sexual violence themselves. It is important to acknowledge the challenges and understand the reasons why the content in the Event Guides are important for communities. The event guides provide more details, information and data about why these topics are important in Liberian communities. Facilitators can use the following tips to help them prepare and facilitate these sessions.

- To increase confidence in facilitating new content, facilitators should prepare well for each lesson. In some of the events there are tips for facilitation and various other data points and information that can be helpful for facilitation, so it is encouraged to prepare well in advance.
- Facilitators might not feel confident in facilitating content that is new to them, and the new content might also raise questions and challenges from participants. Building trust, maintaining confidentiality (or keeping information about communities and community members and what they share private), and establishing a respectful relationship with and between participants will create the best learning environment.
- Facilitators can look to others for help. For example, in the sexual violence event guide, it is suggested that health workers, social workers, a police representative and a gender coordinator attend the training. If a facilitator needs support on to deliver the content in that event guide, they can speak with one or more of these people beforehand to help with a session.
- If communities have specific challenges or activities that need support, facilitators can schedule a visit, or a phone call follow up as part of the action planning process.

ACTIVITY GUIDES

The activity guides are a companion tool to these event guides. These activity guides provide a package of short activities to guide engagement in SRGBV prevention, response, and referral. The activity guides were intended to be short, basic activities for advocacy and action at schools and in communities and can be used by PTAs as well as other community groups. Activity guides are 1-3 page and include critical content for understanding the topics, planning community meetings and taking action to prevent and respond to SRGBV.

Activity guides are reviewed in Event 6 so that PTAs understand what they are and how they can be used for further action in communities.

- Identify characteristics of a trusted adult and develop a network of trusted adults in their communities who will support learners’ discussions and disclosure of SRGBV.
- Plan community dialogues to discuss child rights, gender norms and roles of trusted adults in increasing SLE and preventing and responding to learners’ encounters with SRGBV.

Proposed Agenda (assumes travel and arrival):

Day 1: Time	Session Title	Lead Facilitator
8:00-8:30	Registration	
8:30-9:30	Session 1: Introduction to Training	
9:30-10:45	Session 2: Overview of the Pilot	
10:45-12:15	Session 3: Child Rights	
12:15-1:30	LUNCH	
1:30-3:00	Session 4: Gender and Gender Roles	
3:00-4:30	Session 5: Introduction to Community Dialogues	
4:30-5:00	Session 6: PTA Reflections	
Day 2: Time	Session Title	Lead Facilitator
8:00-8:30	Registration	
8:30-9:00	Check In: Highlights of Day 1	
9:00-10:30	Session 7: Building a Network of Trusted Adults	
10:30-12:30	Session 8: Community Dialogues – Planning and Practice	
12:30-1:30	LUNCH	
1:30-3:30	Session 9: Action Planning	
3:00-3:30	Closing	

General Preparation

Facilitators will ensure the date and venue are selected, and invitations go out to all participating schools. They will read the session guides in advance and gather necessary materials and prepare handouts and flip charts. Handouts that cannot be printed should be prepared as flip charts.

General Materials

- Flip chart
- Markers
- Tape
- Perforator (for action plan filing)
- Copybooks and pens
- Flip charts sheets for the action plan
- Post-it notes

SESSION 1: Introduction to Training

Duration: 60 minutes

Objectives: By the end of this session participants will be able to

- Know participants and facilitators.
- Share expectations of the training.
- Link expectations to the objectives of the training.
- Discuss and accept workshop agreements
- Agree to the timetable and agenda for the workshop.

Key learning points/learning outcomes

- Background/rationale for the training
- Names, positions, schools and others represented in the training
- Expectations of participants for the training
- Planned learning outcomes
- Agreements about any expectations that will not be met in the training
- List of workshop agreements (norms and behaviors that will facilitate cooperation and learning)
- Timetable and agenda

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators are conducting the session, ensure that each understands and is clear about where s/he starts and stops.
- Develop and/or read the talking points for the opening speaker.
- Select specific questions to be used in the group introductions.
- Prepare flip charts ahead of time.
- Prepared flip chart or paper copies of the agenda for the training
- Prepared flip chart with introduction points; question for expectations; SLE pilot event 1 objectives and parking lot.
- Gather blank flip charts; nametags; pens; notebooks; masking tape.

Session Activities

Time	Activities	Notes
25 min	<p>Activity 1: Introduction and Warm up</p> <ul style="list-style-type: none"> • Call participants to order and introduce yourself by stating your name, position in AQE and role in the training. • Officially, open the workshop. • Introduce the training team: name, position, assigned role or community. • Review objectives for this session from a prepared flip chart. • Invite participants to prepare a PTA group introduction that includes school, district, names/titles of representatives and to complete the following: <p>Protecting children from SRGBV is important because: _____</p> <p>One way that PTAs can help protect children from SRGBV is: _____</p> <ul style="list-style-type: none"> • Ask PTAs to do a group introduction. 	
25 min	<p>Activity 2: Expectations</p> <ul style="list-style-type: none"> • Ask each PTA to take 5 minutes to agree on what they want to happen in this workshop and what they are afraid will or will not happen. Write these on a flip chart. Move quickly, with no repeating. • Point out those things that have been planned for the workshop and those that may not have been planned. Note how things that have not been planned can be accommodated and those that will not be accommodated. Things that might not happen could be things to consider in a future workshop. • Share Objectives for Event 1 and how these related to the expectations. • Review the Agenda. 	

	<ul style="list-style-type: none"> • Agree on roles: Ask participants how we will work together during this workshop. What will make our work/time effective? What can we do to avoid things that might take away from our effectiveness? • Introduce notion of “parking lot” and post a flip chart paper that will be the parking lot to capture outstanding issues that can be addressed later. 	
10 min	<p>Activity 3: Conclusion</p> <ul style="list-style-type: none"> • Say: We now know who is in the room; what we are going to do together, i.e., our intended outcomes; agreements about how we will work; and an agenda for completing our work. If there are no other important questions, let’s get started. • Share administrative information: restrooms; location of charging stations; or any other concerns that might distract participants. 	

SESSION 2: Overview of the SLE Pilot

Duration: 75 minutes

Objectives: By the end of this session participants will be able to

- Describe the purpose and intended outcomes of the SLE pilot
- Define the safety threshold and how the pilot sites were selected
- Describe the major strategies and activities of the SLE pilot and the role of the AQE Community Mobilization Agents (CMAs) and others in implementing the pilot.
- Identify key themes and activities that will be part of the pilot.
- Provide feedback on the overall approach

Key learning points/learning outcomes

- Why, What, When, Who and How of the AQE/SLE Pilot

Preparation and Materials

- Organize and distribute table cards for warm up activity
- Review the Session Activities and all handouts in detail
- Flipcharts and markers

Handouts/Materials

- Table Questions
- SLE Baseline
- Slide Deck

Session Activities

Time	Activities	Notes
15 min	<p>Activity 1: Introduction and Warmup Table Questions</p> <ul style="list-style-type: none">• Place one question card from Session2 Handout 1 on each table in the room• Place a copy of the Session 2: Handout 2- Overview of SLE Preliminary Baseline Findings on each table.• Ask participants to take 5 minutes to use the highlighted percentages from baseline report and come up with the answer to the question on the card.• Say: You can use the report; and if they don't know the answer, that's okay, they will find out now.	Use most up to date data. This may require revising Handout 1 and 2 with more recent data and information

	<ul style="list-style-type: none"> • Ask for responses: do they believe it is accurate, too high or too low? Why? Use these figures to make the point that in our schools, about 1 of every three learners experiences SRGBV. Ask participants to form groups of three and say: this means that of every three people, one person has experienced SRGBV directly or indirectly. • Say: this is why we want to do PTA activities to prevent and respond to SRGBV. • Share and explain the objectives of the session. 	
50 min	<p>Activity 2: SLE baseline survey carried out in Nov 2018</p> <ul style="list-style-type: none"> • Explain the SLE baseline survey was carried out in November 2018 with a total of 275 learners: 138 Male/137 Female in 6 counties. Five risk areas prioritized by Liberia and the Technical Working group (TWG), bullying, sexual violence victimization, corporal punishment, gangs and substance abuse, and health and hazards. • Review some key points from Session 2: Handout 2. • All the participants to ask questions and provide answers from the data presented • Discussion: What can we learn from this pilot that can benefit other PTAs and communities? How will we track and document our learning? 	<p>Save time: Explain key summary of the SLE baseline findings. Don't read the whole findings explanation.</p>
10 min	<p>Activity 3: Conclusion</p> <ul style="list-style-type: none"> • Discuss the following questions to close the session: <ul style="list-style-type: none"> ○ Will this package of activities help us reduce SRGBV? ○ What will help us implement? ○ What will be the implementation challenges? ○ How can we reduce the challenges? 	

SESSION 3: Child Rights

Duration: 90 minutes

Objectives: By the end of the session, participants will be able to

- Name children’s rights under the Liberia Children’s Act and the UN Declaration on the Rights of the Child.
- List the responsibilities that children have for using their rights responsibly.
- Discuss how the Teachers’ Code of Conduct (TCoC) helps teachers protect the rights of the child, encourage children’s responsibility as well as those rights and responsibilities of teachers and other educators.
- Identify ways in which PTAs and other community members and groups can help protect the rights of the child and help them use their rights responsibly to prevent SRGBV and promote SLE.

Preparation and Materials

- Review the Rights of the Child and develop a list of responsibilities linked to those rights for your reference.
- Review the TCoC and mark relevant sections, i.e., those that protect rights of the child
- Write objectives on flip charts
- Print copies of questions
- Gather flip chart, markers, stick on pad
- Session 3: Handout 1: UNICEF Liberia Graphic¹: How are Liberia’s Children?
- Session 3: Handout 2: OXFAM/KEEP Graphics²: Teachers’ Code of Conduct

Session Activities

Time	Activities	Notes
15 min	Activity 1: Introduction and Warm Up <ul style="list-style-type: none">• Introduce the session and state the session objectives• Warm up: Make an appointment:• Tell participants we are going to have meetings this morning. Choose whether they would like 8 a.m., 10 a.m. or noon meetings.• Ask them to mingle until they form a group of people who like the same meeting time. The	

¹ UNICEF 2017 Global Initiative to End All Corporal Punishment of Children 2017 at:

<http://endcorporalpunishment.org/wpcontent/uploads/global/Global-report-2017-singles.pdf>

² Source: Oxfam Kids Education Engagement Project and Ministry of Foreign Affairs of Denmark (2019) Teacher Code of Conduct – 11 Illustrations, Monrovia, Oxfam-Keep-MFA-Denmark.

	<p>groups should then sit together for their meeting and discuss:</p> <ul style="list-style-type: none"> ○ What do we mean by ‘rights’? ○ Where do we get rights? ○ Who gives these rights to us? ○ Can they be taken away? ○ Does everyone have the same rights or do some people have more rights than others? ● Ask each group to respond to one of the questions, e.g., 8 a.m. group to answer number 1 and 2; 10 a.m. group to answer 3; 12 noon group to answer 4. 	<p>Rights are something that a person is or should be morally or legally allowed to have, get, or do. They can't be taken away. We have the right, for example, to be safe, educated and have food.</p>
<p>30 min</p>	<p>Activity 2: Main Activity- Children’s Rights Laws</p> <ul style="list-style-type: none"> ● Explain that there are many international, regional and national laws and conventions that uphold children’s rights: <ul style="list-style-type: none"> ○ The UN Convention on the Rights of the Child; the African Charter on the Rights and Welfare of Children; and the Liberian Children’s Act. <p>International</p> <p>The United Nations Convention on the Rights of the Child (UNCRC) is the most comprehensive document on children’s rights ever made. It has been signed by almost every country in the world. It specifically states that school discipline shall be consistent with the child’s rights and dignity and guarantees that all children have:</p> <ul style="list-style-type: none"> ○ The right to say your ideas and views, freedom of thought and religion and freedom to get information ○ The right to protection from abuse and mistreatment. ○ The right to health and medical care. ○ The right to an acceptable standard of living. ○ The right to education with the “purpose of developing the child’s personality, talents, and mental and physical abilities to the fullest extent.” ○ The right to play and participate in cultural activities. ○ The right to be protected from work that harms his or her health, education or development. 	

	<ul style="list-style-type: none"> ○ In December 2005, the UN General Assembly adopted a resolution that called for the elimination of all forms of corporal punishment against children in schools and detention facilities <p>REGIONAL</p> <p>The African Charter on the Rights and Welfare of the Child requires states to: “take all appropriate measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child.”</p> <p>NATIONAL</p> <p>In Liberia, the Liberian Children’s Act includes the rights of children by law in Liberia. MoE’s Teacher Code of Conduct describes how teachers and school administrators should conduct their professional duties at school and the rights of children at school in Liberia.</p> <ul style="list-style-type: none"> ● Issue one copy of the UNICEF graphic about rights of a child and explain that, to ensure that the Liberia law is applied in simple ways, UNICEF developed a summary of the rights of children from the Liberian law. 	
<p>20 min</p>	<p>Activity 3: Rights and responsibilities</p> <ul style="list-style-type: none"> ● Values clarification: As you read each of the rights in Session 3: Handout 1, ask participants to place themselves on a continuum ‘agree, not sure, disagree.’ After participants get to their spot, ask, why they are at that point? ● Then ask, which of these rights do we seem to agree with? Disagree with? Not sure about? Are the rights of adults different from children, why? ● Ask participants to form 4 groups. In each group, they will review the UNICEF Graphic for Liberia (Session 3: Handout 1). Each group will focus on two of the major rights that are summarized on the graphic and for the assigned rights will discuss the following: <ul style="list-style-type: none"> ○ The responsibilities that come with the rights, e.g., if the child has the right to education, s/he also has the responsibility to attend school regularly, complete assignments, etc. 	<p>Participants should identify gaps in the implementation of the children’s rights law and discuss the importance of SRGBV preventions and response and promoting of SLE.</p>

	<ul style="list-style-type: none"> ○ what are some examples of these rights and responsibilities in action in our schools/communities/families? ● Ask participants to write their results on a flip chart and post them, one right per flip chart. 	
20 min	<p>Activity 4: TCoC</p> <ul style="list-style-type: none"> ● Distribute the OXFAM illustrations of the TCoC to the groups (Session 3: Handout 2). Remind participants that the MoE’s Teacher Code of Conduct (TCOC) describes how teachers and school administrators should conduct their professional duties at school and protect the rights of children at school in Liberia. ● Have five groups and issue one question to a group then explain that they are to examine the pictures, choose one picture that relates to that group question and discuss: <ul style="list-style-type: none"> ○ What is the picture demonstrating? ○ Which rights and responsibilities of children and teachers are related to this picture? ○ How do these behaviors show respect for children’s rights? ○ How do they make our school safe or unsafe? ○ What can PTAs, parents and others in the community do to help enforce the TCoC, promote children’s rights and responsibilities and to help them when their rights have been violated? ● Gather responses from presenters, summarize and keep for record. 	
5 min	<p>Activity 5: Roundup</p> <ul style="list-style-type: none"> ● Roundup: Were the questions helpful? Did the discussion lead to new thinking? <ul style="list-style-type: none"> ○ I did not know ○ Now I know..... ● Thank participants for their time. ● Summarize: Everyone has rights, including children. It is important for their survival, protection, development and participation. There are national laws and policies that uphold these rights. There are also responsibilities that come 	

	with rights. Exercising rights and responsibilities can reduce SRGBV and promote Safe Learning Environments.	
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SESSION 4: Gender and Gender Roles

Duration: 90 minutes

Session Objectives: By the end of the session, participants will be able to

- Differentiate between sex and gender.
- Arrive at a common understanding of the term ‘gender.’
- Identify gender roles at the household, school and community levels that are helpful or harmful.
- Describe which gender roles drive SRGBV and how.
- Identify some ways harmful gender roles can be mitigated or changed.

Key learning points / learning outcomes

- Participants grasp the concept of gender
- Participants make the link between gender and child development and between gender and gender roles and SRGBV

Preparation and Materials

- Paper and Pens
- Session 4: Handout 1—Activity 2
- Session 4: Handout 2: Statements about gender roles in Abel’s scenario

Session Activities

Time	Activities	Notes
15 min	<p>Activity 1: Introduction and Warm up</p> <ul style="list-style-type: none">• Introduce the session and the objectives.• Conduct a warm-up exercise. Select two males and two females from the group.• Ask each male to give one quality of a female they admire and each female to give a quality of a male they admire.• Write the qualities on a flip chart under male and female headings.• After the exercise, discuss the qualities with the participants to see if the male qualities can also be female qualities.• Summarize by saying these qualities can be applied to both male and female.	

<p>60 min</p>	<p>Activity 2: Gender roles</p> <ul style="list-style-type: none"> • Gender roles: where do they come from? <p>Remind participants that many qualities can be held by males and females. While we are born male or female, our characteristics do not all come at birth and the roles we play in our families and communities do not come at birth, we learn them. This learned behavior is “gender” and it is usually associated with being male or female, or with our “sex.”</p> <p><i>Gender describes those characteristics of men and women which are socially determined where sex refers to the biological differences between males and females. A working definition of gender: people are born male or female but learn to be girls and boys who grow into women and men. They are taught what the appropriate behavior and attitudes, roles and activities are for them, and how they should relate to other people. This learned behavior is what makes up gender identity and determines gender roles.</i></p> <ul style="list-style-type: none"> • Step 1: Hand out sheets of paper to the participants and ask them to write the numbers 1 to 10 on the paper. • Read out the numbered list of statements on Session 4: Handout 1 and ask participants to write ‘G’ against those they think refer to gender and ‘S’ to those they think refer to sex. • After the exercise, distribute Session 4: Handout 1 and discuss the answers with the whole group. Focus on these questions and key ideas: <ul style="list-style-type: none"> ○ Did any of the statement surprise you? Why? ○ Ask participants to identify some gender norm/roles at the school, in the home and in the community. ○ Ask how these norms contribute to building a cohesive family, community? How they harm family, community? • Write their responses on the flipchart. • Step 2: Read Session 4: Handout 2 scenario aloud. 	
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	<p>SCENARIO</p> <p>Abel is 15 years old. His classmates have started teasing him and telling him he is too much like a girl. At the end of the school day his English teacher, Mrs. Korpor, asks him to clean the blackboard. A student trips him up as he walks through the class; Abel falls and cries out and the teacher tells him to stop being such a girl.</p> <ul style="list-style-type: none"> • Discuss the following questions: <ul style="list-style-type: none"> ○ What gender role(s) are revealed here? What purpose does it serve? ○ What type of violence is being described? In what ways is it gender based? ○ How might this violence affect Abel (the victim)? How might it affect bystanders (others in the class)? ○ If this happened to your child what would you do? ○ How can we help people to change their minds about boys needing to always be tough and “take pain like a man”? • Remind participants: Our roles in our families and communities do not come at birth, we learn them. This learned behavior is “gender” and it is usually associated with being male or female, or with our “sex.” 	
<p>15 min</p>	<p>Activity 3: Conclusion</p> <ul style="list-style-type: none"> • Read out the objectives and ask participants if they were met. Please tell them to be specific on how the objectives were met. • Ask participants to give one new thing they have learned from the session and how they will apply it to the work with the school and the community. 	

SESSION 5: Introduction to Community Dialogues

Duration: 90 minutes

Objectives: by the end of this session, participants will be able to

- Define a community dialogue and how it works.
- Distinguish community dialogue from other forms of community gatherings.
- Practice listening skills.

Key learning points/learning outcomes

- Participants understand that community dialogue is essential to reducing SRGBV. It is a critical part of changing the gender roles that drive SRGBV and to building community level action to protect learners and improve school safety.
- Critical areas for community dialogue include gender norms, the rights of the child, becoming trusted adults, reporting and responding to SRGBV.

Materials and Preparation

- Session 5: Handout 1: Characteristics of good dialogue
- Facilitator review the handout and clarify issues prior to the delivery of the session.
- 3 Signs for the wall: Agree (✓), Disagree (X), Not Sure (?)
- Listening checklist put on a flip chart
- Gather Flipcharts and markers

Session Activities

Time	Activities	Notes
10 min	<p>Activity 1: Introduction and Warm Up</p> <ul style="list-style-type: none">• Ask participants to think of something that they do now with their children that their parents or grandparents did not do. Take 5-7 responses quickly from the floor. Ask for 2-3 additional new/different examples.• Ask: How did this change come about? Has it become a new norm?• Say that today we want to explore the use of community dialogues to promote our children's safety.• Share the objectives of this session.	

<p>15 min</p>	<p>Activity 2: Values clarification</p> <ul style="list-style-type: none"> • Tell participants that you are going to read some statements and they should move to the sign that fits their answer (signs: Agree (tick mark); Disagree (X); Not sure (?)) • Read one statement at a time; once participants choose their sign, ask them to discuss why they chose that answer. Gather 1-2 responses from each group. • In our community: <ul style="list-style-type: none"> ○ People are willing to discuss experiences and ideas about issues that affect their lives, including children’s safety. ○ People have knowledge, skills and experiences that we can use to improve our community. ○ We can change our way of doing things if it benefits our community ○ Men and women must be involved in promoting our children’s safety • Say: today we want to use these good practices in community dialogues, to promote new practices to keep our children safe. Today we want to discuss how we can use a community dialogue process to hear many views in our communities and come together to take action to keep our children safe. 	
<p>55 min</p>	<p>Activity 2. Mini presentation</p> <ul style="list-style-type: none"> • What is a community dialogue? <ul style="list-style-type: none"> ○ Bringing people together to exchange views honestly and with respect and to develop solutions to challenges in the community. ○ Listening to understand and learn ○ Talking to share. ○ Asking each other questions that will help us understand each other and change our minds without fear. ○ Sharing what we want for our children and learn what others in our community want. ○ Finding ways to act together for our children’s safety. 	

	<ul style="list-style-type: none"> ● What makes a dialogue successful? Effective dialogues do the following: <ul style="list-style-type: none"> ○ Unite communities through a respectful, informed sharing of experiences and consequences (for example standing together to reduce SRGBV; tidying the community) ○ Move towards solutions rather than repeating the situation and coming to the same analyses (we know what SRGBV is and how it affects our children; it is time to act together) ○ Reach beyond the usual boundaries (bring others in to help; try new approaches; use a variety of people and institutions). ○ Aim for a change of heart, not just a change of mind. ● Question: What are some activities you've experienced in this training that are like community dialogues? ● What are some differences between community dialogue, debates, and other types of community gatherings? ● Take responses then read from Session 5: Handout 1 ● A good dialogue offers those who participate the opportunity to: <ul style="list-style-type: none"> ○ Listen and be listened to so that all speakers can be heard. ○ Speak and be spoken to in a respectful manner ○ Develop or deepen understanding ○ Learn about the perspectives of others and reflect on one's own view 	<p>Take a few suggestions...these might include some brainstorming; scenario discussions; reflection</p> <p>Think of examples that are relevant: a dialogue is not a debate, where sides are presented and rebutted; it is not a court case; all participants are free to share their perspectives; everyone brings their wisdom and expertise to the dialogue.</p>
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<p>30 min</p>	<p>Activity 3: Practice Listening Skills – think, pair, share</p> <ul style="list-style-type: none"> • Say: One of the things that makes a dialogue different is that people listen to each other to learn and understand their perspectives, whether the same or different. Listening skills are an important part of Community Dialogues and also important if our learners are going to feel free to talk with us about SRGBV, gender norms, child rights and other difficult topics. Listening without judgment can build trust and open communication. • We are going to do a listening exercise to practice what it is like to listen and be listened to. • Ask: What would you like to share about safety at school? What concerns you about your children’s safety? • Check to make sure that everyone has somethings to share. • Form pairs. In each pair, each person will talk for 1 minute with NO interruption from the listener. At the end of the 1 minute, the listener will write or think about 1 key question that he/she would like to ask the speaker. Switch roles: the listener take turn as speaker and will talk for 1 minute with NO interruption from the listener. At the end of the 1 minute, the listener will write one key question to ask the speaker. • Ask participants to share how they felt when they were speaking without interruption. What did they learn? Popcorn about 5-7 responses around the room. Ask for 2-3 additional responses. Ask for any important responses that were not already mentioned. • Ask participants to share a few questions that listeners wanted to ask... What question did you hear that will encourage the speaker to share more or clarify or explore an idea? What questions did you hear that might make a speaker feel discouraged or judged?? 	
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<p>10 min</p>	<p>Activity 4: Summary</p> <ul style="list-style-type: none"> • Summarize the key takeaways from the group around listening without judgment. What was hard/easy? • What kinds of questions promoted more information and discussion? What kinds of questions discouraged more discussion? • What are some ground rules we might want to have in our community dialogues to promote listening with respect to fully understand someone’s position? • How can these listening skills help us decide what’s important to discuss in our communities and to support our learners to share their experiences with SRGBV? • Say that a good listener: <ul style="list-style-type: none"> ○ Listens to learn and understand ○ Asks questions to clarify, to explore and move to action. ○ Does not judge or argue, though they may have and/or share a different opinion. 	<p>Note that questions that begin with “don’t you think” or “wouldn’t it be better if...” or “why didn’t you...” are not really questions, they are statements and suggestions pretending to be questions.</p>
<p>10 min</p>	<p>Activity 5: Conclusion</p> <ul style="list-style-type: none"> • Ask: What are 3 elements of an effective community dialogue? • What are 2 ideas we have for community dialogues in our communities? • What is 1 thing we want to do here before we leave to be better prepared for our community dialogues? 	

SESSION 6: PTA Reflections

Duration: 30 minutes

Objectives: By the end of this session participants will be able to

- Discuss and agree on the three most important learnings they learned from the day and the activities to apply those learnings in their PTA, school and community.
- Agreed on one thing they would like to learn more about.

Key learning points/learning outcomes

- Reflection is to be used by individual PTAs as preparation action; beginning to network among PTAs in their area; and to build ideas for the PTA action plan.
- It takes place at the end of day 1 and enables PTAs to summarize together what they've learned, what they still want to better understand and what they can do to apply their learnings.

Preparation and Materials

Write instructions on a flip chart for the assignment:

Part I: Meet in your PTA group and agree on:

- Choose 3 most important learnings and one good idea for using them in your school.
- 1 activity for implementing the learning
- 1 – 3 tasks for implementing the activities

Prepare your feedback for the whole group.

Develop a model flip chart for the report out (see next page):

County		
Schools represented		
Name of reporter		
Learning	Applying the Learning	Tasks
1	Activity 1	Task 1
		Task 2
2	Activity 2	Task 1
		Task 2
3	Activity 3	Task 1
		Task 2

Session Activities

Time	Activities	Notes
5 min	<p>Activity 1: Introduction and Warm up</p> <ul style="list-style-type: none"> • Ask the question to the group: What expectations did we meet today? Which objectives did we complete? • Gather a few responses quickly. • Transition: we want to provide a chance for you to review this day with your PTA and others from your area. 	<p>This is essentially the objective of the session.</p>
15 min	<p>Activity 2: Main activities</p> <ul style="list-style-type: none"> • In PTA groups, complete the questions provided on the flip charts. • Post the results on a flip chart. • Put the name of the school, group members and reporter on the chart. 	<p>Use the prepared flipcharts. Circulate to make sure instructions were clear and groups on task. Manage time.</p>
10 min	<p>Activity 3: Conclusion</p> <ul style="list-style-type: none"> • Please take a look at the flip charts that are posted along the wall. How are they similar/different from your own? 	<p>Facilitators should review in case of adjustments to program.</p> <p>Keep these on the wall so that they can be used to generate action plans at end of day 3.</p>

Day 2

SESSION 7: Building a Network of Trusted Adults

Duration: 90 minutes

Objective: By the end of the session, participants will be able to

- Recognize and describe the effects of violence on learners.
- Understand how children might suffer if they do not have the opportunity to share their experiences with SRGBV.
- Discuss how a network of trusted adults can help learners share experiences.
- Identify the characteristics of trusted adults and who in our community can serve as trusted adults.
- Develop a plan for reaching out to and forming a group of trusted adults who are willing to support learners in safe and confidential sharing of experiences.

Key learning points/learning outcomes

- Participants will consider the reasons why a network of trusted adults are important for learners within communities and consider the characteristics of trusted adults they may select in their own communities.

Preparation and Materials

- Flip chart, markers, stick on pad
- NetSmartzKids - Know the Rules! at: <https://www.youtube.com/watch?v=kO7ObEah6rM>
- It's Ok to Tell - FunnyKids Channels at: <https://www.youtube.com/watch?v=T9ibrRecVAU>
- Objectives written on flip chart
- Printed copies of questions
- Session 7: Handouts 1-5

Session Activities

Time	Activities	Notes
15 min	Activity 1: Introduction <ul style="list-style-type: none">• Ask participants to reflect as individual on the following two questions.<ul style="list-style-type: none">○ Have you been ashamed of something that you've experienced and it's hard to tell someone?○ Why do you think it is so hard to explain it to another person?○ What would make it easier?	Note: we are <u>not</u> asking them

	<ul style="list-style-type: none"> • Ask 3 male and 3 female volunteers to share their reflections without fear. • Explain to participants that in life, many people have one or two experiences that they keep secret for many reasons. Say that in this session we are going to talk about the benefits of sharing such experiences with trusted people. • Introduce the objectives of the session on flip chart. 	to share the experience necessarily, just their reflections.
30 min	<p>Activity 2: Group work on reporting violence</p> <p>Group work 1</p> <ul style="list-style-type: none"> • Handout one scenario to each group (Session 7: Handouts 1-5). Have a volunteer read the scenario in their different groups and have an interpreter explain so all participants understand. Allow groups to answer the questions that followed the scenarios. • After 15 minutes, have group representative present their responses. • Working in the same groups, ask participants to answer the questions below: <ul style="list-style-type: none"> ○ What happens if children do not report violence? ○ What can be done to encourage reporting/sharing? ○ What responses or actions are suitable in this situation? (learners, parents, bystanders, teachers, others) ○ How can sharing prevent this particular issue/concern from arising to, at and from schools? • After 15 minutes, call presenters to present their discussions. 	
30 min	<p>Activity 3: Criteria for trusted Adults</p> <p>Group work 2</p> <ul style="list-style-type: none"> • Explain that we want to find trusted adults that learners can talk to. • Individual reflection: <ul style="list-style-type: none"> ○ Who do think your children will go to when they need to discuss something that is 	Groups to identify steps and practices that provide support in challenging conversations

	<p>troubling them? When they are feeling hurt, angry, confused, ashamed, and afraid?</p> <ul style="list-style-type: none"> ○ Why would he or she go to that person? What is it about that person that makes it easy for the children to talk to him/her? <ul style="list-style-type: none"> ● Share your responses to the second question with others from your community. ● Discuss: Who are some people in our communities who have these characteristics? ● Can we ask them to volunteer to be part of a network of trusted adults who will be willing to: <ul style="list-style-type: none"> ○ Listen without judgment ○ Believe the child’s experience ○ Discern when the situation needs urgent parental, medical or legal attention ○ Help the child seek the needed attention, involving the parents/guardians if necessary ○ Help the child decide if they want to report to parents, teachers or principal. ○ Help the child practice reporting or sharing the story. 	
<p>15 min</p>	<p>Activity 4: Roundup</p> <ul style="list-style-type: none"> ● Say to participants to think of everything they discussed and; <ul style="list-style-type: none"> ○ Make a commitment to identify or become a trusted adult in the community. ○ Choose 2 practical ways to respond to the needs of learners regarding SLE and prevention and response to SRGBV. ○ What is one thing that you need to learn more about ● Summarize: Trust is a very important value. Can we build a network of trusted adults in our community? 	

SESSION 8: Community Dialogues—Planning and Practice

Duration: 120 minutes

Objectives: By the end of this session participants will be able to

- Plan a community dialogue
- Practice implementing the dialogue in a 1-1, small group and larger group dialogue.
- Identify additional knowledge, skills and support they will need to conduct their planned community dialogues.

Key learning points/learning outcomes

- Community dialogues are one way to learn how a situation affects different people in our community and how we can work together to improve the situation.
- Community dialogues need good preparation: inviting the right people, choosing discussion questions that will promote sharing and listening.

Preparation and Materials

- Review session guide and handouts
- Session 8: Handout 1-4
- Feedback sheet for community dialogue practice

Session Activities

Time	Activities	Notes
10 min	Activity 1: Introduction and Warm up <ul style="list-style-type: none">• Warm up: What is one thing that makes our school and community great? (something very important, something we are proud of or famous for)• Take quick responses from each PTA.• Say that we are going to work on using these assets to build community dialogues for improving school safety.• Share objectives of the session.	
50 min	Activity 2: What is a community dialogue and how does it help us? <ul style="list-style-type: none">• Say: We have discussed many topics in this training that are important in making our schools and communities safer for our learners. What are some of the important	

	<p>topics we have discussed in this training so far? (responses might include safe learning environments, bullying, corporal punishment, sexual violence, children’s rights, gender roles)</p> <ul style="list-style-type: none"> • Ask: How can we continue to discuss these issues with our neighbors so that we can begin to work together. (answers might include, sitting together, getting others involved, deciding what is most important for the whole community; some things will take time, like changing gender norms and protecting children’s rights.) • Say: Now we are going to plan a community dialogue, a way to have more discussion and solve problems in our community. • Say: A community dialogue is a time for people to share and listen to how a specific problem is affecting community members. It is not a time to judge but to understand how the problem affects the whole community. • To have a good community dialogue we must have the right people, be willing to share AND listen, respect others’ views and find common ground for taking action. • Share the Steps in a Community dialogue using Session 8: Handout 1. <ul style="list-style-type: none"> ○ Choose an important topic for a community dialogue related to an aspect of SRGBV. Topics might include how Gender Norms affect SRGBV; protecting Children’s Rights; Creating a group of Trusted Adults; ○ Think about your community. What are we seeing in our community related to this topic? What problems are we seeing? Who is interested in solving these problems? Who needs to be part of the dialogue? ○ Think about your goals. What do we want to see happening in our communities about this issue? What could we change if we had a community dialogue on this topic? ○ Think about who should be included. Who can help find a solution? Small group of friends and neighbors? Community groups? Various community leaders? Partners? Do we need a planning group? 	
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	<ul style="list-style-type: none"> ○ Think about what format to use. What type of discussion should we have? (town meeting, small group, 1-1 large group; one meeting or a series? A combination?) ○ Who do we need to inform/discuss this idea with? 	
50 min	<p>Activity 4: Practice the Dialogue</p> <ul style="list-style-type: none"> • Two PTAs will pair up to practice the dialogues; pair PTAs so that they have different topics. • Participants can use Session 8: Handout 3 – Planning Template for Community Dialogue to plan their dialogues. • Each PTA will assign 1-2 people to facilitate the dialogue; others will observe and provide feedback to their PTA. • Conduct these pieces of the dialogue: <ul style="list-style-type: none"> ○ Goals ○ Ground rules ○ 2-3 questions ○ Summary and ○ Next steps 	Next steps may include action on areas where there is agreement or further discussion is needed on areas of disagreement.
10 min	<p>Activity 5: Conclusion</p> <ul style="list-style-type: none"> • If time permits, use Session 8: Handout 4: Feedback Sheet on Community Dialogue Practice to wrap up this session. • Conclude the session by asking what additional skills, information or support PTAs will need to conduct a community dialogue. 	CMA's will take note so as to factor this into their follow up

SESSION 9: Action Planning

Duration: 120 minutes

Objectives: By the end of this session participants will be able to

- Develop action plans for 3 things that PTAs will do in the next month to prevent and respond to SRGBV, promote SLE and establish trusted adults who are willing to support learners in safe and confidential sharing of experiences.

Key learning points/learning outcomes

- Action plans might include how to engage trusted adults
- How to share information with PTAs and community
- How to plan community dialogue on one or more topics discussed in this Event.

Preparation and Materials

- Prepared flip chart with template for action planning
- Previous reflections and ideas from group discussions during the event
- Gather stick on pad and flip chart paper

Session Activities

Time	Activities	Notes
15 min	Activity 1: Introduction <ul style="list-style-type: none">• Introduce the session objectives.• PTA groups should discuss and decide on 3 key things you will do together to prevent and respond to SRGBV and promote safe learning from the community dialogue planning worksheet (Session 8: Handout 3).	
15 min	Activity 2: Demonstrate an action plan for one example <ul style="list-style-type: none">• Develop objective that is SMART (Specific, Measurable, Achievable, Relevant and Trackable).• Link objective with output (success criteria) that PTA expects to achieve.• Link the output with activities and tasks they need to carry out to achieve it.• Tell groups that they will now prepare their plans first on flip charts—using the planning guide with objectives, activities, tasks, success criteria (Session 9: Handout 1).	Facilitator demonstration of one example

<p>60 min</p>	<p>Activity 3: Prepare a plan</p> <ul style="list-style-type: none"> • Prepare a plan for the 2 activities and tasks using Session 9: Handout 1. • Put activity plans on wall for sharing. 	
<p>15 min</p>	<p>Activity 4: Gallery walk</p> <ul style="list-style-type: none"> • PTA plans and actions to prevent/ respond to SRGBV in their schools and promote SLE should be on the wall. Everyone will circulate the room to view plans and actions and provide feedback. • Post it notes <ul style="list-style-type: none"> ○ What is good about the plan (write on one color of stick on pad) ○ What could be improved (write on a different color of stick on pads) 	<p>Circulation of groups – posting of comments on post-its</p>
<p>15 min</p>	<p>Activity 5: Plenary</p> <ul style="list-style-type: none"> • To wrap up, bring the groups back to the plenary group. Ask the following and take a few responses based on time: <ul style="list-style-type: none"> ○ What good or interesting things did you see in the action plans? ○ What things could be improved? • As this session is wrapped up, facilitators should digitize plans by taking a photo of them and participants should make sure to take their action plan flip charts back to their community. 	<p>Facilitator & participants</p>

Handouts

Session 2: Handout 1: Discussion questions on SLE based-line assessment

Cut according to question and place on deck for participants to answer

<p>What % of students in our baseline experienced corporal punishment themselves?</p>
<p>What % of students knew or heard of someone experiencing corporal punishment?</p>
<p>What % of students have experienced or heard about incidents of bullying?</p>
<p>What % of students reported experience or knowledge of sexual violence amongst students?</p>
<p>Do teachers feel that students are comfortable to report violence to them?</p>
<p>Do students report violence to teachers?</p>

Session 2: Handout 2: Overview of SLE Preliminary Baseline Findings

Preliminary Summary of the 2018 AQE Safe Learning Environment Baseline. The AQE Safe Learning Environments Baseline assessment conducted to better understand the perception of safety and prevalence of risks to students and school personnel.

USAID definition of safe learning environments: A safe learning environment is typically defined as a place where structured learning happens that is free from environmental, internal, and external risks to learners' and education personnel safety and well-being...here infrastructure of a learning environment and also to the people within a learning environment) is deemed safe.

Environmental risks can include, but are not limited to, natural disasters and public health risks. Internal risks can include, but are not limited to, school-related gender-based violence (which includes rape, unwanted—including both physical and sexual—touching, unwanted sexual comments and abuse, corporal punishment, bullying, and verbal harassment), and gang activity/ recruitment within a school. External risks can include, but are not limited to, attacks on the way to/from school, ideological attacks on learning environments, armed/violent attacks on learning environments, and occupation of learning environment infrastructure by armed groups.

The ECCN SLE toolkit was adapted and used to measure the five risk areas prioritized by the Government of Liberia (GoL) ALP Technical Working Group (TWG): Corporal punishment (including positive behavior management), Sexual violence (harassment and assault), Bullying and school climate, Environmental hazards (flooding, health hazards) and Substance abuse.

The survey involved interviews with 275 learners (Male=138-50.2%; Female=137-49.7%) and 48 school personnel (Male=41-85.4%; Female=7-14.6%) in all the six AQE counties.

Key findings

Perception of safety and positive school climate

- The data show that while most learners and school personnel perceive a positive school climate with regard to acceptance of diversity, student-student and student-teacher relations, there is room for improvement.
- This is because a fair number of students and school personnel do not think that students often treat disabled students kindly (16%), a fair number (33%) of students and school personnel think that students would embarrass or harm a boy if he is perceived as girlish, or a girl if she is perceived as boyish (or acts like a boy).
- Also, about 18% of students and school personnel reported that students sometimes threaten to hurt teachers. This finding shows that student-teacher relations, gender diversity and disability inclusion are among the topics that need to be addressed in the SLE curriculum.
- In addition, while most students said they feel safe at school, most of them don't feel safe on the way to or from school. In fact, 40% of students (and 33% of school

personnel) reported that there are places in or near the school where it is not safe for girls or boys to go alone.

- 86.4% of the learners reported that they were worried about their safety from any type of SRGBV while going to / from school compared to 20.9% that were worried about their safety from SRGBV risks while at school.
- Positive perceptions of safety are slightly more frequent among rural than urban participants. Unsafe places are mostly reported in Margibi, Nimba and Bong counties. There is a need to promote agency for children's safety within communities, something PTAs could do.

Bullying

- The data show that bullying is prevalent. About half of the learners (49.8%) reported that they heard about someone in their school that experienced bullying (as depicted in a bullying scenario).
- Some learners (39.1%) reported that this has happened to a close friend or family member, and 29.5% of the learners reported that something like this has happened to them in the past school year.
- The most common forms of bullying reported by learners are psychological, such as name calling (60.3%).
- Physical attacks by fellow students are also prevalent. For example, 39.6% of the learners reported that they had been physically hurt at least once. About 20% reported that they had been forced to do something they did not want to do such as joining a group in making fun of or hurting another student.
- Montserrado, Margibi and Bong counties have a higher percent of learners that reported having heard about someone in their school experience the bullying depicted in the scenario (Sig=0.007), compared to Nimba and Grand Bassa. Similarly, Montserrado, Margibi, and Bong counties have a higher percent of learners that reported having heard about a close friend or family member experience the bullying depicted in the scenario (Sig=0.007).
- About half of the learners (55.1%) said that they reported the bullying. Of these, 15.7% reported the bullying to another student; 48% reported to a school personnel and 34.3% reported to their parents. The data show that bullying (including reporting and response to reports) is an aspect of school safety that needs to be addressed.

Sexual violence victimization

- 37% of the learners reported that they've heard about someone in their school who experienced the sexual violence depicted in the sexual violence scenario, in or near the school.
- 36% of the learners reported that they've seen a student being treated this way by other students, while 26.1% of the learners reported that they had (at least once)

experienced such a thing themselves while at school, or while traveling to or from school.

- Margibi, Bong and Grand Bassa counties have a higher percent of learners that reported having heard about someone in their school experience the sexual violence depicted in the scenario.
- The prevalence of sexual violence reported in this study is similar to that reported in other studies of SRGBV in Liberian schools.
- Reports of transactional sex are very infrequent-e.g. 5.5% of the learners reported that they had been offered a gift in return for sex.
- A few learners (2.5%) reported being promised good grades if you did something sexual, like kissing. This is much lower than what is reported in previous studies.³
- Reporting of SRGBV is infrequent. Only 33.3% of the learners who reported having experienced SRGBV said that they told someone about it. And yet only 12.5% of the school personnel stated that students are afraid to report incidents of SRGBV.
- About a half (58.3%) of the school personnel reported that their activities for students to learn about and discuss sexual harassment and violence; 37.5% said there are student groups where boys and girls can openly discuss the problems they face inside or outside the school.

Corporal punishment

- Corporal punishment is about as dominant as SRGBV. 37.5% of the learners had heard about some in their school that experienced corporal punishment in the scenario depiction.
- 30.3% percent of the learners had observed a student being treated this way, 29.1% reported that such a thing had happened to a close friend or family member, while 22.5% reported that this had happened to them.
- The most common forms of corporal punishment include: hitting students with any type of object such as a cane, stick, belt, or book (52.4%); forcing students to stand or kneel in a way that hurts or for a long period of time (36%); and hitting students with a hand or closed fist on any part of your body, including student's head, face, hand, chest, or leg.
- Margibi, Montserrado Bong and Grand Bassa counties have a higher percent of learners that reported having heard about a student that experienced corporal punishment in the school.

³ Antonowicz (2010), Atwood et al. (2011)

Gangs and substance abuse

- A few learners (10.5%) reported that there are gangs at their school.
- Only 4.4% reported that there are students at their school that belong to a gang. Only 6.5% of the learners reported that there are gangs (from other schools) that came around the school.
- Responses from school personnel similarly reflect that gangs are not common. Only 6.3% (3) of the school personnel reported that there are gangs at their schools.

Health and Hazards

- The commonest natural hazards reported by school personnel are strong winds (62.5%) and floods (27.1%).
- Only 37.5% of the school personnel reported that something had been done at their schools-such as strengthening the walls of the school buildings, to withstand expected hazards.
- In addition, only 33.3% of the school personnel reported that a topic on natural disaster preparedness and risk reduction has been introduced in the school to help learners deal with emergencies.
- Only about a half of the learners (58.5%) reported that they wash their hands regularly. Only 25% of the school personnel reported that their schools had basic first aid facilities, and only 31.3% of the school personnel reported that any of the teachers at their school had been trained in the use of a first aid kit.
- Most of the school personnel (81.3%) stated that their separate latrines/toilet facilities for school personnel and students, 72.9% reported that there are separate latrines/toilet facilities for male and female teachers.
- Most school personnel (85.4%) also reported that sanitary napkins are not available for girl students.

HOW ARE LIBERIA'S CHILDREN?

Liberia has ratified (pledged to follow) the UN Convention on the Rights of the Child. This means that Liberia must respect the rights of the child and listen to what children have to say. Are the rights of the child respected in Liberia? You and other children in Liberia are the experts.



2.2 MILLION CHILDREN

4.5 million people live in Liberia. 2.2 million are children, and 700,000 of the children are under five years old.

children who die has decreased, but is still high.



HEALTH AND HEALTH CARE

You have the right to food, clean water, medical care and the right to privacy when consulting an adult about any health problem. Almost 8 out of 10 children in Liberia have water from improved water sources. Only 2 out of 10 children have access to adequate sanitation facilities. 4,000 children live with HIV/AIDS. 25,000 are AIDS orphans.



PROTECTION AGAINST VIOLENCE

You have the right to protection against all forms of violence, including neglect, maltreatment and abuse. Only 53 countries have forbidden all forms of corporal punishment for children. Many still allow caning in schools. Liberia has not forbidden corporal punishment.



NAME AND NATIONALITY

From the day you are born you have the right to have a name and to be registered as a citizen in your country. 156,000 children are born every year in Liberia. 3 out of 4 are never registered. There is no documented proof that they exist!



A HOME, CLOTHING, FOOD AND SECURITY

You have the right to a home, food, clothing, education, health care and security. Almost 7 out of 10 children in Liberia live in extreme poverty with less than 1.90 US-dollar (225 Liberian dollars) a day to live on.



HAZARDOUS CHILD LABOUR

You have the right to be protected against both economic exploitation and work that is hazardous to your health or which prevents you from going to school. All work is prohibited for children under 12. Some children are forced into the worst forms of child labour, such as being debt slaves, child soldiers or used for commercial sexual exploitation. An estimated 240,000 children (2 out of 10 of the children aged 5-14) in Liberia have to work.



SURVIVE AND GROW

You have the right to life. Liberia must do all it can to allow children to survive and develop. 1 of 13 children in Liberia (11,000 every year) dies before the age of 5, usually due to causes that could have been prevented. The number of



EDUCATION

You have the right to go to school. Primary and secondary schools should be free for everyone. Only 4 out of 10 children in Liberia go to school. Many children get almost no education at all, and illiteracy is high.



YOUR VOICE MUST BE HEARD

You have the right to say what you think about any issue that affects you. The adults should listen to the child's opinion before they make decisions, which must always be made in the best interest of the child!



www.worldchildrensprize.org

Sources: Unicef 2017. Global Initiative to End All Corporal Punishment of Children 2017.

⁴ UNICEF 2017 Global Initiative to End All Corporal Punishment of Children 2017 at: <http://endcorporalpunishment.org/wpcontent/uploads/global/Global-report-2017-singles.pdf>

1 Teacher must respect and protect all human rights and don't discriminate | -3.1.1.

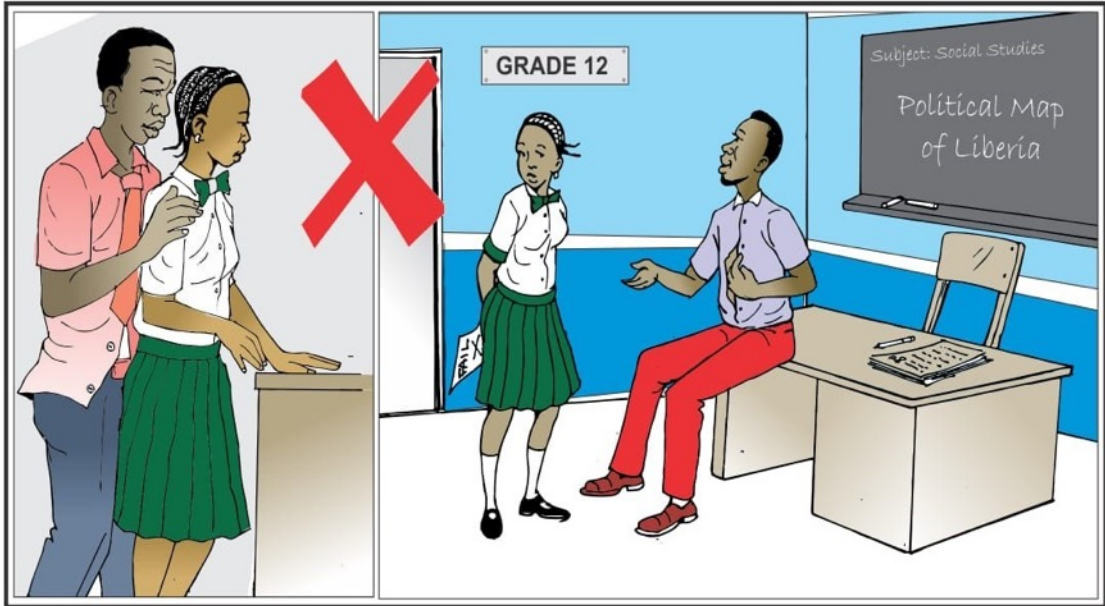


3 Teachers should evaluate students based on standards and performance. | 3.3.1



6

Teacher should NOT have any kind of sexual relationship with any student | 4.2.1.2



7

No student shall work on the farm of teacher or run teachers personal errands | 4.2.1.1.2



8 No sex for grades



9 Do NOT accept bribes, gifts, favors | 4.2.3.4



10 Teachers, students & parents are encouraged to report misconduct



Session 4: Handout 1—Activity 2

Statements about men and women

- Women give birth to babies, men don't. (S)
- Little girls are gentle, boys are tough. (G)
- Among agricultural workers, women are paid 40-60 per cent less than the male wage. (G)
- Women can breast feed babies; men can bottle-feed babies. (S)
- Most builders' workers in Liberia are men. (G)
- In Liberia women stay at home and do the cooking. Men handle family business. (G)
- Men inherit property and women do not. (G)
- Men's voices break at puberty, women's do not. (S)
- In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the housebuilding. (G)
- According to UN statistics, women do 67 per cent of the world's work, yet their earnings for its amount to only 10 per cent of the world's income. (G)
- It's better to invest in boy's education because girls will just get married and stay home in the future. (G)

Session 4: Handout 2: Abel Scenario

Abel is 15 years old. His classmates have started teasing him and telling him he is too much like a girl. At the end of the school day his English teacher, Mrs. Korpor, asks him to clean the blackboard. A student trips him up as he walks through the class; Abel falls and cries out and the teacher tells him to stop being such a girl.

Questions:

- What gender norm(s) are revealed here? What purpose does it serve?
- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Abel (the victim)? How might it affect bystanders (others in the class?)
- If this happened to your child, what would you do?

Session 5: Handout 1: Characteristics of good dialogue

A good dialogue offers those who participate the opportunity to:

- ❖ Listen and be listened to so that all speakers can be heard.
- ❖ Speak and be spoken to in a respectful manner.
- ❖ Develop or deepen understanding.
- ❖ Learn about the perspectives of others and reflect on one's own view

Session 7: Handout 1: Abel Scenarios repeated here

SCENARIO 1: Abel

Abel is 15 years old. His classmates have started teasing him and telling him he is too much like a girl. At the end of the school day his English teacher, Mrs. Korpor, asks him to clean the blackboard. A student trips him up as he walks through the class; Abel falls and cries out and the teacher tells him to stop being such a girl.

Questions:

- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Abel (the victim)?
- How might it affect bystanders (those that are witnessing can also be used)
- If this happened to your child, what would you do?

SCENARIO 2: Marie

Marie is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept point directly at her chest and making signs to show how her breasts have grown. Then the others would laugh. She started to wish she had not come back to school.

Questions:

- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Marie (the victim)? How might it affect bystanders (others in the class? Girls or boys?)
- If this happened to your child, what would you do?

SCENARIO 3: Jane

Jane is 17 years old and is preparing for the Level 3 Summative Assessment. She has been in a relationship with a boy her age for about a year. He recently sent a sexy photo of himself through WhatsApp and she sent a sexy photo of herself back to him. At school on Monday, all the boys and girls in her class were pointing and laughing at her. When she asked her best friend what happened, she learned that the boyfriend had sent the photo to one friend who then shared it with many others.

Questions:

- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Jane (the victim)?
- How might it affect bystanders (others in the class?)
- If this happened to your child, what would you do?

SCENARIO 4: Mary

Mary urgently needs to relieve herself. The toilets in the school are damaged so the girls usually go in the nearby bushes. A group of boys sees Mary going to the bushes and they follow her to watch as she lifts her skirt. John, a friend of the boys sees what they are doing but decides not to join them. He returns to class unsure of what to do.

Questions:

- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Mary (the victim)?
- How might it affect bystanders such as Lucas?
- (Others in the class?)
- If this happened to your child, what would you do? If your child was Mary? If your child was Lucas?

SCENARIO 5: Patience⁵

On Tuesday, Patience was walking to school; she usually walks with her friends but on this day she was late, and they were not there. About 2 blocks away from the school she had to walk past a group of older boys from a different class. They whistled at her; told her she was beautiful. A couple of boys followed her, asking her to stay with them. Another touched her buttocks as she walked past them.

Questions:

- What type of violence is being described? In what ways is it gender based?
- How might this violence affect Patience (the victim)? How might it affect bystanders?
- If this happened to your child, what would you do? If your child was Patience? If your child was one of the boys?

⁵ Adopted from materials UNGEI, UNESCO, UNICEF SRGBV learning symposium March 2019.

Session 8: Handout 1: Preparing for a Community Dialogue

- What are some important things that community members should be discussing?
Questions to be answered by Participants
- This handout helps you prepare to invite people to a community dialogue on important issues related to protecting children from SRGBV.
- **Think about your community.** What are we seeing in our community related to this topic? What problems are we seeing? Who is interested in solving these problems? Who needs to be part of the dialogue?
- **Think about your goals.** What do we want to see happening in our communities about this issue? What could we change if we had a community dialogue on this topic?
- **Think about who should be included.** Who can help find a solution? Small group of friends and neighbors? Community groups? Various community leaders? Partners? Do we need a planning group?
- **Think about what format to use.** What type of discussion should we have? (Town meeting, small group, 1-1 large group; one meeting or a series? A combination?)
- **Who do we need to inform/discuss this idea with?**

Session 8: Handout 2 -Planning Template for Community Dialogue

Community Dialogue Planning Worksheet

What is your topic? Some important SRGBV topics include children’s’ rights; gender roles and stereotypes and gender diversity in our communities; protecting our learners; enforcing the Teachers’ Code of Conduct; helping learners report safely and confidentially,

Choose one of these or another one and write the topic here:

What format(s) is the best for this topic in your community? Tick or circle.

- 1-1
- Small Group (list participants)
- Community organization (list)
- Larger group (community meeting? Other

Who should we invite? Who will have experiences to share and who will have ideas or influence to address the issues? Make a list here:

What are our goals for the dialogue? What do we want to learn from others? What do we want to come to agreement about? What are we willing to have disagreements about?

What ground rules will help us listen and understand each other?

How will we encourage people to honor the ground rules? What will we do if they break a rule?

What questions will you ask? Write 2-3 questions in each category and write answers to the right.

Questions	Answers
<p>To encourage people to share experiences, concerns and desires:</p> <p><i>What are we seeing in our school/community related to this topic?</i></p> <p><i>What is happening now?</i></p> <p><i>How has this situation affected our learners, your family and/or neighbors?</i></p> <p><i>What will happen if this situation continues?</i></p>	
<p>To encourage people with different views to speak up</p> <p><i>What additional concerns or ideas do others have or have heard from their neighbors?</i></p> <p><i>What are some important ideas that we haven't heard yet?</i></p>	
<p>To discover common interests:</p> <p><i>What have you heard today that is like your own experience or that you agree with?</i></p> <p><i>Who are the people who are most affected by this situation?</i></p>	
<p>To discover what might be done together:</p> <p><i>What ideas have you heard today that we might try?</i></p>	

How will we end the dialogue?
 Ask who is interested in planning for some of the ideas that were discussed today?

<i>Idea</i>	<i>Interested People</i>	<i>Meeting Day and Time for interested people to get started on their idea.</i>

Summarize the answers to the questions above.

Session 8: Handout 3- Feedback sheet for community dialogue practice

Question for community members:

- Did you feel that you were understood and respected?
- Did you have a chance to share your ideas about the topic without being interrupted or challenged?
- Were you able to understand the ideas people have that are the same or different from yours?
- Did you agree to some common themes and possible next steps?

Question for facilitators:

- Did you feel that the participants respected one another and listened well?
- What did you do that helped participants listen first and ask questions later?
- What were some areas of agreement? Of disagreement?
- Do you feel that the participants will follow through on their next steps?
- What will help them do that?

Session 9 Handout 1: Action Planning Template

Activities related to Safe learning environment from PTA led community dialogues inclusive of Gender Norms, Child Rights and Building a Network of Trusted Adults

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)
New Activities and Tasks: Safe Learning Environment						
Activity 1						
Previous Activities in Action Plan						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)
Previous Activities in Action Plan						
Activity 3						

Example of practical guide to follow:

Action Planning steps to follow

Ask PTAs to think of 2-3 activities/ tasks they will do to address SRGBV and to complete the Action Planning Template.

Note: It's a good idea to get the PTA to put the plan on a flip chart include SMART objectives.



Step 1 Planning: Put the plan on a flip chart using the template as a guide.

Planning on flip chart – with the help of template and guide.



Put plan on wall and review – is the plan SMART?

Event 1: FOLLOW-UP Plans

Supporting PTAs to implement their action plans is another step toward ensuring that good practices that are introduced during events are implemented and can therefore benefit the broader community including learners, their parents and teachers.

This follow up plan includes reminders and support by phone and one face to face visit. It can be conducted by one of the training facilitators and/or MoE staff who attended or co-facilitated Event 1. Action Plan templates from Session 9: Handout 1 can be referenced.

Preparing for the follow up:

The facilitator will review the objectives of Event 1 and the suggested planning themes.

Objectives:

- Describe the SLE training and their role, including how it came about, how communities were selected and the expectations for PTA led activities in each community.
- Describe child rights and responsibilities and how those are supported by the Teacher Code of Conduct.
- Explore gender norms and how they affect school safety and specifically vulnerability to SRGBV.
- Identify characteristics of a trusted adult and develop a network of trusted adults in their communities who will support learners' discussions and disclosure of SRGBV.
- Plan community dialogues to discuss child rights, gender norms and roles of trusted adults in increasing SLE and preventing and responding to learners' encounters with SRGBV.

The action planning themes can include:

- Some important SRGBV topics include child rights;
- Gender roles and stereotypes and gender diversity in our communities;
- Helping learners report safely and confidentially

NOTE: Event facilitators will have digitized action plans and the PTAs will have taken away the flip charted copies.

Follow -up Steps:

Step 1: Phone call to each PTA within one week

- Have plans been shared with others?
- Have tasks and deadlines been assigned specifically?
- Have tasks planned for first week been completed?
- What has been completed per the plan?

- Now that you're back, what are the challenges you're facing in implementing the plan?

Provide problem solving/coaching over the phone for those things that can be agreed on. Specific input can be provided on a school visit by the facilitator if possible. Be specific about what the school visit will achieve and who else at the school needs to be involved. Schedule the visit, making sure the right people are available.

Step 2: School visit

- Meet with SLE Event participants and key others as planned, at a convenient time and location.
- Discuss achievements and what has been challenging.
- For achievements, what made them successful?
- Explore these questions as necessary, depending on the action plan focus:
 - **Planning a larger community dialogue based on planned meetings.** If the school has been able to gather a range of perspectives from peer meetings, then it might be time to convene a larger meeting that brings together all elements of community to discuss the issues in mixed groupings. Facilitators can help shape some key questions for the bigger dialogue using Session 8: Handout 2 planning template. Consider these questions: If a community dialogue was held, what was learned? What does the community agree about? What do they disagree about? What way forward do they see? What steps do they want to take to improve the prevention and response to sexual violence in or around school?
 - **Sharing information about formation of trusted adults.** Was this activity completed? If yes, who participated and how did they respond to the information? If not, why not? Is it still important? What else needs to be done to make this happen? How can the facilitator help?

Step 3: Revise the Action Plan using the decisions above.

- These can be updated by pasting over the flip charted version with new activities and photographing;

Step 4: Prepare and submit the School Visit Report

- Reports should include achievements, lessons learned, revised plans and support/TA provided, and date of next call and/or visit.
- Take notes on needed support and provide immediate support (if necessary) or get prepare to provide support when you visit.

SLE EVENT 2: Stopping Bullying at School

Event 2 builds on the foundation of Event 1 and focuses on Bullying at School. This Event is structured as a 4-hour gathering of a group of neighboring schools with follow up at individual schools. Bullying is a serious form of psychological violence that most often involves learners' interactions with each other. Bullying, when allowed to persist can make some learners feel unsafe at school and fearful about moving to and from school and even around the community. Parents, teachers and learners working together can help stop bullying at school.

This event is presented as a single 4-hour session, with several timed activities. If conducted for a group of schools, 3 representatives from each school are suggested. The event concludes with an assignment for each school to develop a Bullying Manifesto. The event guides this process and concludes with each school developing its action plan to engage others to complete their individual school Bullying Manifesto.

Event 2 Follow-Up Plans provides guidance for facilitators to follow up with individual schools to support their work on the Bullying Manifesto.

Venue:

Meeting Facilitator:

Meeting Note Taker (to be selected from the group): _____

Roster of invited schools and their representatives

Name	Position	Organization

SESSION 1: Stopping Bullying

Duration: 4 hours

Objectives:

By the end of training, participating PTAs will be able to

- List achievements from Event 1 PTA SLE action plan.
- Understand what bullying is, how prevalent it is in communities and what can be done about it.
- Plan community-based activities to address bullying.

Proposed Agenda:

Time	Activities	Facilitator
9:00- 9:15	Activity 1. Welcome and Overview of achievements	
9:15 – 9:30	Activity 2: What is Bullying?	
9:30 – 10:00	Activity 3: Is Bullying A Problem in Liberia?	
10:00 – 10:30	Activity 4: Brainstorm: What does Bullying Look Like in Our Schools	
10:30 – 11:00	Activity 5: Brainstorm: Signs that a Child is Being Bullied	
11:00-12:00	Activity 6: Developing a Bullying Manifesto	
12:00 – 12:15	Activity 7: Summary	
12:15 – 1:00	Activity 8: Action Planning	

Preparation

- Prepare necessary flip charts ahead of the session.
- Flip chart 1: Summary of completed action points from Event 1 and prepare a flip chart summary:

Action Step	Number of PTAs that have completed	Highlights/Results
Community dialogue: Gender Norms		
Community dialogue: Children’s Rights		
Identifying Trusted Adults		

Flip chart 2:

What Is Bullying?
 Bullying is unfair and one-sided behavior that happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose (Committee for Children, 2001).

Flip chart 3: Is Bullying a Problem in Liberia?

Is Bullying A Problem in Liberian Schools? YES!

In 2019, per MoE and AQE:

- About half of the learners heard about someone in their school that experienced bullying.
- About 4 of 10 learners say this happened to a close friend or family member.
- About 3 of 10 say that something like this has happened to them.

Most common forms of bullying reported by learners:

- Name calling (60.3%).
- Physical attacks by fellow students.
- Being forced to do something they did not want to do such as joining a group in making fun of or hurting another student.

Montserrado, Margibi and Bong counties have more learners who have heard about someone being bullied in school or know a close friend or family member who has experienced bullying. About half of the learners (55.1%) said that they reported the bullying to another student, school personnel or their parents.

Note to facilitator: Annex 1 provides more information that can be shared. Also, if you have access to more recent, accurate data on bullying, you can use and/or replace the data here and in Annex 1.

Flip chart 4: What Does Bullying Look Like in Our Schools?

What Does Bullying Look Like in Our Schools?	
Who Bullies?	
Who gets bullied?	
What does bullying look like?	
When does bullying happen?	
Where does bullying happen? Are there some places that are unsafe?	
Is bullying cultural, religious or tribal?	
Why does bullying happen?	
When does bullying happen?	
Where does bullying happen? Are there some places that are unsafe?	
Is bullying cultural, religious or tribal?	
Why does bullying happen?	
When does bullying happen?	

Flipchart 5:

Discuss in PTA/Community Groups: What Are Some Signs that a Child is Being Bullied?

Flipchart 6a: What is Bullying Manifesto

What is Bullying Manifesto?

A bullying manifesto is a document that learners, parents and school staff create together to prevent bullying in their school.

Flipchart 6b: Steps to making a Bullying Manifesto

Flip chart 6c: Sections of the Bullying Manifesto

A Bullying Manifesto Can Have the Following Sections

- The definition of bullying.
- The school's stance on bullying... does the school tolerate any bullying?
- Appropriate methods for students or others to report bullying.
- Appropriate responses of teachers and the administration to bullying (use information from the TCoC here).
- Disciplinary action to be taken against bullies.
- Confidentiality and protection for those making complaints.
- The bullying manifesto will include the important parts of the TCoC, including Chapters 3 and 6.

- Read materials in Handouts for additional content for specific activities.
 - Session 1: Handout 1: Bullying Data
 - Session 1: Handout 2: TEACHER CODE OF CONDUCT Highlights to bullying in the classroom
 - Session 1: Handout3: Bullying Manifesto Questions to Ask Learners, Teachers, and Parents
 - Session 1: Handout 4: Sample Bullying Manifesto
 - Session 1: Handout 5: Examples of Bullying Manifesto
- For additional background on bullying, can also see:
<https://www.schoolcounselor.org/asca/media/PDFs/Specialist%20Resources/PSC-Preventing-and-Responding-to-Bullying.pdf>

Materials

- Flip chart

- Markers
- Tape
- Perforator (for action plan filing)
- Copy books and pens
- Posters prepared
- Flip charts sheets for the action plan
- Post-it notes

Session Activities

Time	Activities	Notes
15 min	<p>Activity 1. Welcome and Overview of Achievements</p> <ul style="list-style-type: none"> • Facilitator welcomes PTAs and shares prepared flip chart. • How many sites have completed: <ul style="list-style-type: none"> ○ Community dialogue: Gender Norms ○ Community dialogue: Children’s Rights ○ Identifying Trusted Adults • For PTAs that have completed, what were 1-2 highlights? What are results or changes in people’s thinking or discussion? What worked well? • Remind PTAs that unfinished activities will be added to action plan at end of this meeting. 	<p>Keep this very brief - highlights only. If groups feel that they need to share why they didn’t do something, tell them that they can keep that in their action plan. They can think about how to remove barriers to completing the assignment.</p>
15 min	<p>Activity 2: What is Bullying?</p> <ul style="list-style-type: none"> • Share Flip chart 2: What Is Bullying? • Present the following points, using prepared flipcharts or handouts: • Bullying is unfair and one-sided behavior that happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose (Committee for Children, 2001). 	<p>https://www.schoolcounselor.org/asca/media/PDFs/Specialist%20Resources/PS-C-Preventing-and-Responding-to-Bullying.pdf</p>
30 min	<p>Activity 3: Is Bullying A Problem in Liberian Schools?</p> <ul style="list-style-type: none"> • Ask participants to raise their hands if they think bullying is a problem in their schools. If most say yes, tell them they are right. If most say no, say that it might not be a problem in their school, but it is a problem in Liberia. • Use your prepared Flip chart 3 to share data on bullying. 	<p>Note: update data if possible. Also use additional information and experiences from the schools, if possible.</p>

<p>30 min</p>	<p>Activity 4: What does Bullying Look Like in our schools?</p> <ul style="list-style-type: none"> • Use Flip chart 4 to guide this brainstorming. See template in Preparation Section. Use the questions on the left to brainstorm. Write responses in the right column. • Allow up to 15 minutes for participants to provide responses to all questions. • After participants have completed table facilitator can supplement with the following if they have not been shared: <table border="1" data-bbox="411 636 1161 1720"> <tr> <td>Possible answers to be used if participants don't mention them</td> </tr> <tr> <td>Older students bully younger ones. Boys bully each other. Boys bully girls. Girls bully boys. Teachers bully learners. Learners bully teachers.</td> </tr> <tr> <td>Anyone can get bullied.</td> </tr> <tr> <td>Some behaviors: name calling; making fun of others. Forcing someone to do something they don't want to do. It could also be physical, for example, pushing or tripping someone.</td> </tr> <tr> <td>Bully happens anytime: Before school. Break time. Lunch. On the way home.</td> </tr> <tr> <td>Bully happens anywhere: <ul style="list-style-type: none"> • playing fields • secluded bushy areas • toilet areas • classrooms • pathways • walking to and from school • behind buildings </td> </tr> <tr> <td>Bullying can be cultural, religious or tribal.</td> </tr> <tr> <td>Bullies want to show their power. They want others to be afraid of them. They are taking advantage of weakness in others. Bullies are often being bullied or hurt in some ways and that is why they are displaying that behavior.</td> </tr> </table>	Possible answers to be used if participants don't mention them	Older students bully younger ones. Boys bully each other. Boys bully girls. Girls bully boys. Teachers bully learners. Learners bully teachers.	Anyone can get bullied.	Some behaviors: name calling; making fun of others. Forcing someone to do something they don't want to do. It could also be physical, for example, pushing or tripping someone.	Bully happens anytime: Before school. Break time. Lunch. On the way home.	Bully happens anywhere: <ul style="list-style-type: none"> • playing fields • secluded bushy areas • toilet areas • classrooms • pathways • walking to and from school • behind buildings 	Bullying can be cultural, religious or tribal.	Bullies want to show their power. They want others to be afraid of them. They are taking advantage of weakness in others. Bullies are often being bullied or hurt in some ways and that is why they are displaying that behavior.	<p>Allow participants to respond first then use the list to supplement.</p>
Possible answers to be used if participants don't mention them										
Older students bully younger ones. Boys bully each other. Boys bully girls. Girls bully boys. Teachers bully learners. Learners bully teachers.										
Anyone can get bullied.										
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<p>30 min</p>	<p>Activity 5: Signs that a Child Is Being Bullied</p> <ul style="list-style-type: none"> • Ask PTAs to discuss together and then share with the group their answers to the following question: What Are some signs that a child is being bullied? • After about 10 minutes, call the groups together and ask for responses to the question. 	<p>Examples you can add if they are not included: Sad, less interested in going to school, not participating in class,</p>								

	<ul style="list-style-type: none"> • Take one answer from each group until all responses have been gathered. Record these on Flipchart 5. 	<p>spending breaks alone and away from other students, they start to bully others</p>
<p>60 min</p>	<p>Activity 6: Ideas for Action</p> <ul style="list-style-type: none"> • Ask: What can parents, teachers and learners do to stop bullying? Gather a few responses; they will likely include things like paying attention to learners, talking with them, reporting. • Share that we want to recommend combining these ideas in a “bullying manifesto” that parents, teachers and learners can all agree to. • Present the following using your prepared Flipcharts 6a. • What is a Bullying Manifesto? (A bullying manifesto is a document that learners, parents and school staff create together to prevent bullying in their school.) • What steps can we take to make one at our school? • In your community find out how learners, teachers and parents experience or observe bullying in the school. Session 1: Handout 3 includes a list of questions you can ask learners, teachers and parents about bullying. Volunteers from your group should work together to ask the questions to learners, teachers and parents. Ask volunteers to gather opinions from at least 5 people. • Meet as a group and discuss the opinions you heard from learners, teachers, and parents. Make sure that everyone understands bullying in the same way. • With that information you can write a bullying manifesto. Some questions to ask when developing a bullying manifesto are below as well as information on what the bullying manifesto can include: <ul style="list-style-type: none"> ○ What should happen when a student is bullied (by a fellow student, by a teacher, an administrator)? ○ What should students, parents, teachers and administrators do? 	

	<ul style="list-style-type: none"> ○ How can the Teacher Code of Conduct help and what from the TCoC can be included? Review Chapters 3 and 6 of the TCoC (Annex 2) to help you. ● Write and finalize the bullying manifesto <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">A Bullying Manifesto Can Have the Following Sections</p> <ul style="list-style-type: none"> ● The definition of bullying ● The school’s stance on bullying... does the school tolerate any bullying? ● Appropriate methods for students or others to report bullying. ● Appropriate responses of teachers and the administration to bullying. (use information from the TCoC here) ● Disciplinary action to be taken against bullies ● Confidentiality and protection for those making complaints ● The manifesto will include the important parts of the TCoC, including Chapters 3 and 6 (Annex 2). </div> <ul style="list-style-type: none"> ● Share with teachers, learners and other PTA members. Encourage teachers and learners to post in classrooms and discuss in class with other learners. Schedule a time to share the manifesto in a teacher/staff meeting at school; an assembly; a PTA meeting; and /or a community meeting. Ask the DEO to share the manifesto with the CEO. ● Session 1: Handout 4 provides a sample guide for a bullying manifesto. ● Session 1: Handout 5 provides an example of a bullying manifesto. 	
<p>15 min</p>	<ul style="list-style-type: none"> ● Summarize today’s work by sharing these points: <ul style="list-style-type: none"> ○ Learners, teachers, parents and other adults have roles to play in addressing bullying. ○ The TCoC and ALP curriculum address bullying by building respect between Teachers and Learners, and among Learners in Learning Together and Life Skills ○ Gender norms and power differences are often the root causes of bullying 	

45 min

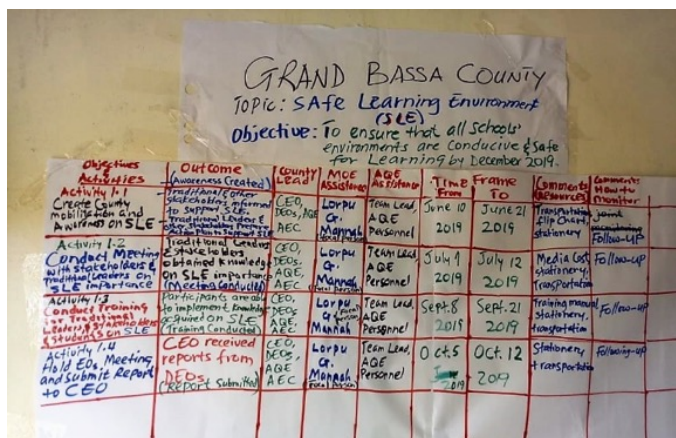
Activity 7: Developing a bullying manifesto

- Ask PTAs to think of how they will get started to develop a bullying manifesto.
- Ask them to enter 3-5 these activities to their SLE SRGBV Action Planning Template (Session 1: Handout 6).
- Say: It's a good idea to put the plan on a flip chart and include SMART objectives for the bullying activity. Save your plan as a reminder.

Individual PTAs will keep building the action plan they started in Event 1. New sheets can be developed but remind participants that they are adding activities, not starting from scratch.



- Step 1 Planning: Put the plan on a flip chart using the template as a guide.



- Step 2: Planning on flip chart – with the help of template and guide



	<ul style="list-style-type: none"> • Step 3: Put plan on the wall and Review – is the plan SMART? • Facilitators can take a photo and digitizes the plan. 	
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Handouts

Session 1 Handout 1: Bullying Data

Bullying data from 2019:

- The data show that bullying is prevalent. About half of the learners (49.8%) reported that they heard about someone in their school that experienced bullying (as depicted in a bullying scenario).
- Some learners (39.1%) reported that this has happened to a close friend or family member, and 29.5% of the learners reported that something like this has happened to them in the past school year.
- The most common forms of bullying reported by learners are psychological, such as name calling (60.3%).
- Physical attacks by fellow students are also prevalent. For example, 39.6% of the learners reported that they had been physically hurt at least once. About 20% reported that they had been forced to do something they did not want to do such as joining a group in making fun of or hurting another student.
- Montserrado, Margibi and Bong counties have a higher percent of learners that reported having heard about someone in their school experience the bullying depicted in the scenario (Sig=0.007), compared to Nimba and Grand Bassa. Similarly, Montserrado, Margibi, and Bong counties have a higher percent of learners that reported having heard about a close friend or family member experience the bullying depicted in the scenario (Sig=0.007).
- About half of the learners (55.1%) said that they reported the bullying. Of these, 15.7% reported the bullying to another student; 48% reported to a school personnel and 34.3% reported to their parents. The data show that bullying (including reporting and response to reports) is an aspect of school safety that needs to be addressed.

Session 1 Handout 2: TEACHER CODE OF CONDUCT Highlights to bullying in the classroom

Chapter 3: Professional Practices

These citations provide general support for the protection of basic rights and freedoms, physical and psychological safety at school, protection from retribution and violation of confidentiality of reporting.

3.1 Fundamental Rights and Freedoms: In the discharge of their duties and responsibilities, all teachers and school administrators are to:

3.1.1 Respect, protect and promote the fundamental rights and freedoms of all students without discrimination on the basis of age, tribe, political opinion, color, creed/religion, sex, physically/intellectually challenged, and social/status culture;

3.1.2 Ensure that physically humiliating action (corporal punishment), mental or psychological measures are not administered to “discipline” a student. This includes, beating or using vulgar/offensive language intended to inflict physical pain or mental agony that violates the rights of the child;

3.1.4 Ensure confidentiality of personal information of records of students disclosed to him/her;

3.2 Duties and Responsibilities: In the discharge of their duties and responsibilities, all teachers/school administrators are required to:

3.2.2 Promote safe, positive and child-friendly learning environment for students, free from violence, intimidation and pollution;

3.2.3 Keep parents and others informed about school’s programs and activities;

3.2.13 Raise awareness of the rights of the child and promote an environment of accountability and disseminate the code of conduct and the referral pathways to report and seek help.

CHAPTER 6: MONITORING, REPORTING, HEARING AND PUNITIVE MEASURES

“The Ministry of Education shall take the full responsibility for monitoring and soliciting feedbacks. At the school level, school administrators will be held responsible for the implementation with support of the MoE. Notwithstanding, the support and collaboration of all education partners, state actors, and other stakeholders (students, parents, community leaders, civil society organizations, the general public, etc.) in the country are encouraged and welcomed to monitor teachers, schools administrators’ behavior and attitudes both in and out of the classroom.”

Note: administrative and legal sanctions are described in this chapter for administrative and legal cases.

Session 1 Handout 3: Bullying Manifesto Questions to Ask Learners, Teachers, and Parents⁶

Learners

- Do you know what bullying is?
- Has another student ever hurt you?
- Has another student ever said or done anything to you that made you feel bad?
- Has another student ever forced you to do something you didn't want to do?
- If yes, what did you do about it?
- Do you think it is okay for someone to bully someone else?
- What do you think the school should do about bullies?

Teachers

- Do you know what bullying is?
- Has a student ever hurt a student in your class?
- Has another student ever said or done anything to a student in your class that made them feel bad?
- Has another student ever forced a student in your class to do something they didn't want to do?
- If yes, what did you do about it?
- Do you think it is okay for someone to bully someone else in your class?
- What do you think your school should do about bullies?
- Parents
- Do you know what bullying is?
- Has another student ever hurt your child?
- Has another student ever said or done anything that made your child feel bad?
- Has another student ever forced your child to do something he or she didn't want to do?
- If so, what did you do about it?
- Do you think it is okay for someone to bully someone else in the school?
- What do you think the school should do about bullies?

⁶ Adapted from Learning: Training Sessions for Good School, Raising Voices

Session 1 Handout 4: Sample Bullying Manifesto

Getting Started on the Bullying Manifesto

Name of School: _____

Bullying is (definition taken from the cluster meeting or one that the people interviewed suggest) _____

In our school we do not (tolerate, allow) bullying between learners or teachers and learners.

Students who are bullied or who witness bullying should report to _____

When a learner reports bullying:

Parents will _____

Teachers will _____

Principal will _____

School staff will _____

Bullies will be required to _____

Learners who are bullied will be able to _____

Learners who report bullying will not be revealed to other students.

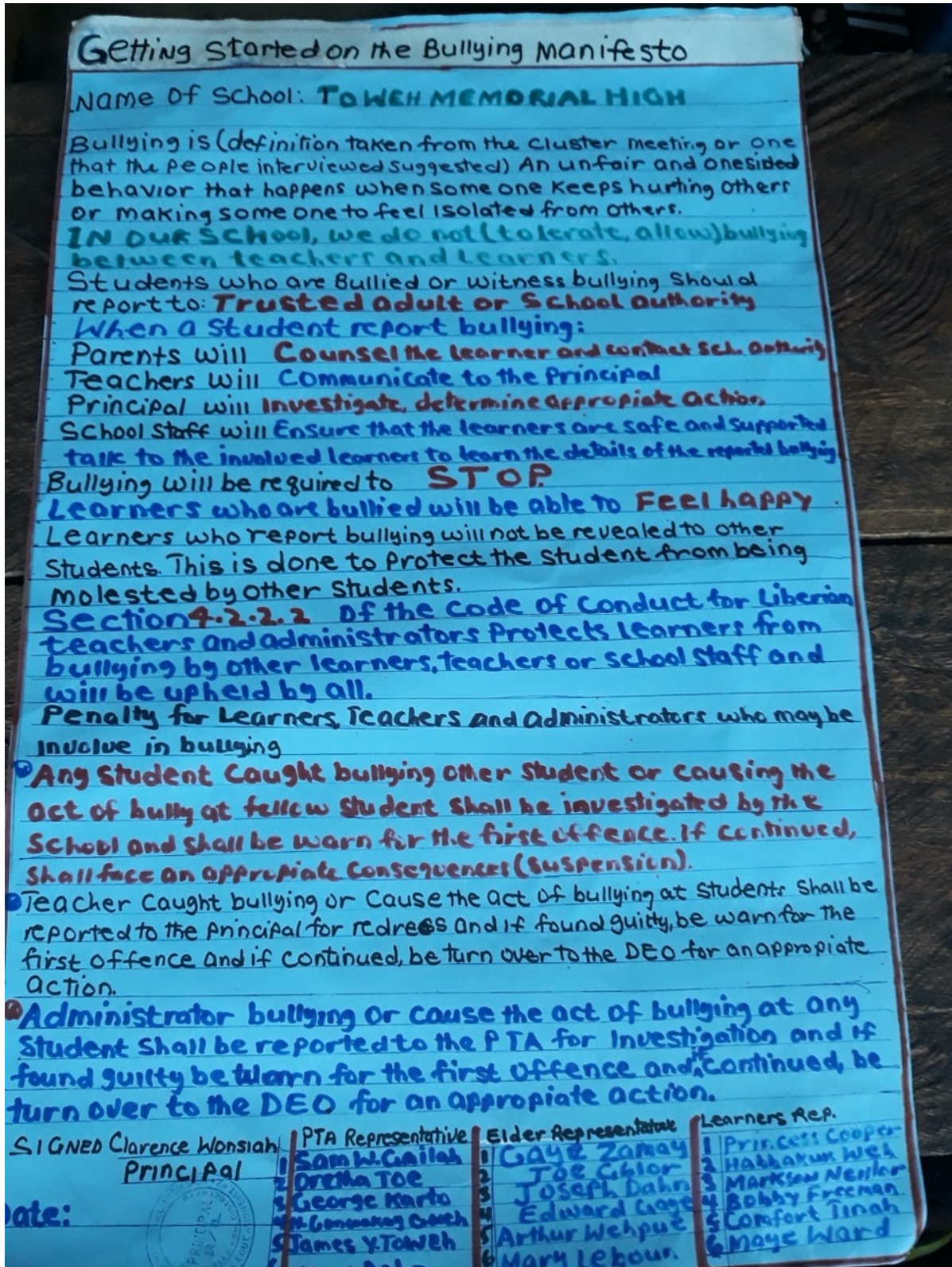
Section _____ of The Code of Conduct for Liberian Teachers and Administrators protects learners from bullying by other learners, teachers or school staff and will be upheld by all.

Signed:

Principal PTA Representative Learner Representative Community Elder

Date:

Session 1 Handout 5: Examples of Bullying Manifesto



Session 1: Handout 6: Activity Planning Template

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
New Activities and Tasks: Safe Learning Environment						
Activity 1						
Previous Activities in Action Plan						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
Previous Activities in Action Plan						
Activity 3						

EVENT 2: Part 2 Follow-Up Activities

Supporting PTAs to implement their action plans is another step toward ensuring that good practices that are introduced during training are implemented and can therefore benefit the broader community including learners, their parents and teachers.

This follow up plan includes reminders/support by phone and one face to face visit. It can be conducted by one of the training facilitators and/or MoE staff who attended or co-facilitated Event 2.

Preparing for the follow-up:

Step 1: Call the PTA representatives who attended the meeting on bullying and ask them to share what they have been able to do in each of the action categories linked to bullying.

- If they have been able to talk to at least 3 parents, teachers and learners, but have not completed the manifesto, ask for a meeting with the PTA leadership, teachers, parents and a few learners to write the manifesto. Your job will be to facilitate a discussion that leads to the manifesto. They will use the information they collected to write the manifesto. See Step 6 and Session 1: Handout 3 and Handout 4 on activities and steps to develop a school manifesto to address bullying.
- If they have not had the chance to talk to others about bullying, ask them when they will be able to finish talking to at least 3 each: parents, teachers, learners, other community members. They should ask the questions in Session 1: Handout 3. Help them to schedule their discussions which can be 1-1, take place at home, school, farm, community, wherever they can find people who want to talk about this. Make sure that the questions are clear.

Step 2: Decide on a time, within the next week or so when PTAs will have finished and can meet to work on the manifesto.

- If PTAs do not know how to get started, remind them of the questions from the meeting; ask them if they can think of parents, teachers, or learners with whom they can ask these questions. Clarify the questions in meeting Session 1: Handout 3 and help them choose which are most important.
- Decide when and how the principal will share the manifesto with teachers and learners, parents and other community members.

SLE EVENT 3: Preventing and Responding to Sexual Violence

Event 3 is a 2-day workshop focusing on the sexual violence element of SRGBV. It uses the knowledge from previous events, including definitions, gender norms and the Teacher Code of Conduct. The action focus is on how adults can help learners share experiences and get help related to sexual violence. It reinforces and expands important ideas and practices to recognize and take action against sexual violence.

Participants: Children need the support of parents, educators, and health, social work and police workers and other trusted adults to help them report and get help with sexual violence. This event should include parents, educators, and health, social work and police officers as participants to help them build community level action to protect learners and understand, avoid and report sexual violence.

Venue:

Meeting Facilitator:

Note on Facilitation: It's recommended that the facilitator be trained and experienced in working with PTAs to address community issues, including SRGBV. Facilitation or support to facilitation can also include trained and interested staff of county/district government, NGOs and health and other service providers. The facilitator to participant ratio should be about 1:15, 1:20 maximum given the nature of the discussions.

Meeting Note Taker (to be selected from the group): _____

Invitees

Name	Position	Organization

Objectives:

By the end of this training, participants will be able to

- Describe the specific behaviors that constitute sexual violence.
- Develop knowledge of how the ALP curriculum helps learners protect themselves and each other from all forms of SRGBV, especially sexual violence.
- Agree on 2-3 gender and community norms that allow sexual violence to continue and what might be done to mitigate or change them.
- Describe specific ways that adults in the community, including parents, education, health, social workers, police and traditional and elected leaders can prevent, respond to and report sexual violence against learners.

- Experience and then plan a community dialogue on sexual violence.
- Select and plan for three things that they will do in their communities to increase support for reporting and responding to sexual violence.

Proposed Agenda (assumes travel and arrival):

Day 1: Time	Activities	Facilitator
9:00 – 9:45	Session 1: Getting Started	
9:45- 11:45	Session 2: Sexual Violence: experiences, perspectives and responsibilities.	
11:45-1:00	Session 3: Preventing Sexual Violence: How the curriculum builds knowledge and skills to prevent sexual violence.	
1:00 -2:00	Lunch	
2:00-3:30	Session 4: Making it Safe to Report and Responding to Reports	
3:30 -4:30	Session 5: Personal Reflection on Protecting Learners through Prevention and Response to Sexual Violence.	
Day 2: Time	Activities	Facilitator
9:00 – 9:30	Recap of Day 1 and Introduction to Day 2	
9:30-12:30	Session 6: Community Dialogue to Act on SRGBV	
12:30– 1:30	Lunch	
1:30 – 3:30	Session 7: Action Planning	
3:30 - 4:00	Closure	

General Preparation

Facilitators will ensure the date and venue are selected, and invitations go out to all participating schools. They will read the session guides in advance and gather necessary materials and prepare handouts and flip charts. Handouts that cannot be printed should be prepared as flip charts.

General Materials

- Flip chart
- Markers
- Tape
- Perforator (for action plan filing)
- Copybooks and pens
- Flip charts sheets for the action plan
- Post-it notes

Day 1

SESSION 1: Getting Started

Duration: 45 minutes

Note: This can be a fast-paced session as the participants are largely known to each other and it is the 3rd event in the series.

Objectives: By the end of this session participants will be able to

- Introduced each other
- Know the objectives and agenda for the 2 days
- Share highlights of their experiences with the bullying manifesto

Key Learning Points

- Names, objectives, schedule for the day, and review of bullying manifestos

Preparation and Materials

- Ask each PTA to bring their completed bullying manifesto and any other updates from Event 1 or 2.
- Review the session guide and handouts, as well as the action plans that PTAs developed previously.
- As people register ask each PTA to post their manifesto on the wall and to look at the others that are being posted.
- Gather blank flip charts; nametags; pens; notebooks; masking tape
- Prepared flip chart or paper copies of the event 3 training objectives and agenda
- Prepared flip chart of standard workshop norms/expectations.

Session Activities

Time	Activities	Notes
15 min	Activity 1: Welcome and Introductions <ul style="list-style-type: none">• Ask participants to stand in role groupings, i.e. PTA secretaries, PTA advisors, PTA chairpersons, health/mental health/social workers, trusted adults, traditional leaders, police/WACPS, MoE TWG, facilitation team, project staff.• As each group stands, ask for names and school or job they represent.	The timing on this will depend on the number of PTAs attending. The idea of doing this by role is to recognize all the categories of participants.
10 min	Activity 2: Review the event 3 training objectives and agenda <ul style="list-style-type: none">• Objectives: By the end of this training, participants will	

	<ul style="list-style-type: none"> ○ Have a common understanding of sexual violence at school including the specific behaviors that constitute sexual violence. ○ Develop knowledge of how the ALP curriculum helps learners protect themselves and each other from all forms of SRGBV, especially sexual violence. ○ Agree on 2-3 gender and community norms that allow sexual violence to continue and what might be done to mitigate or change them. ○ Describe specific ways that adults in the community, including parents, education, health, social workers, police and traditional and elected leaders can prevent, respond to and report sexual violence against learners. ○ Experience and then plan a community dialogue on sexual violence ○ Select and plan for three things that they will do in their communities to increase support for reporting and responding to sexual violence. ● Review agenda from the guide or a flip chart version. ● Review workshop norms and expectations. 	
<p>15 min</p>	<p>Activity 3: Review of bullying manifestos</p> <ul style="list-style-type: none"> ● Ask participants to walk around and look at the different bullying manifestos. ● Ask participants to comment on the bullying manifestos that they read and to keep in mind the following questions: <ul style="list-style-type: none"> ○ the definition of bullying? ○ the school's stance on bullying? ○ how and to whom students or other can report bullying? ○ what teachers and the administration should do when receiving a report? ○ action to be taken with bullies? ○ confidentiality protection for those making complaints? 	

⁷ Adapted from Good Schools Toolkit: Training Sessions for Good School. Raising Voices. <https://raisingvoices.org/good-school/>

	<ul style="list-style-type: none"> • Ask: Did you see a good idea that you would like to add to your manifesto? 	
5 min	<p>Activity 4: Conclusion</p> <ul style="list-style-type: none"> • Conclude the session by saying that while in event 2 we talked about bullying, which is one form of psychological violence, today we are going to focus on sexual violence. • Next time we will look more closely at reporting SRGBV, followed by other forms of physical violence, e.g., corporal punishment. 	

SESSION 2: Sexual Violence: Experiences, Perspectives and Responsibilities

Duration: 120 minutes

Objectives: By the end of this session participants will be able to

- Share personal experiences with sexual violence.
- Define sexual violence and give examples of behaviors that are considered sexual violence.
- Describe the causes and consequences to learners of sexual violence.
- Name the ways that gender norms and power differences influence sexual violence.
- Describe ways in which adults can and should protect learners from sexual violence.

Key learning points

- Behaviors that constitute sexual violence: rape, unwanted sexual touching, unwanted sexual comments (See excerpt from the TCoC).
- Individual experiences and perspectives on with sexual violence against children.
- Deeper discussion on what sexual violence is, its causes and consequences and how gender norms and power differences contribute to sexual violence.
- Roles and responsibilities of learners, teachers, parents, community members and traditional leaders in preventing and responding to sexual violence.

Preparation and Materials

- Read the background material for this session:
 - Section 4.2.1 of the TCoC
 - Background Information for Facilitators: Forms of Sexual Violence in some schools in Liberia
- Read the guide and prepare flip charts for discussion groups.
- Facilitators meet to review the guide and to develop a 10-minute skit based on Scenario: Recognizing and responding to SRGBV.
- Session 2: Handout 1: Scenario
- Session 2: Handout 2: Discussion Questions

Session Activities

Time	Activities	Notes
10 min	Activity 1: Warm up and introduction to the session <ul style="list-style-type: none">• Ask 10 participants to come to the front of the class.<ul style="list-style-type: none">○ Say that we want to review some facts about Sexual Violence in some Liberian schools in 2018.• Ask 4 people to step forward.<ul style="list-style-type: none">○ Say: almost 4 of 10 learners have heard about someone experiencing sexual violence around	

	<p>school; or have seen sexual violence behaviors at school.</p> <ul style="list-style-type: none"> ● Ask 3 people to step forward. <ul style="list-style-type: none"> ○ Say: almost 3 of 10 learners have experienced sexual violence themselves ● Ask 1 of the 3 people to step forward <ul style="list-style-type: none"> ○ Say of the 3 learners who experience sexual violence only 1 told someone about it. ● Share the objectives of the session. ● Tell participants that this session has several parts: <ul style="list-style-type: none"> ○ Activity 2: Individual experience: types of sexual violence and responses ○ Activity 3: Skit and discussion of causes and consequences of sexual violence, influence of gender norms and power differences. (mixed groups) ○ Activity 4: Discussion of adult behaviors that are helpful when children report sexual violence. 	<p>Include session objectives as a handout or write on a flip chart.</p>
<p>30 min</p>	<p>Activity 2: Individual Experiences (think pair share/two rounds)</p> <ul style="list-style-type: none"> ● Ask participants to think of an experience they have had with sexual violence against a learner...this can be something that they experienced, witnessed, heard about from a learner, a teacher or a community member. ● Round 1: When everyone has an experience to share, ask them to share the experience with the person sitting next to them. Names shouldn't be shared but share what happened - how they came to know about it, how they felt when they heard about it, and what they did. ● Let each person in the pair talk for about 3-4 minutes and then tell the pairs to switch. ● After each person has shared, ask each pair to choose 1 experience to share with another pair. ● Round 2: Form groups of 4 with neighbors and share the same information about the selected experience: What happened? How did you come to know about it? What did you do? ● Again, each experience can take about 3 minutes and then switch. 	<p>This is to get people a bit more comfortable talking about this subject. The facilitators should make no judgments, simply ask people to share.</p> <p>Refer to the list from the TCoC if you need more examples.</p> <p>Do not pressure people to raise their hands, just invite them to do so and comment on what seems to be the most common way that people have learned about</p>

	<ul style="list-style-type: none"> • Plenary After this second round, call the plenary to order for about 10 minutes. In plenary ask for examples. Gather these examples quickly. Ask one question at a time and do not repeat responses. One facilitator should manage the discussion and 2 facilitators gather flip chart responses, taking turns so that group doesn't have to wait. <ol style="list-style-type: none"> 1. What kinds of sexual violence against learners did you share? (Answers might include saying things or call names of a sexual nature, harassment, bad touching (breasts, buttocks, fingering, other private parts); forcing sex actions like kissing or sexual contact or a combination.) If these are not mentioned, ask participants if anyone had and experience with those behaviors that were not mentioned. 2. How did you hear about these experiences? Ask for a show of hands: a learner reported; an adult reported; they witnessed it; they experienced it directly. 3. What did you do in response to this? (Summarize the various actions that people mention. It could include referring the situation to someone else; taking it to a higher authority, doing nothing. Tell participants that we will continue to talk about responses, based on these experiences and other tips.) 	<p>incidents of sexual violence.</p>																		
<p>30 min</p>	<p>Activity 3: Scenario based skit and discussion</p> <ul style="list-style-type: none"> • Facilitator reads the skit based on the scenario, Session 2: Handout 1 • Following the skit, form groups of 5-7 people. • Discussion round 1 • Give Session 2: Handout 2: Worksheet for completion and/or write these on flip chart: <table border="1" data-bbox="376 1688 1118 1912"> <thead> <tr> <th>Behavior</th> <th>Causes</th> <th>Consequences</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Behavior	Causes	Consequences																<p>If there is time and facilitators can prepare ahead, it is best to act out the skit.</p> <p>Possible causes that are stated include: Failure in school; abuse of power; control and influence; perceptions of ignorance/poverty; peer pressure; family background; sex for grades; unsafe places on the way to school where you can be grabbed.</p>
Behavior	Causes	Consequences																		

	<ul style="list-style-type: none"> • Make list of the behaviors that you consider sexual violence in groups. For these behaviors what are the causes of this behavior? What are the consequences to the learners, their families and the community? • Discuss the causes: Go one by one and ask what gender roles or power imbalance we see in this root cause. • For each cause, place a G for gender if the cause is more likely to be true for boys or truer for girls. Place a P for power next to the cause if the cause is related to the difference in power between the victim and the offender. • Discuss the consequences: What are the consequences of sexual violence for our learners? Do these consequences affect both boys and girls equally? What are the long-lasting consequences for girls and for boys? • If the consequence is mostly for girls, place F for female; for boys, place M for male; if the same for both, place E for equal. What consequences are long lasting? Place L. • Post the flip chart on the wall. 	Possible consequences: teenage pregnancy and early marriage; unwanted children; sickness, e.g., STIs, HIV; low level of education; trauma; displaced aggression; flashbacks; stigma; lowered self-esteem, drop out, poor performance at school; distrust of people; unhealthy relationships; drug or alcohol abuse				
15 min	BREAK for 15 minutes and invite participants to walk around the room look at flipcharts.					
25 min	<p>Activity 3: Discussion</p> <ul style="list-style-type: none"> • Form role alike groups to discuss the skit from each group’s perspective. • Discuss the questions and write the responses on a flip chart. • Prepare a flip chart with responses: <table border="1" data-bbox="359 1563 1136 1991"> <tr> <td data-bbox="359 1563 1136 1603">Name of the group:</td> </tr> <tr> <td data-bbox="359 1603 1136 1720">What did adults do that was helpful?</td> </tr> <tr> <td data-bbox="359 1720 1136 1836">What did the adults do that was not helpful?</td> </tr> <tr> <td data-bbox="359 1836 1136 1991">What can you do to protect learners from sexual violence and its consequences?</td> </tr> </table>	Name of the group:	What did adults do that was helpful?	What did the adults do that was not helpful?	What can you do to protect learners from sexual violence and its consequences?	Role alike groups are groups of people with the same role in the community or in work, for example, Traditional Leaders together, Principals together, social workers/gender staff together, and health workers together for this activity.
Name of the group:						
What did adults do that was helpful?						
What did the adults do that was not helpful?						
What can you do to protect learners from sexual violence and its consequences?						

	<p>How can you support learners who experience sexual violence?</p> <ul style="list-style-type: none"> • Plenary: Gather helpful/unhelpful behaviors from all groups, taking one group at a time and not repeating behaviors. • For the last 2 questions, ask each group to report the two most important things on their list. • Gather flip charts for report and action planning. 	
<p>10 min</p>	<p>Activity 4: Summarize</p> <ul style="list-style-type: none"> • TCoC lists many types of sexual violence against children. • Main causes of sexual violence are related to gender norms and unequal power (Victim and offender; victim and person s/he may report to; between leaders and other officials.). • Everyone has a role to play in preventing sexual violence and finding ways for learners to report and get help. 	

SESSION 3: Preventing Sexual Violence: How the curriculum builds knowledge and skills to prevent sexual violence

Duration: 90 minutes

Objectives: By the end of this session participants will be able to

- Better understand the physical, emotional and psychological development levels of our learners (ages 8-15) and how that affects their response to the influences of peers, parents, teachers, older students and others.
- Experience parts of the lessons that are offered to ALP students to help them learn together, develop healthy relationships and help prevent SRGBV including sexual violence.

Key learning points

- Developmental stages affect learner’s response to peer pressure and social norms, including gender and power.
- Gender norms and stereotypes exist and can be changed.
- Learning about gender norms and stereotypes, how to have healthy relationships, and understanding developmental changes can strengthen learner’s ability to prevent and find protection from SRGBV, including sexual violence.

Preparation and Materials

- Prepare flip chart or paper copies of objectives of this session
- Prepare flip chart with content for Session 3: Handout 1 if an adaptation for lower literacy is needed.

Session Activities

Time	Activities	Notes
5 min	<p>Activity 1: Introduction</p> <ul style="list-style-type: none"> • Introduce the lesson by telling participants that this session will provide them with: <ul style="list-style-type: none"> ○ Better understand the physical, emotional and psychological development levels of our learners (ages 8-15) and how that affects their response to the influences of peers, parents, teachers, older students and others. ○ Experience parts of the lessons that are offered to ALP students to help them learn together, develop healthy relationships and help prevent SRGBV including sexual violence. 	
40 min	<p>Activity 2: Stages of Development</p> <ul style="list-style-type: none"> • Students between the ages of 8 and 14 are either entering or in the early to middle stages of 	

	<p>adolescence. There are changes that happen to students intellectually, socially, physically, emotionally, and morally during this time.</p> <ul style="list-style-type: none"> • Ask participants to form small groups with someone who feels comfortable reading. • Once the groups are formed, they should look at Session 3: Handout 1 which gives some information about the intellectual, social, physical, emotional and moral changes that can occur during the early to middle stages of adolescents. • One person in the group should read the full list of the items in each box. • Before groups move on to the next box, they can discuss if there is anything they think should be added. • While participants move around they should think about this question to be discussed: <ul style="list-style-type: none"> ○ Which of these changes might make students more/less vulnerable to sexual violence? • After the groups review the boxes, they should discuss if they think any of these changes may lead to learners being more or less vulnerable to sexual violence. • Bring groups back together and summarize: As we look at these lists, we can see the large number of changes in the lives of students. The ALP Life Skills and Learning Together lessons help students understand and develop ways to deal with these changes and the world around them with topics on: <ul style="list-style-type: none"> ○ Gender roles, norms and stereotypes ○ Children’s rights at school and in the community and what to do if their rights have been violated ○ Puberty and the importance of waiting to have children until you are mature and in a good relationship ○ Good and bad peer pressure ○ Safe and unsafe relationships ○ Bullying ○ Learning about these topics, especially, gender norms and stereotype, how to have healthy relationships, and understanding developmental changes can strengthen learner’s ability to prevent and find protection from SRGBV, including sexual violence. 	<p>If needed, this part of the activity can be adapted for lower literacy levels by having the facilitator write the category of change list on flip chart and read them to the group. Groups can discuss after each category is read.</p> <p>For the question about which changes make students more/less vulnerable, examples that could make them less vulnerable could include, developing good judgement and decision making. Examples that could make them less vulnerable are they experience more peer pressure, or their bodies begin to look more like men and women.</p>
5 min	Activity 3: ALP Lesson Warm-up	

	<ul style="list-style-type: none"> • Begin this activity by telling participants that they will now experience a part of a lesson on gender stereotypes that is done in Level 2. The facilitator will be the teacher and the participants will be the students. • Begin the activity by saying: In this lesson, we'll talk about gender stereotypes. Have any of you heard of "gender stereotypes"? If so, can you tell me what it means? [Answer: A fixed idea of what or who we think people are and how they should behave, based on their gender.] • Ask participants: Can anyone give me an example of a gender stereotype? [Answers may vary but can include that girls aren't good at sports, or that boys should always be strong and never show emotion.] 					
<p>25 min</p>	<p>Activity 4: Clap, clap, clap</p> <ul style="list-style-type: none"> • Write Boy and Girl on the top of the chalkboard or flip chart and draw a line between them all the way down the board. <table border="1" data-bbox="395 1041 1177 1227"> <thead> <tr> <th data-bbox="395 1041 786 1081">Boy</th> <th data-bbox="786 1041 1177 1081">Girl</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 1081 786 1227"></td> <td data-bbox="786 1081 1177 1227"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Tell participants: We are going to play a game called Clap, Clap, Clap. You will clap, clap, clap in rhythm, and after the third clap, I will say either "boy" or "girl." If I say "girl," you will need to say a career, a characteristic, or specific work assigned to a girl in the community. We will do the same thing for "boy." I will write the description you say under "boy" or "girl." We will do this a few times. • Play the game. Stop when you have a good list under each word. Review the careers, characteristics, or work assigned to a girl in the community. Do the same for the list under "Boy." • Ask participants: What do you think about these two lists? Do you see any stereotypes in this list? Which ones are stereotypes? What does this mean for opportunities for girls in your community? For boys? 	Boy	Girl			<p>On the flip chart, cross out and replace.</p>
Boy	Girl					

	<ul style="list-style-type: none"> • After you've discussed the lists for a minute, erase the words "boy" and "girl" and then write each on the top of the opposite column (so the word "girl" is on top of the list the learners gave for boys, and vice versa). • Ask participants: Can girls do the things and be the things that are on this new list? Can boys do the things and be the things that are on this new list? Does this mean that boys and girls can actually do or be the same things? [<i>Answer: Yes, boys and girls can do the same things or be the same things, but sometimes the gender stereotypes we have in our communities tell us this isn't true.</i>] 	
<p>10 min</p>	<p>Activity 5: Lesson Round Up</p> <ul style="list-style-type: none"> • Tell participants: Gender roles and stereotypes are made by people and can be changed by people over time. Some people in society may decide they don't want to follow certain gender roles or stereotypes, and that is okay. It is important to listen to each other and try to understand each other's ideas about gender and gender roles. • Ask participants: if they have any questions about this or any other thoughts about gender stereotypes in their lives or community. 	
<p>5 min</p>	<p>Activity 6: Session Conclusion</p> <ul style="list-style-type: none"> • As was discussed in a previous session harmful gender roles and stereotypes and misuse of power are main causes of sexual violence. It's important for students to understand what harmful gender roles and stereotypes are so they can work together to prevent them and to protect themselves from various forms of sexual violence, including sexual violence. • In addition, this is an important time in their development – they are learning new skills, becoming more independent and having new experiences that could make them more or less at risk for sexual violence and other problems. At the same time, they still need the involvement of caring adults who can listen and support them as they test their independence and have different life experiences. 	

SESSION 4: Making it Safe for Learners to Report and Responding to Reports

Duration: 90 minutes

Objectives: By the end of this session, all participants will be able to

- Recognize signs of sexual violence and how to make it safe for a learner to report.
- Define Psychological First Aid (PFA), the action principles of PFA – Look, Listen, Link and the Guiding Principles of an effective response.
- Know when PFA will be helpful.
- Know the important elements of good communication.
- Listen effectively for what people say and understand the emotions and needs behind the information they share.

Key learning points

- When sexual violence is not reported and/or cases are compromised, everyone suffers especially the victim; the community becomes an unsafe place and trust is damaged.
- Everyone has a role to play in making it safe for learners to report sexual violence some people can influence learners, others can influence their peers, and others can enforce codes of conduct and the law.
- Protecting learners is a responsibility of all caring and committed adults

Preparation and Materials

- Make copies of Session 4: Handout 1 Scenario
- Copy or prepare flipcharts for Session 4: Handouts 2 and 3
- Blank flip charts; nametags; pens; notebooks; masking tape.
- Review handouts:
 - Session 4: Handout 1 Scenario
 - Session 4: Handout 2
 - Session 4: Handout 3 Communication Skills for PFA
- Prepare these flipcharts:

Discussion Questions for Scenario
How do you think Janet is feeling? What changes are her friends, family and teachers seeing? Why do you think Janet does not want to talk to her friend, her mother or her teacher? What did the teacher do that finally helped Janet to share her situation?

Psychological First Aid
Definition: PFA describes a humane, supportive response to someone who is suffering and may need support”
Action elements of PFA: Look, listen, link
Guiding principles: <ul style="list-style-type: none">• Do no harm

- Adhere to ethical standards
- Prioritize the best interests of victims
- Seek informed consent and/or informed assent
- Non-discrimination
- Respect confidentiality

Session Activities

Time	Activities	Notes
10 min	<p>Activity 1: Warm Up</p> <ul style="list-style-type: none"> • Ask: If your child was the victim of sexual violence what would you want to happen? • Ask the question and take several responses. • Share the objective of the session and note that in this session we will focus on how adults can prepare to support children when they want to report and that other details of reporting will be discussed in the next Event. 	
30 min	<p>Activity 2: Scenario Discussion⁸</p> <ul style="list-style-type: none"> • Form groups of 5-7 participants. • Read the scenario in Session 4: Handout 1 • Discuss these questions: <ul style="list-style-type: none"> ○ How do you think Janet is feeling? (possible answers: lonely, confused, ashamed, afraid) ○ What changes are her friends, family and teachers seeing? (Possible answers: She is staying away from her friends and siblings; her grades in Mr. Samson’s class are good but are going down in other classes. She is not paying attention to her appearance (uniform) or cleanliness. She gets upset when her mother tries to talk to her) ○ Why do you think Janet does not want to talk to her friend, her mother or her teacher? (possible answers: fear that the abuser will hurt them or their family, threats from the abuser, anger, shame, guilt, they may think it was their fault fear of having to leave school) 	Allow a fast reader to read the scenario or facilitator does it to save time

⁸ Adapted from Good Schools Toolkit: Training Sessions for Good School. Raising Voices.
<https://raisingvoices.org/good-school/>

	<ul style="list-style-type: none"> ○ What did the teacher do that finally helped Janet to share her situation? (Did not give up; came to visit Janet at home) ● Share Session 4: Handout 2: then say the signs. 	
<p>30 min</p>	<p>Activity 3: Exploring Psychological First Aid (PFA)⁹</p> <ul style="list-style-type: none"> ● Say: Janet’s story tells us about signs that a learner may be experiencing sexual violence, and some reasons that they might not want to talk about it. It also shows us how a teacher did not give up on Janet and she was finally able to discuss her situation. ● Now we want to look at how to respond to someone who needs support. It is called, Psychological First Aid. ● Share the following (from a prepared flip chart) <ul style="list-style-type: none"> ○ Definition: PFA describes a humane, supportive response to someone who is suffering and may need support” ○ Action elements of PFA: Look, listen, link ○ Guiding principles: Do no harm, adhere to ethical standards, prioritize the best interests of victims, seek informed consent and/or informed assent, non-discrimination, respect confidentiality ● Say: People who want to help learners talk about and resolve a sexual violence experience can take action in three ways: Look, Listen and Link. ● LOOK: Three main things we need to LOOK for Safety: for yourself and the learner you are trying to assist. Think about where you are talking; is there enough privacy? If at home, can others hear you or will others react violently? Will the learner be punished if someone finds out about this discussion? <ul style="list-style-type: none"> ○ Look for urgent basic needs that the student has, for example food, medical attention. ○ Look for signs of distress (emotional, behavioral, and physical) see Session 4: Handout 2. ● LISTEN: Listening without judging or giving advice too soon is the most important aspect of helping a learner who is sharing their experience with sexual violence. Ask questions and listen to the responses. Remember to listen with your eyes and your heart - your eyes will see 	

⁹ Adapted from Good Schools Toolkit: Training Sessions for Good School. Raising Voices. <https://raisingvoices.org/good-school/> and Ministry of Education, Sierra Leone, UKaid, UNICEF. 2017. School Safety Guide Training Manual.

	<p>their body language and your heart will understand their feelings.</p> <ul style="list-style-type: none"> • Share Session 4: Handout 3 Communication Tips for Psychological First Aid • LINK: when the learner has finished sharing and you agree on the kind of help that is needed or next steps to be taken, share links and referrals to people or places that can support learners informally or formally. This might include health or social workers, school guidance officers, churches, community groups or NGOs. Learn about the resources available in your area. 	
<p>20 min</p>	<p>Activity 4: Practice PFA: Look, Listen, Link</p> <ul style="list-style-type: none"> • Form Groups of 8-10 participant; 2 members of each group should volunteer to be Janet and Madame Susan (Session 4: Handout 1). They will role play the discussion between Janet and Madame Susan to demonstrate PFA. • During the role play, Madame Susan wants to make it easy for Janet to share her experience and Janet hopes that Madame Susan will understand her and have some good ideas about what to do next. • In each group, let participants do the role play for about 5 minutes. • At the end of the role play, <ul style="list-style-type: none"> ○ Ask Janet if she felt that Madam Susan helped her; ask what she did that was helpful. ○ Ask Madame Susan if she felt that she was able to listen to Janet well. ○ Ask both if they think that Janet has a good idea of what to do next. • Summarize: What did we learn today about responding to a learner reporting sexual violence? What are the most effective ways to help the learner? • Some possible answers: <ul style="list-style-type: none"> ○ Be respectful and polite when approaching students. ○ Try to find a quiet and safe place to talk ○ Explain what s/he (the teacher) has noticed. ○ Ask if something is wrong or if something happened. Ask if you can offer support.) ○ Explain that they can trust you, you are here to listen and help and that you will keep anything they share 	

	<p>confidential unless you need to share it with someone else to help them.</p> <ul style="list-style-type: none">○ Listen to the body-language being shared by the learner to give you clues about what might be concerning them.○ If the learner does not want to not share right away you should explain that they can come talk to you another time.	
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SESSION 5: Personal Reflection on Protecting Learners through Prevention and Response to Sexual Violence

Duration: 60 minutes

Objectives: By the end of this session participants will be able to

- Reflect on what they have learned and summarize their learning in the form of a letter to an important learner in their lives.

Key learning points

- Adults are charged with protecting children from SRGBV, including sexual violence. Reaffirming this commitment to the learners is an important part of this protection.
- There are many ways to protect children, including knowing what behaviors are considered sexual violence; ways in which children change between the ages of 8-14 and how those changes can protect them from sexual violence; how to recognize signs of sexual violence; and how to help learners report sexual violence.
- Reaffirming this commitment is an important part of protecting learners in the community.

Session Activities

Time	Activities	Notes
10 min	<p>Activity 1: Group reflection</p> <ul style="list-style-type: none"> • Invite participants to each share 1 action they will take to protect learners. Go quickly around the room. • Use the highlights of today's sessions to prompt responses if needed: <ul style="list-style-type: none"> ○ Scenario with James and Mary; ○ CLAP- CLAP- CLAP; ○ gender roles; ○ ways learners change between 8 and 14 years of age (intellectual, social, physical, emotional and moral); ○ PFA: helping learners report sexual violence. 	
40 min	<p>Activity 2: Think, Pair, Share</p> <ul style="list-style-type: none"> • Think: Ask participants to take 10 minutes to think about a learner in their life, (child, niece/nephew, and neighbor). Based on the things that we've discussed today, what do you want this learner to know about: <ul style="list-style-type: none"> ○ Sexual violence, 	

	<ul style="list-style-type: none"> ○ Changes they are undergoing and how that can make the safer and how that might make them more vulnerable to sexual violence; ○ What you will do to protect them; and why and how you want them to report to you or another trusted adult any experience they have. ● Participants may use this time to write the learner a letter reflecting on these topics, if they are able and would like to. ● Pair: Ask participants to turn to someone around them and share their answers. ● Share: Ask a few pairs to share what they discussed. Ask if other pairs have anything to add 	
<p>10 min</p>	<p>Activity 3: Conclusion</p> <ul style="list-style-type: none"> ● Conclude the session by asking a few participants to share one thing they really appreciated about the letters. ● Ask if they would like to share the letters. If yes, ask when and how; if no, ask why not? What would help you share these thoughts? ● Remember, do not judge responses, but remind them they are all important parts of keeping children safe in their communities. 	

Day 2

SESSION 6: Community Dialogue for Community Action

Duration: 120 minutes

Objectives: By the end of this session participants will be able to

- Experience the community dialogue method of listening and learning all stakeholder perspectives on sexual violence against learners, in and around school.
- Identify individual perspectives on SRGBV and sexual violence in particular.
- Develop a series of questions that can be used for individual, small and large group dialogues on this issue.
- Develop steps to plan and finalize perspectives that are the same and different across stakeholders

Key learning points

- It's important to listen and gather perspectives of different stakeholders/community members on challenging issues in the community like, sexual violence.
- Community dialogues help us listen to each other to understand different perspectives and how community members can come together to work on or address important issues.

Preparation and Materials

- Review Session 8 of Event 1 about community dialogues
- Facilitators selected some guiding questions for a Community Dialogue on Sexual Violence.
- Prepare copies of Session 6: Handout 1: Planning A Community Dialogue
- Prepare Flip charts

Session Activities

Time	Activities	Notes
10 min	<p>Activity 1: Warm up and Introduction to the Community Dialogue</p> <ul style="list-style-type: none">• Ask: Who recalls from our first event- what is a community dialogue?• A community dialogue is a chance to:<ul style="list-style-type: none">○ Exchange views on an important topic honestly and with respect and to develop solutions to challenges in the community.○ Listen to each other in order to understand and learn; ask questions; share.	

	<ul style="list-style-type: none"> ○ Ask each other questions that will help us learn together and change our minds without fear. ○ Share what we want for our children and learn what others in our community want. ○ Find ways to act together for our children’s safety. <ul style="list-style-type: none"> ● Say: Today we want to plan and practice a community dialogue related to sexual violence. We want to hear from different parts of the community: what do we think about sexual violence and how can we work together to protect our learners? ● Ask: What are some of the behaviors that are considered to be sexual violence (from TCoC in event 1). Remind participants that this includes talking, touch, inappropriate gestures, not just rape etc. ● Ask: Are these happening in our community? ● Say: Today we have representatives of most community groups that can prevent and respond to sexual violence against learners. 	
<p>25 min</p>	<p>Activity 2: Gather views of community stakeholders and leaders</p> <ul style="list-style-type: none"> ● Say: To prepare a community dialogue we want to get some ideas of how different people see the situation. We have many roles in this training so today, we are meeting in groups of the same title (role alike groups) to gather these ideas. ● In your groups, discuss these questions and post them on a flipchart. ● What is happening now? <ul style="list-style-type: none"> ○ What kinds of sexual violence are we seeing in our community? (Examples?) ○ What are some causes and consequences of this behavior? (recall session 1) ○ Who benefits and who is harmed by sexual violence? ○ Who is working to prevent sexual violence against children/learners? ● What do we want to see happening in our communities? 	<p>Note: role alike means all TLs together, social service workers (health, social work, police), Principals, other PTAs, MoE.</p> <p>Note: If you have low literacy levels, think about how the groups with low literacy participants can record their discussion.</p>

	<ul style="list-style-type: none"> ○ What behaviors do we want to stop? ○ Why is it important to stop these behaviors? ○ What will be better for our learners, our families and community if we stop these behaviors? ● Who is interested in solving this problem? ○ Who else can help us solve this problem? (Consider small groups of friends and neighbors, community groups, community leaders? Partners?) ● Write the name of the group at the top of a flip chart and write the answers to each question. ● Present the discussion results. ● Ask participants: <ul style="list-style-type: none"> ○ What do the various groups have in common? ○ Where do they differ? ○ If we look at all of the responses, what would be useful for the various stakeholders to discuss all together? 	
30 min	<p>Activity 3: Preparing to talk together as a community</p> <ul style="list-style-type: none"> ● Share out copies of Community Dialogue Planning Worksheet (Session 6: Handout 1) ● Meet in PTA groups to begin using the worksheet to plan the dialogue. <ul style="list-style-type: none"> ○ Items 1,2,3,4: Write key discussion topics, choose ways you will discuss it/them then make list of invitees ○ Item 5: Write goals that include what you want to learn from others; changes that you want to see; and agreeing on what you can do together; ○ Item 6: Ground Rules (choose ideas from the flip chart for ground rules; decide how you will help people follow the ground rules) ○ Item 7: These are discussion questions to guide the dialogue. Read the questions in Item 7 and change them if needed. ○ Item 8: This has some ideas for asking for feedback on how the dialogue went; what worked; and how to improve. It also includes a space for you to summarize agreed upon next steps. What ground rules will help us listen and understand each other? 	
40 min	Activity 4: Practice the Community Dialogue	

	<ul style="list-style-type: none"> • Meet in PTA groups • Take 5 minutes to choose: <ul style="list-style-type: none"> ○ Roles: a discussion leader, reporter, timekeeper and one person who will speak out when one of the ground rules is violated; other members of the school group will be participants. ○ Discussion leader will: <ul style="list-style-type: none"> ▪ Share the goals of the dialogue from Item 5 (1 minute) ▪ Review the Ground Rules from Item 6 (1 minute) ▪ Discuss the selected questions in Item 7 (about 4 minutes per question for a total of 20 minutes maximum) ▪ Conclude the meeting per Item 8 (5 minutes). ○ Reporter will: <ul style="list-style-type: none"> ▪ Circle the discussion questions selected ▪ Note responses on the Planning Worksheet. ▪ Summarize responses to Item 8 ○ Timekeeper will: <ul style="list-style-type: none"> ▪ Let the group know when they have spent 5 minutes on one question so that they can keep moving. ▪ Make sure there is at least 10 minutes remaining for Item 8. • 5 questions from Item 7 will be used for this practice community dialogue. • Conduct the Community Dialogue for 25 minutes, using the Planning Worksheet, Session 6: Handout 1. 	
<p>15 min</p>	<p>Activity 5: Plenary</p> <ul style="list-style-type: none"> • Ask: How was the community dialogue? (thumbs up or thumbs down) • Ask for show of hands: Raise your hand if the Community Dialogue achieved the following: (Call out one by one) ○ Exchange views on an important topic honestly and with respect 	

	<ul style="list-style-type: none">○ Ask each other questions that will help us learn together and change our minds without fear.○ Listen to each other to understand and learn○ Share what we want for our children and learn what others in our community want.○ Find ways to act together for our children’s safety.● What worked well in the dialogue?● What would you do differently?● Do you think this kind of dialogue is important in your community?● How can you organize such a dialogue?● What help would you like from the facilitator to do this?	
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SESSION 7: Action Planning

Duration: 120 minutes

Objectives: By the end of this session participants will be able to

- Develop action plans for 2 things that PTAs will do in the next month to promote increased community discussion of sexual violence and responding appropriately to learners who want to discuss/report to an adult.

Preparation and Materials

- Prepared flip chart with template for action planning
- Session 7: Handout 1

Session Activities

Time	Activities	Notes
15 min	Activity 1: In PTA groups <ul style="list-style-type: none">• Decide on 2 things you will do together to prevent and respond to sexual violence. Use Session 7: Handout 1 for planning.• This could include<ul style="list-style-type: none">○ Meeting with peers, e.g., traditional leaders with MIA and other levels of leadership to discuss how sexual violence affects the community and what their role is in preventing and addressing it; teachers meet with other teachers; parents meet with other parents, etc.○ Planning a larger community dialogue on sexual violence.○ Sharing information about stages of development with other parents○ Sharing principles of Psychological First Aid with parents, teachers and/or trusted adults	
15 min	Activity 2: Demonstrate an action plan for one example, including <ul style="list-style-type: none">• Develop objective that is SMART (Specific, Measurable, Achievable, Relevant and Trackable)• Link objective with output (success criteria) that PTA expects to achieve• Link the output with activities and tasks they need to carry out to achieve it	Facilitator demonstration of one example

	<ul style="list-style-type: none"> • Tell groups that they will now prepare their plans first on flip charts—using the planning guide (with objectives, activities, tasks, success criteria) 	
60 min	Activity 3: Plan preparation <ul style="list-style-type: none"> • Tell school groups to <ul style="list-style-type: none"> ○ Prepare a plan for the 2 activities and tasks ○ Put activity plans on wall for sharing 	
15 min	Activity 4: Gallery walk – PTA plans and actions to prevent/respond to SRGBV in their schools <ul style="list-style-type: none"> • Give participants Post-it notes and ask them to walk around to look at all the plans. Tell them to write: <ul style="list-style-type: none"> ○ What is good about the plan (write on one color post-its)? ○ What could be improved (on a different color post-its)? 	Circulation of groups – posting of comments on post-its
15 min	Activity 5: Plenary <ul style="list-style-type: none"> • Debrief on Gallery Walk to provide a summary of plan activities. • Digitize of plans by facilitator and share of flip chart plans with participants. 	

Background information for facilitators

Per Section 4.2.1 of the TCoC for background:

In the discharge of their duties and responsibilities, all teachers/school administrators shall not:

- 4.2.1.1 Marry a grade-school (grades 1 – 12) student currently enrolled in formal school;
- 4.2.1.2 Have sexual or romantic relationship with a student in the formal school system regardless of the age of the student and/or whether the student consents;
- 4.2.1.3 Sexually abuse/assault and/or exploit students in exchange for: grade (s), money, labor, personal benefit and/or gains;
- 4.2.1.4 Touch a student's private part, or use words/writing to express sexual intention, etc.;
- 4.2.1.5 Supply pornography and/or sex toys to a student;
- 4.2.1.6 Supply and/or expose a student to the consumption of illicit drugs, cigarettes and alcohol before, during and after school hours or sit at entertainment places with students to consume same even if the student invites the teacher/school administrator;
- 4.2.1.7 Discuss his/her personal relationship with students;
- 4.2.1.8 Make comments or share sexual and/or romantic messages with a student;
- 4.2.1.9 Visit a student at home without reasons that relate to the academic welfare of the student, e.g. illness; prolonged absences from school, etc. and always with the consent of school authority and/or permission from the parent/legal Guidant
- 4.2.1.10 Use and/or influence students to stage demonstration/strike action against constituted authorities.
- 4.2.1.11 Request and/or receive money or material gifts and/or any favor from students;
- 4.2.1.12 Request students to work in his/her private farm or home;
- 4.2.1.13 Request students to take school assignment, copybook, textbooks, etc. to his/her house/home;
- 4.2.1.14 Send any student on errand during class time.

Background Information for Facilitators: Forms of Sexual Violence in some schools in Liberia

This information is provided as a refresher for facilitators. This does NOT need to be read to or distributed to participants, though if they request, you could print. It is based on the baseline study of Safe Learning Environments conducted in 2018 by USAID's AQE Activity. The information can be updated as new data become available.

Forms of Sexual Violence in Some Schools in Liberia

The AQE SLE survey on Sexual violence victimization reported:

- 37% of the learners reported that they've heard about someone in their school who experienced the sexual violence depicted in a sexual violence scenario, in or near the school.
- 36% of the learners reported that they've seen a student being treated this way by other students, while 26.1% of the learners reported that they had (at least once) experienced such a thing themselves while at school, or while traveling to or from school.
- Margibi, Bong and Grand Bassa counties have a higher percent of learners that reported having heard about someone in their school experience the sexual violence depicted in the scenario.
- The prevalence of sexual violence reported in this study is similar to that reported in other studies of SRGBV in Liberian schools. For example, a study by Postmus et al. (2015) in four counties found that 30% of girls and 22% of boys reported that they had been forced to have sex.
- Transactional sex is very infrequent-e.g. 5.5% of the learners reported that they had been offered a gift in return for sex.
- A few learners (2.5%) reported being promised good grades if you did something sexual, like kissing. This is much lower than what is reported in previous studies. E.g. in the study by Antonowicz (2010) involving 212 children in urban, semi-rural, and rural districts, almost a third of the children said they had had transactional sex in order to pay for school materials. In another study, girls in Monrovia said that they exchanged sex for financial rewards, to earn respect, and for grades (Atwood et al. 2011).
- Reporting of SRGBV is infrequent. Only 33.3% of the learners who reported having experienced SRGBV said that they told someone about it. And yet only 12.5% of the school personnel stated that students are afraid to report incidents of SRGBV.
- About a half (58.3%) of the school personnel reported that their activities for students to learn about and discuss sexual harassment and violence; 37.5% said there are student groups where boys and girls can openly discuss the problems they face inside or outside the school.
- About a half (54.2%) of the school personnel reported that there are guidance counselors (e.g., senior woman and senior man teacher] that are helpful to students.

Handouts

Session 2 Handout 1: Skit Scenario

Cut according to question and place on deck for participants to answer

Actors:

- Two learners, 1 M, 1 F (James and Mary)
- 1 Principal (Mrs. Tokpah)
- 1 Woman Leader (Madame Kollie)
- 1 Health or Social Worker (Mr. Siafa)

Scenario:

Two learners (Mary and James) are walking home from school, talking about how the PTA has managed to cut the grass and clear the bush in dangerous places on the way to school and how much they appreciate it. They are talking about how much safer they feel (Mary feels less nervous about big boys from school or the community hiding in the bushes to make fun of her, to comment on her breasts or to try to touch her buttocks). James says that he no longer fears bullies because the bush is cleared and they can't hide, plus the principal has introduced a bullying manifesto at school. James and Mary are neighbors and have known each other since they were very small. They are almost like brother and sister and their families go to the same church (as does the principal and the local police officer).

The learners continue walking and as they continue, James decides to talk a bit more about his experiences with bullying; James is older than Mary. The other boys have been making fun of him because he doesn't seem interested in girls and doesn't know anything about woman. He feels self-conscious and bad, but he did not want to call attention to it, so he didn't discuss it with anyone. He asks Mary if she will help him out by pretending to be a girlfriend. He tells her loudly, so that others might hear, that she has beautiful breasts and he would like to touch them. He puts his fingers in her hand.

Mary likes James as a friend and enjoys working with him, especially on Science projects; she is good in Math and James is good at writing and science, so they are a good team. She does not like the direction of this conversation for many reasons: 1) she likes James as a partner on projects; 2) she does not want to have this kind of talk between them, it is not comfortable; and 3) it makes her nervous and reminds her of a time when an older boy tried to have sex with her which is what caused her to drop out of school two years ago. Mary remembers trying to tell the principal about the older boy, but the principal told her to be strong, that "boys will be boys"... it is up to the girls to say no and mean no. She was discouraged and eventually dropped out of school.

Mary feels that since the bullying manifesto is at the school, James should go to Mr. Roberts or Mrs. Tokpah to talk about his bullying instead of pressuring her. She herself is wondering if it will be better for her to talk to Mrs. Tokpah about her dilemma with James, hoping that

Mrs. Tokpah will understand. Mary and James are good neighbors, good learning partners and they both feel attraction and discomfort in their friendship now.

At home: Mary tells her older sister, a Woman Leader, about the conversation with James on the way home. Her sister is going to a town meeting and is thinking about telling the town chief what is going on at the school... that learners are being bullied and teased about sex activities and that her sister is not comfortable about the way her friend is talking. Last year a similar thing happened, and the town chief was not impressed...he thought that the girl is leading the boy on.

The Woman Leader decides not to confront the Town Chief in the meeting, but she feels that Mary's story and James' should be followed up. She takes Mary to the clinic to find a health worker or a social worker to discuss this matter with. She also decides to talk to the principal and teacher about James' situation.

The next week: The principal calls James into his office to talk with him about being a man... this includes making sure that girls think he is manly, active and strong; and that he does not back down in the face of bullying. He reminds James that the bullying manifesto has protections for learners and consequences for bullies and asks James if he is ready to report on the bullies.

The Woman Leader and the social worker counsel Mary to be firm with James to ask him to stop talking about sex. The Woman Leader talks to the principal, who tells her about the Life Skills and Learning Together Activities that the teachers are teaching in the ALP program and invites the Woman Leader to observe classrooms during one of the lessons.

The Woman Leader also decides to invite Mary and James to a discussion of things and to plan a way forward.

Session 2 Handout 2: Work Sheet for completion

DISCUSSION ROUND 1: In random, mixed groups:

Write the behaviors/sexual violence in the scenario. For each behavior, write the causes and consequences on a flipchart:

Behavior	Causes	Consequences

Discuss the causes: What are causes related to gender norms, to power differences between victims and perpetrators of violence. Go one by one and ask what gender norms or power imbalance we see in this root cause.

For each cause, place a G for gender if the cause is more likely to be true for boys or truer for girls. Place a P for power next to the cause if the cause is related to the difference in power between the victim and the offender.

(5 minutes)

Discuss the consequences:

What are the consequences of sexual violence for our learners? Do these consequences affect both boys and girls equally? What are the long-lasting consequences for girls and for boys? If the consequence is mostly for girls, place F; for boys, place M; if the same for both, place E. What consequences are long lasting? Place L. (7 minutes)

Post responses on a flip chart and place on the wall.

DISCUSSION ROUND 2: In “role alike” groups, i.e., (Role alike groups are groups of people with the same role in the community or in work, for example, Traditional Leaders together, Principals together, social workers/gender staff together, and health workers together for this activity.)

Discuss:

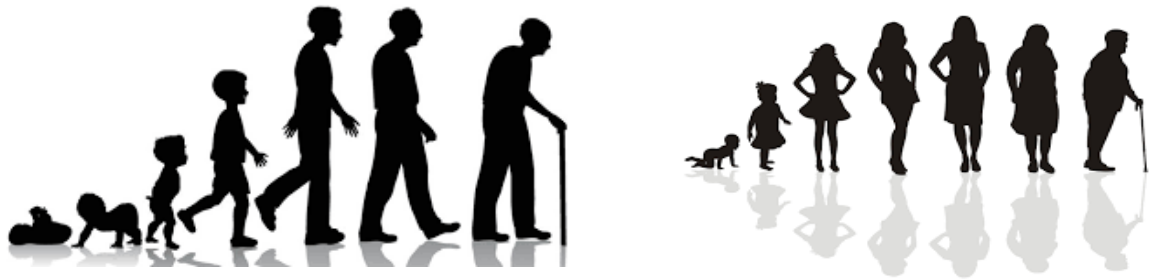
- What adult behaviors were helpful to the learners?
- What behaviors were less helpful?
- Considering your role in the community:
- How can I/we protect learners from sexual violence and its consequences?
- Who can help us?
- How can I/we support learners who experience sexual violence?

Post responses on a flip chart. (Be sure to include the name of the group, e.g., Traditional leaders, Social Service Providers, Principals, PTA, and MoE)

Name of the group:
What did adults do that was helpful?
What did the adults do that was not helpful?
What can you do to protect learners from sexual violence and its consequences?
How can you support learners who experience sexual violence?

Session 3 Handout 1: Student stages of development

Students in this age group typically go through various stages of development, but they go through them at different times, which means that in any class there is a range of the levels of maturity and associated behavior.



Here are some characteristics of students at this developmental stage:

<p>1. INTELLECTUAL</p> <ul style="list-style-type: none"> • They face more academic challenges at school. • They become more independent of their families. • They begin to see the point of view of others more clearly. • They can pay attention to things for longer, but many have interests which change quickly. • They are learning to use good judgment. 	<p>2. SOCIAL</p> <ul style="list-style-type: none"> • They are more aware of competition between boys and girls. • They are loyal to peer groups, clubs and gangs. • They identify with individuals of the same gender. • They prefer to work in groups in co-operative activities. • They approach problem-solving in a negotiating style, compromising with peers.
<p>3. PHYSICAL</p> <ul style="list-style-type: none"> • Physical changes of puberty might be showing by now. For example, menstruation may begin for girls' and boys' voices begin to deepen. • They experience growth spurts at different rates that moves them towards adolescence. • Typically, girls will begin to grow and mature faster than boys during this time. • They experience a steady increase in large muscle development, strength, balance and co-ordination. • They are very active, with a lot of energy. 	<p>4. EMOTIONAL</p> <ul style="list-style-type: none"> • They start to form stronger, more complex friendships and peer relationships. • They experience more peer pressure. • They accept family beliefs or start to decide they believe something else. • They admire and imitate older youth. • They are developing decision-making skills.
<p>5. MORAL</p> <ul style="list-style-type: none"> • They are beginning to question authority. • They need involvement with a caring adult. • They find comparisons with others difficult to understand. • They generally see adults as authority figures and follow rules out of respect. 	

Session 4 Handout 1: Janet's Story¹⁰

Janet is an ALP learner, 14 years of age and in Level 3. She enjoys school a lot and has been doing very well. She has made some new friends and is generally happy and social. She is proud of her progress in ALP and is looking forward to trying for Upper Basic or night school.

One day after class, the Science teacher, Mr. Samson, asks her to stay after class for some extra tutoring. Janet is excited to get this special help and goes back to see Mr. Samson after the other students have left. The teacher tells her he is in a hurry and asks if she would mind coming to his home. Janet meets Mr. Samson at home, and he starts to tutor her. Janet is happy with the extra help and starts improving in class. After a while, Mr. Samson tells Janet she has become very special to him. He is proud of her and how well she is doing. Janet is happy.

Mr. Samson tells Janet that she needs to show her appreciation. He starts to touch her, and Janet feels uncomfortable. Mr. Samson tells her to relax, that if she wants to get good grades, she will just enjoy his attention. Soon, Janet finds herself having sex with the teacher. She doesn't like it and is very scared, but she doesn't know what to do.

Everyone knows she has been coming to him for extra help, and she is afraid what they will think. Mr. Samson told her to keep it a secret, that she might lose her marks if she tells anyone. Janet wants to keep her good grades. Janet keeps seeing Mr. Samson. Her grades in her other classes, however, start to go down. She stops seeing her friends.

One day, her best friend, Shalifa, asks Janet what is bothering her. Janet tells her she is fine and that she is just very busy. Shalifa thinks this is strange because Janet always had time for friends before.

Janet's mother notices that Janet is never playful with her siblings anymore and that she isn't taking care of her uniform. She is often dirty, and whenever she tries to correct Janet, Janet gets upset and leaves the house.

One day, Janet stops going to school altogether. Her friends don't know why. Janet's Social Studies teacher, Madame Susan, has always been very friendly to Janet. She has been trying to talk to Janet for months, but Janet has not responded. Madame Susan refuses to give up and one day, she goes to Janet's house to find out what is wrong.

Janet is feeling very lonely and scared and finally decides to tell Madame Susan what has been happening. She explains that she is pregnant, and she doesn't know what to do. She explains that she has been seeing the Science teacher, Mr. Samson.

¹⁰ Adapted from Good Schools Toolkit: Training Sessions for Good School. Raising Voices.
<https://raisingvoices.org/good-school/>

Session 4 Handout 2: Physical, emotional and behavioral signs that a child might exhibit if they are experiencing sexual violence?

- **Physical signs** such as pain or itching in the genital area, STDs, pregnancy, wetting themselves without explanation.
- **Emotional signs** such as changes in behavior, Withdrawal, irrational fears, depression, and anger
- **Behavioral signs** such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behavior inappropriate to their age, nightmares, excessive anger or sadness, fear of touch and distrust of people, a change in hygiene (too much or too little bathing)

Session 4 Handout 3 Communication Tips for Psychological First Aid

- Give your full attention; avoid distractions or interruptions and try not to move the person along too quickly (e.g. by looking at your watch or asking them to talk faster)
- Position yourself in a way that is engaging and supportive, not too close, but not too far
- Pay attention to how you are listening by nodding, smiling, using familial expressions
- Repeat back to the person what they say to ensure you understand them
- Avoid judgment and telling the other person what to do (listen for their solutions)
- Use a calm and encouraging tone of voice
- Don't use technical terms (e.g. don't say "I'm going to give you PFA now"!)
- Silence is OK. Silence can sometimes give the other person space to think about what they tell you or what you have said
- Sometimes touch (e.g. handholding or an arm around a shoulder) can be comforting, but be mindful of context, gender and cultural differences

Session 6, Handout 1: Community Dialogue Planning Worksheet

Community Dialogue Planning Worksheet

1. What is your topic? Preventing Sexual Violence. Some important aspects of this type of SRGBV include knowing what sexual violence is, including talking, touching, demanding sex for grades; causes and consequences of sexual violence; gender issues in sexual violence; enforcing the Teachers' Code of Conduct; helping learners report safely and confidentially.

What are the most important aspects of sexual violence to discuss as a community? Write them here.

2. What format(s) is the best for this topic in your community? Tick or circle.

- 1-1
- Small Group (list participants)
- Community organization (list)
- Larger group (community meeting? Other

If you choose more than one, which will you do first? Second? Third? Last? Write the number next to the format above.

3. What do we know and need to know about how people see this topic? What did we learn from our small group discussions during this SLE Event?

4a. Who is interested in solving these problems? Who needs to be part of the dialogue?

4b. Who will we invite: Make a list here.

5. What are our goals for the dialogue? (Include what we want to learn from others, agreements we need, changes we want to make in our community)

6a. What ground rules will help us listen and understand each other? (see list below for ideas)	
6b. How will we encourage people to honor the ground rules? What will we do if they break a rule?	
7. What questions will you ask? Write 2-3 questions in each category and write answers to the right.	
Questions	Answers
7a. To encourage people to share experiences, concerns and desires What kind of sexual violence behaviors are we seeing in our community? What are the causes and consequences of these? What can we do to protect our children?	
7b. To encourage people with different views to speak What are some other ideas about this issue? Are there views that we have not yet thought about?	
7 c. To discover common interests What do we agree on? What do we disagree about? What are the most important things that we MUST agree on in order to move forward?	
7 d. To discover what might be done together Are we ready to tackle these issues or do we need more information and ideas? How can we gather the information we need? What do we want to be different in our communities? How can we stop or prevent sexual violence?	
8. How will we end the dialogue? Ask participants for feedback: how did the dialogue go? Did they feel like they listened to others and others listened to them? What are some of the best ideas they heard today? Is this a good format for addressing community issues? What are the next steps? (Share agreements made and write them here for a record of the agreements)	

Ground rules for a Community Dialogue

- Everyone can talk and share
- Stick to the topic
- Listen to understand what others are saying
- Do not judge other's comments, instead ask questions to understand why they hold that opinion.
- Ask questions for clarification
- Others?

Session 7 Handout 1: PTA Action Plan Template

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
New Activities and Tasks: Safe Learning Environment						
Activity 1						
Previous Activities in Action Plan						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
Previous Activities in Action Plan						
Activity 3						

Event 3: Follow Up Plan

Supporting PTAs to implement their action plans is another step toward ensuring that good practices that are introduced during training are implemented and can therefore benefit the broader community including learners, their parents and teachers.

This follow up plan includes reminders/support by phone and one face to face visit. It can be conducted by one of the training facilitators and/or MoE staff who attended or co-facilitated Event 3.

Preparing for the follow up:

The facilitator will review the objectives of Event 3 and the suggested planning themes.

Objectives:

- Describe the specific behaviors that constitute sexual violence.
- Develop knowledge of how the ALP curriculum helps learners protect themselves and each other from all forms of SRGBV, especially sexual violence.
- Agree on 2-3 gender and community norms that allow sexual violence to continue and what might be done to mitigate or change them.
- Describe specific ways that adults in the community, including parents, education, health, social workers, police and traditional and elected leaders can prevent, respond to and report sexual violence against learners.
- Experience and then plan a community dialogue on sexual violence.
- Select and plan for three things that they will do in their communities to increase support for reporting and responding to sexual violence.

The planning themes were:

- Meeting with peers, e.g., traditional leaders with MIA and other levels of leadership to discuss how sexual violence affects the community and what their role is in preventing and addressing it.
- Planning a larger community dialogue based on peer meetings.
- Sharing information about stages of development with other parents
- Sharing principles of Psychological First Aid with parents, teachers and/or trusted adults

NOTE: Event facilitators will have digitized action plans and the PTAs will have taken away the flip charted copies.

Follow -up Steps:

Step 1: Have a phone call to each school within one week. Questions below can be discussed.

- Have plans been shared with others?
- Have tasks and deadlines been assigned specifically?
- Have tasks planned for first week been completed?

- What has been completed per the plan?
- Now that you're back, what are the challenges you're facing in implementing the plan?

Provide problem solving/coaching over the phone for those things that can be done by phone. Agree on specific input and school visit level help that is needed from the facilitator. Be specific about what the school visit will achieve and who else at the school needs to be involved. Schedule the visit, making sure the right people are available.

Step 2: School visit

- Meet with SLE event participants and key others as planned, at a convenient time and location
- Discuss achievements and what has been challenging.
- Generally, on achievements: what made them successful?
- Explore these questions, depending on the action plan focus for the school:
 - **Meeting with peers**, e.g., traditional leaders with MIA and other levels of leadership to discuss how sexual violence affects the community and what their role is in preventing and addressing it.
 - What was learned from this activity? How can we use this information to better engage this peer group? How can or did this information inform the community dialogue?
 - What else needs to be done to share the perspectives of these groups on sexual violence in our community?
 - What are the immediate next steps? Who else needs to be involved? How can Facilitator help? Next steps might be taking the information and using it to share at a Community Dialogue without calling out or shaming anyone for their perspectives.
 - **Planning a larger community dialogue based on peer meetings.** If the school has been able to gather a range of perspectives from peer meetings, then it might be time to convene a larger meeting that brings together all elements of the community to discuss the issues in mixed groupings. Facilitators can help shape some key questions for the bigger dialogue using the Handout from Event 1.
 - If a community dialogue has been held, what was learned?
 - What does the community agree about? What do they disagree about?
 - What way forward do they see? What steps do they want to take to improve the prevention and response to sexual violence in or around school?
 - **Sharing information about stages of development with other parents.**
 - If this activity was completed, how parents/teachers responded to the information? How do they think it will help them protect learners?

- If not, why not, is it a scheduling issue, a comfort issue? If a comfort issue, who can help? Is there a teacher who feels comfortable doing this kind of presentation? Another educator? A Health/social worker? Would someone co-facilitate this with the facilitator?
- What are the next steps?
- **Sharing information about PFA**
 - Was this activity completed? If yes, who participated and how did they respond to the information?
 - If not, why not? Is it still important? What else needs to be done to make this happen? How can the facilitator help?

Step 3: Revise the Action Plan using the decisions above. These can be updated by pasting over the flip charted version with new activities and photographing for a digital copy.

SLE EVENT 4: Safe Reporting and Referral of Sexual and other School-Related Gender-Based Violence (SRGBV)

Event 4 is designed to help strengthen relationships between learners and their families and the wider local community. Participants in this event should include PTA officers, local health workers, social workers, Women and Children Protection Service of the LNP representatives, and relevant traditional leaders. Participants should represent a range of supports in the community that may need to be involved in providing a full response to SRGBV incidents. It can be convened for one or more schools. By the end of the sessions, participants will have the knowledge, skills, and attitudes to implement the Learner Pathway to Help, and facilitate the safe reporting and referral of sexual and other school-related gender-based violence (SRGBV). Participants will be able to explain why reporting is essential as part of the Learner Pathway to Help, what learners should report and to whom, and how to listen and respond to a learners' report of SRGBV. PTAs will review guidelines for reporting incidents of SRGBV and how they can agree and implement a reporting system in their communities

Event 4 is designed to help strengthen relationships between learners and their families and the wider local community. In these sessions, PTAs will explore with community representative best practices and guidelines on reporting incidents of SRGBV. They will discuss and agree on implementing an SRGBV reporting and referral system in their communities. They will examine the legal issues that are involved in reporting incidents of SRGBV. They will identify the administrative, education, health, and social work resources required to help learners report and receive a supportive response to SRGBV experiences. Participants will discuss the importance of protecting learners' anonymity and confidentiality. It will explore the role of safety committees to review reports and monitor each learners' progress on the Path to Help. The use of suggestion boxes will also be examined. Schools will discuss documenting and storing reports on actions taken along the Learners' Path to Help and agree on an appropriate course of action for their school.

Then, participants will reflect and share what they've learned and how they can apply their learning to their community or school. This process includes highlighting the steps that community members must take to ensure that victims of SRGBV receive the help and support they need.

Venue:

Meeting Facilitator:

Note on Facilitation: It's recommended that the facilitator be trained and experienced in working with PTAs to address community issues, including SRGBV. Facilitation or support to facilitation can also include trained and interested staff of county/district government, NGOs and health and other service providers. The facilitator to participant ratio should be about 1:15, 1:20 maximum given the nature of the discussions.

Meeting Note Taker (to be selected from the group): _____

9:15-10:00	Session 2: Reporting SRGBV: Why it's important for learners to report and adults to listen
10:00-10:25	Session 3: Responding to Learners: what can be done at the school/MoE level, and what must be done with others?
10:25-11:15	Session 4: Learner Path to Help: Starting in our community
11:15-11:45	Session 5: School Safety Committees: Safe and Confidential Tracking of Learner Reports and Referrals
11:15-11:45	Session 6: Preparing and Storing Reports
11:15-11:45	Session 7: Action Planning
11:45-12:00	Feedback on Session and Closing

General Preparation

Facilitators will ensure the date and venue are selected, and invitations go out to all participating schools. They will read the session guides in advance and gather necessary materials and prepare handouts and flip charts. Handouts that cannot be printed should be prepared as flip charts, except for the TCoC posters.

General Materials

- Flip chart
- Markers
- Tape
- Perforator (for action plan filing)
- Copybooks and pens
- Flip charts sheets for the action plan
- Post-it notes

SESSION 1: Start-up

Duration: 15 minutes

Objectives: By the end of the session, participants will:

- Identify accomplishments since Event 3
- Review the objectives and agenda for Event 4
- Key learning points
- The rationale for the training
- Agenda and objectives

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flipcharts and materials ahead of time (see specifics below).
- Session 1 Flip chart 1 Event Objectives
- Session 1 Flip chart 2 Agenda
- Session 1 Flip chart 3 Table for recording accomplishments relating to community dialogues completed; see example below.

Session 1: Flipchart 3

Community Dialogues Completed (write number of schools after the title)

Preventing Sexual Violence (___ schools)

Making it Safe to Report (___ schools)

Psychological First Aid (___ schools)

What are 1-2 things that went well?

What are 1-2 things you would recommend doing when conducting community dialogues?

Session Activities

Time	Activity	Notes
5 min	<p>Activity 1: Welcome and Introductions</p> <ul style="list-style-type: none"> • Ask each school to stand and say the names of their representatives; ask the other community resource people to state name, institution, and role. 	
5 min	<p>Activity 2: Event 4 Overview and Objectives</p> <ul style="list-style-type: none"> • Share the Objectives and Agenda. • Ask the participants if they have any questions or observations about the objectives and agenda. • Ask the participants to recall the working agreement for group work, active participation, and listening. 	Keep flipcharts as a record of activities that have been completed.
10 min	<p>Activity 3: Review of Accomplishments since Event 3</p> <ul style="list-style-type: none"> • Use the prepared flipchart to ask participants to summarize what has been achieved since Event 3. What community dialogues have been completed? As participants respond, start filling in the chart to record their comments. • Ask participants to share which activities they thought were the most valuable to the community by identifying: <ul style="list-style-type: none"> • What are 1-2 things that went well? • What are 1-2 things you would recommend to others in conducting community dialogues? • Thank participants for their summaries and feedback. 	

SESSION 2: Reporting SRGBV: Why it's important for Learners to Report and Adults to Listen

Duration: 40 minutes

Objectives: By the end of the session, participants will be able to

- Explain why it is important to protect learners and keep them safe and free from violence; according to the Code of Conduct for Liberian Teachers and Administrators (TCoC)
- Report misconduct as described in the TCoC
- Describe how to listen appropriately to learners who are sharing an incident of SRGBV.

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flipcharts and materials ahead of time (see specifics below).
- Gather the TCoC Posters 1 and 10 (from your office, the school, or county)
- Session 2 Flip Chart 1 to use with TCoC Poster 1
- Session 2 Flipchart 2 to use with TCoC Poster 10
- Session 2 Flipchart 3

Event 4 Session 2 Flipchart 1

- Chapter 3.2: In the discharge of their duties and responsibilities, all teachers/school administrators are required to:
- 3.2.2 Promote a safe, positive, and child-friendly learning environment for students, free from violence, intimidation, and pollution;
- 3.2.3 Keep parents and others informed about school's programs and activities;
- 3.2.12 Foster amongst students the principles of good citizenship, peace, respect, gender equality, and social responsibility.
- 3.2.13 Raise awareness of the rights of the child and promote an environment of accountability and disseminate the code of conduct

TCoC Poster 1



and the referral pathways to report and seek help.

- (Code of Conduct for Liberian Teachers and Administrators, 2014)

Event 4 Session 2 Flipchart 2

Chapter 6.1 Monitoring, states:

"The Ministry of Education shall take full responsibility for monitoring and soliciting feedback. At the school level, school administrators will be held responsible for the implementation with the support of the MoE. Notwithstanding, the support and collaboration of all education partners, state actors, and other stakeholders (students, parents, community leaders, civil society organizations, the general public, etc.) in the country are encouraged and welcomed to monitor teachers, schools administrators' behavior and attitudes both in and out of the classroom."

(Code of Conduct for Liberian Teachers and Administrators, 2014)

TCoC Poster 10

10 Teachers, students & parents are encouraged to report misconduct



Event 4 Session 2 Flipchart 3

Who can learners report to?

- Any trusted adult: this might include parents, teacher, Principal, guidance counsellor, faith or traditional leaders.
- Learners should be made aware that there are people in their communities who have agreed to receive reports of SRGBV, who know how to respond and who are willing to link a learner to more help if needed. This is important if they don't feel comfortable talking to a parent or teacher.
- Learners can talk to each other and help each other decide when and how to speak with an adult.

How to listen to a report from a learner:

- Find a place where the learner feels comfortable with making the report.
- Ensure nobody can overhear the conversation.

- Have writing materials available for making notes. Tell the learner that you will only share information if needed (medically, legally, or to get the best support).
- Ask the learner to describe what has happened or what s/he would like to report. Let the learner know that you are making notes and share the notes with them at the end of the conversation. (Session 6 will cover questions you can ask and how to record)
- Listen attentively: stay calm, listen to the entire report and believe what is being shared with you; use probing questions that allow the learner free expression.
- Once the learner has finished his/her report: summarize the key points to ensure what you've written is correct use the learner's enrollment number on your notes, not the learner's name.
- Decide with the learner what help they need/want now: medical, police, psychosocial, taking this to the Principal or someone else. Let the learner know that you will help them get the help they need.
- Be honest if you will need to share some information, especially if the learner's safety is a concern.
- Remind them you will only share information if needed to ensure their safety, and you will inform them when that is the case.

Session Activities

Time	Activity	Notes
5 min	Activity 1: Introduction and Brainstorm <ul style="list-style-type: none"> • Introduce the session objectives. • Ask participants why it is important for learners to report SRGBV and for adults to listen and respond? • Take a few responses from participants. • Say that it is important because teachers, administrators, and parents must respect human rights and protect children. Reporting SRGBV helps everyone protect learners. 	
10 min	Activity 2: Code of Conduct for Liberian Teachers and Administrators <ul style="list-style-type: none"> • Show TCoC Poster 1 <ul style="list-style-type: none"> ○ Ask the participants what is happening in this picture? ○ Share the main points of Chapter 3 from the prepared Flip chart 1. ○ Ask the participants how does Chapter 3 relate to the picture? 	Flipcharts 1 and 2 are described in the preparation section.

	<ul style="list-style-type: none"> • Show TCoC Poster 10. ○ Ask the participants what is happening in this picture? ○ Share the main points of Chapter 6 from prepared Flipchart 3. ○ Ask the participants how does Chapter 6 relate to the picture? ○ Ask participants if they have any questions. ○ Ask participants to reflect on what these sections in the TCoC mean and share one reason they need to know about them. • Summarize by emphasizing the TCoC is an important document that protects learners. • Suggested wording: The TCoC requires us to report all behavior that violates the code of conduct, including incidents of SRGBV. Reporting this behavior is the right thing to do – it protects the victim and others from harm. If people are not reported, they may continue inappropriate behavior. 	
20 min	<p>Activity 3: Brainstorm and Discussion</p> <ul style="list-style-type: none"> • Ask: How can we encourage learners to report SRGBV? • Say: it takes courage for a learner to report an SRGBV incident. When they report, they need adults to listen carefully, without judging them or blaming them. They should try to listen to the whole report before offering ideas and have confirmed the details with the learners. • Present points on Flipchart 3 • Ask: can you follow these steps if a learner comes to you to report SRGBV? • Ask: What can help you do a good job of listening to the learners' reports? • Ask: What will be hard for you? How can you practice taking a learners' report? 	Some responses: being open – listening without blame or judgment; reminding them about rules for safety at schools, learning together; encouraging them to find a trusted adult or friend to talk with if they are victims.
5 min	<p>Activity 4: Conclusion</p> <ul style="list-style-type: none"> • Ask: Are there any burning questions before we proceed? • Say: In our next activity, we will discuss how to share reports so that learners get the help they need. 	

SESSION 3: Responding to Learners: what can be done at the school/MoE level, and what must be done with others?

Duration: 25 minutes

Objectives: By the end of the session, participants will be able to

- List the kinds of violence that can be handled at the school or with MoE officials.
- List the kinds of violence that require the involvement of other services like health, police, and social work.

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Contact health representatives, social work, and police to share examples of school-related cases that came to them. Ask them to share the resources they have for learners' who need help.
- Prepare flip charts and materials ahead of time (see specifics below).

Session 3 Flip chart 1:

Event 4 Session 3 Flip chart 1

Type/example of SRGBV	Who can the learner report to?	The issue can be handled at School.	The issue should be referred to legal, health, social workers.
Physical violence: Corporal punishment, Hitting Labor.			
Psychological violence: Bullying Teasing Shaming			
Sexual violence: Verbal harassment Inappropriate touching, Threats to person or grades			
Sexual violence: Physical violence of a sexual nature: Rape, gang rape Pornography Sex without agreement, or consent Marry a grade 1-12 student.			

Session Activities

Time	Activity	Notes
5 min	<p>Activity1: Dealing with SRGBV incidents at the School Level</p> <ul style="list-style-type: none"> • Introduce the session objectives. • Ask the Group: What kinds of SRGBV can be reported and acted upon at the school level? As a hint, you might say that these generally are activities that do not involve criminal activity. • Answers include: <ul style="list-style-type: none"> ○ Psychological: Bullying/peer pressure, verbal abuse related to adolescence, teasing, emotional abuse, threats, non-violent verbal harassment ○ Non-physical or non-sexual exploitation (money for grades) ○ Physical violence: Corporal punishment and physical exploitation, exploitive labor, school chores that negatively impact learner’s learning or health, labor as punishment or for grades 	<p>Important Note: Criminal activity that happens at the school needs to include the relevant authorities.</p>
10 min	<p>Activity 2: Reporting to Legal and Health Authorities</p> <ul style="list-style-type: none"> • Invite health, social workers, and police to describe their roles in preventing and responding to SRGBV. • Ask the Group: What kinds of SRGBV must be referred from the school to legal and/or health authorities? • Ask participants from legal, health, and social work services to share their roles and how they should be notified. Ask representative health, social work, and police to share examples of school-related cases that came to them. Ask them to share the resources they have for learners' who need help. • Tell participants that this guidance is in the TCoC, Chapter 6. • Answers include: <ul style="list-style-type: none"> ○ Any form of sexual violence (rape, physical, sexual harassment such as touching or groping) ○ Any form of sexual exploitation (sex for grades, sex for money or goods) 	

	<ul style="list-style-type: none"> ○ Any form of violence inflicted by people outside the school and/or criminal activity that happens on the school campus, like rape. 	
10 min	<p>Activity 3: Summary and Reflection</p> <ul style="list-style-type: none"> • To summarize, complete the table on Flip chart 4 with the group. • Ask: Do you think that you can report or encourage a learner to report SRGBV? Why or why not? What did you learn that might help? 	

SESSION 4: Learner Path to Help: Starting in our community

Duration: 40 minutes

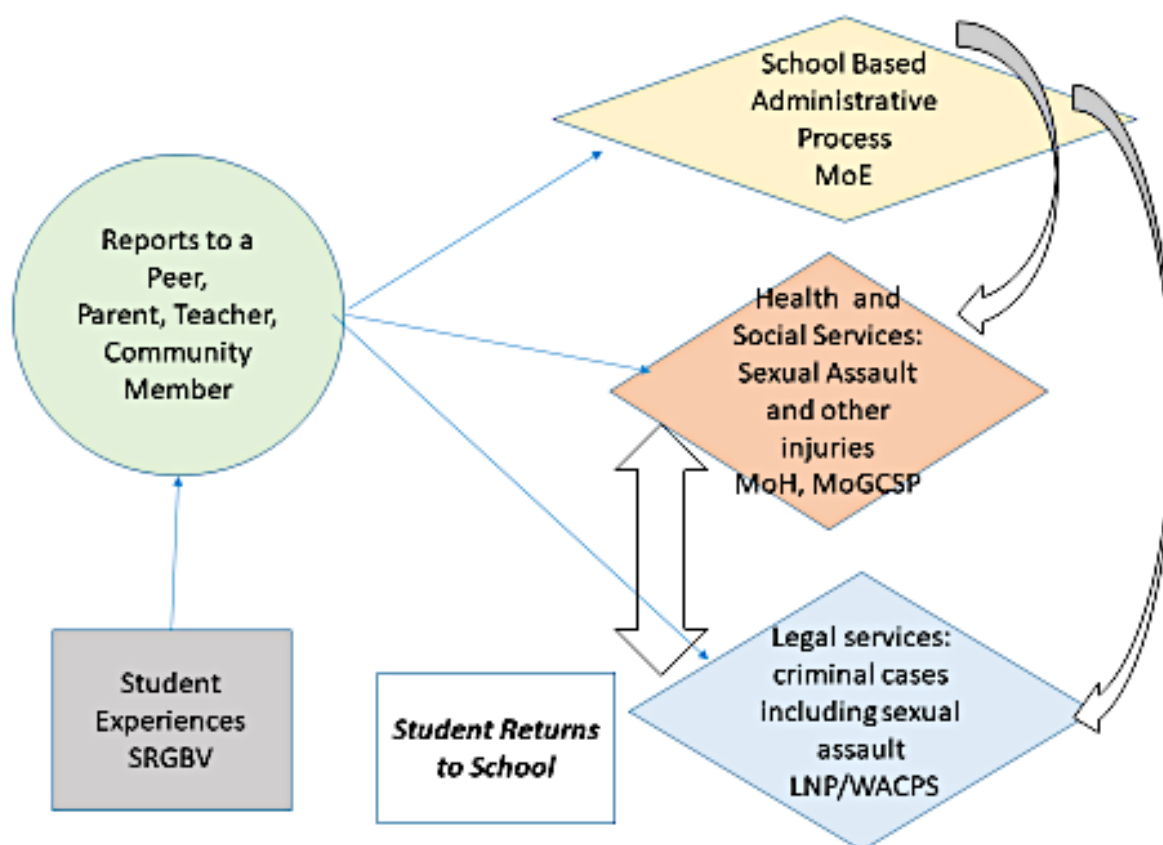
Objectives: By the end of the session, participants will be able to

- Describe the Learner Pathway to Help for learners who experience SRGBV, from the community to district/county resources.
- Identify individuals in the community who are part of the path to help.

Preparation and Materials

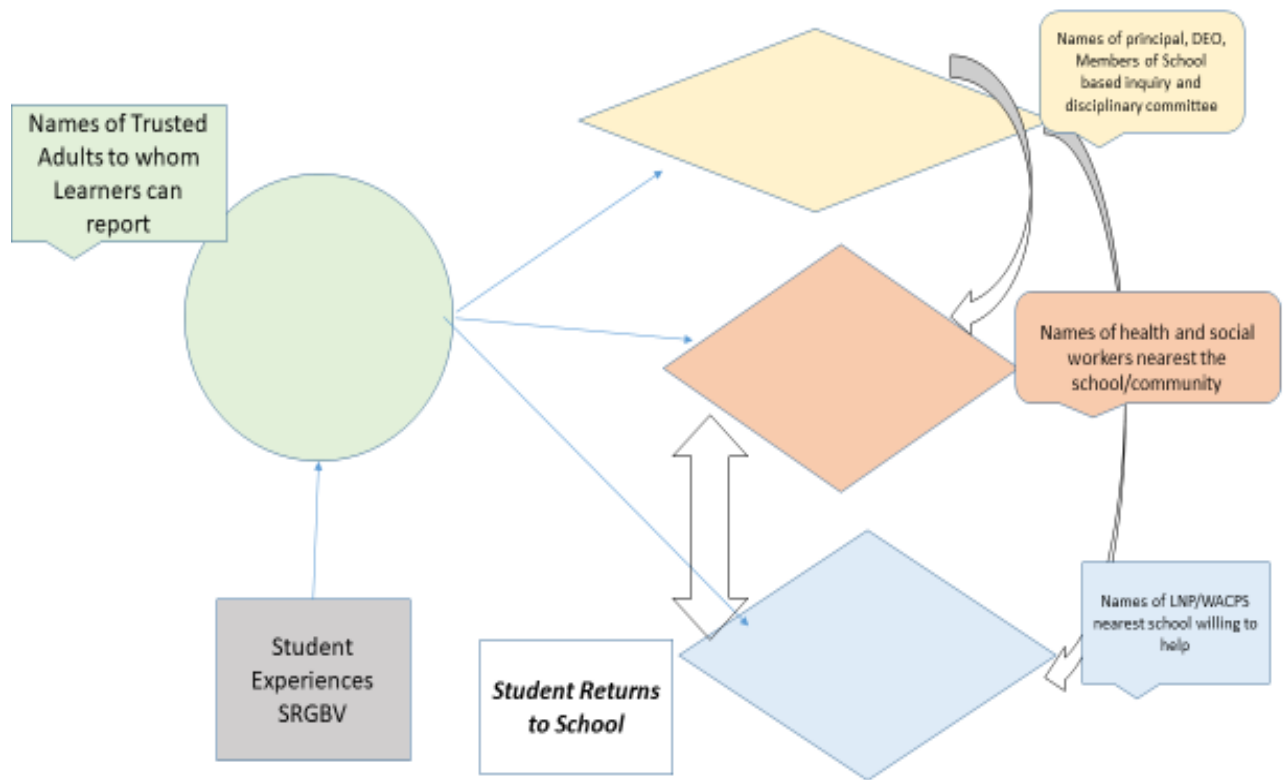
- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flip charts and materials ahead of time (see specifics below).
- Session 4 Flip chart 1: Learner Path to Help, General
- Session 4 Flip chart 2: Learner Path to Help in Our Community (1 for each school or group)

Event 4 Session 4 Flipchart 1 Learner Path to Help, General



Flipchart 2: Learner Path to Help in Our Community (1 for each school or group)

Event 4 Session 4 Flipchart 2 Learner Path to Help in our Community



Session Activities

Time	Activity	Notes
10 min	<p>Activity 1: Introduction to the Learner Path to Help - General</p> <ul style="list-style-type: none"> • Introduce session objectives. • Show participants Flip Chart 1 Learner Path to Help, General. • Allow some time for the participants to look at the diagram. Ask them what do they think this is? Take a few responses from them. • Explain this is the general layout for a General Learner Path to Help. Later they will create a more detailed map for their communities. • Walkthrough the diagram by explaining each step noting those cases that can be handled in school are governed by the TCoC, and those that go outside are governed by the MOGCSP National Referral Pathway. You can ask resource people to share what happens at each step on the pathway, e.g., what happens if we report to the police? How do others know or get involved? • Ask participants if they have any questions about the path? • Ask participants: do you see any gaps or possible problems with this pathway? What are they? How might we reduce them? 	
15 min	<p>Activity 2: Introduction to the Learner Path to Help – Our Community</p> <ul style="list-style-type: none"> • Say: we have seen a general Learner Path to Help. Now, we want to see what the Learner Path to Help would look like in your respective communities. • Show the Learner Path to Help, Our Community. Ask participants to think about who are the first helpers available to learners in their communities? Ask them to name at least one individual who can be contacted by learners and/or teachers/parents, other adults on behalf of the learners. This might include county social workers, trusted adults, traditional leaders, One-Stop Centers. 	

	<ul style="list-style-type: none"> • Share Flip Chart 3 and say that they can use this to complete their chart. Explain how they should fill in their Community Path using these instructions: <ul style="list-style-type: none"> ○ In the Green Circle: ask participants to write the names of trusted adults. ○ In the Yellow Diamond (MoE): ask participants to write the names of the Principal, DEO, and any members of the School-Based Inquiry and Disciplinary Committee. (Note: this may not be a formal committee at each school yet, but per Chapter 6 of the TCoC, it is comprised of 7 members appointed by DSB/DEO and representing: PTA, Local School Management Committee (LSMC), and community leaders/eminant persons, considering gender sensitivity.) ○ In the Pink Diamond (MoH/MoGCSP), write the health workers, social workers, and closest to the community, especially those who have participated in the SLE pilot. ○ In the Blue Diamond (LNP/WACPS), write specific Health and Legal Services representatives at the community/district and/or county level. • Ask participants to meet in school groups to write in the names of people in and around the community on the Learner Path to Health. • Circulate the room while groups are working and ask them if they have any questions. • Ask participants to brainstorm specific actions they need to take now at the school level to build a robust reporting and referral network in their community. • Ask if the named people are all aware of their responsibilities. If not, how will the pathway work? What will they need to do to make people aware of their responsibility? For each person identified on the path, they should discuss the following: <ul style="list-style-type: none"> ○ Do they know the characteristics of a trusted adult? ○ Do they know how to provide Psychological First Aid (PFA)? ○ Do they know how to receive learner reports? 	
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	<ul style="list-style-type: none"> ○ Do they know what to do once a report has been made? ○ What can we do to ensure that everyone is aware of this community network, and what is expected of them? ● Ask participants when they will be able to complete these tasks. And then ask when you can have a follow-up meeting at the school level. They should write the dates for each school on a flip chart. 	
<p>15 min</p>	<p>Activity 3: Gallery Walk and Conclusion</p> <ul style="list-style-type: none"> ● Ask each group to conduct a gallery walk and view the other groups. ● Then ask each group to make a short presentation on their next steps. ● Thank the participants for their ideas and suggestions. Explain that in the next session, we will discuss how they can help link learners to resources outside of the community. What other resources are available nearby or at district or county levels? ● Responses should include: <ul style="list-style-type: none"> ○ Share what has been learned. ○ Discuss the diagram with the named individuals ○ Finalizing the reporting and referral procedures and sharing with the broader community, especially learners and traditional leaders. ● Share the referral diagram with the community and revise as needed; seek input from traditional leaders, DEOs. ● Capture these answers on a flipchart as they will be used to prepare for the next sessions. 	

SESSION 5: School Safety Committees: Safe and Confidential Tracking of Learner Reports and Referrals

Duration: 30 minutes

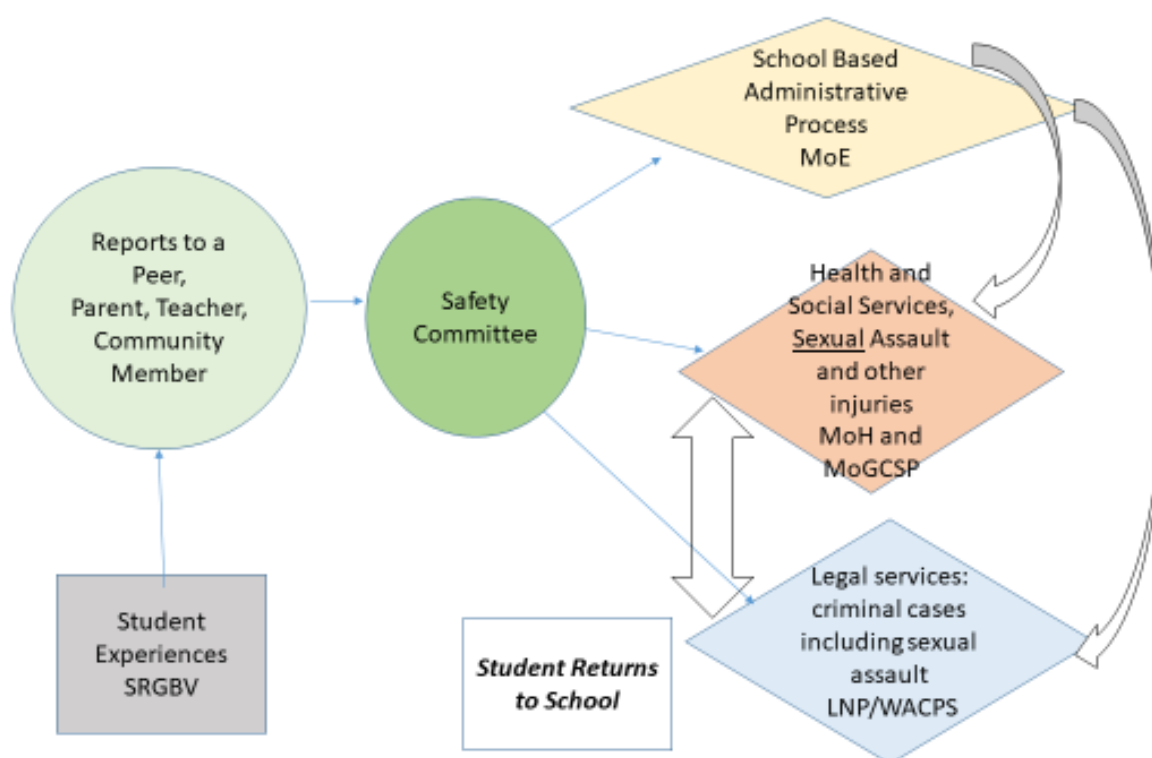
Objectives: By the end of the session, participants will be able to

- Describe the role of a School Safety Committee
- Prepare a recommendation for establishing a School Safety Committee.

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flipcharts and materials ahead of time (see specifics below).
- Session 5 Flipchart 1: Learner Path to Help, General with School Safety Committee
- Session 5 Handout Duties of a School Safety Committee

Session 5 Flipchart 1 Learner Path to Help, General with School Safety Committee



Event 4, Session 5, Handout: School Safety Committee Membership and Duties

Members: 5-7 people who are trusted adults, representing the school, community, have a high level of integrity and do not compromise on issues. Separate from the disciplinary committee.

What are the School Safety Committee Duties?

- Discuss reported cases
- Decide how the cases should be resolved, i.e., at the school level or beyond

For school-level cases:

- decide if more information is needed and gather those within one week
- link learner to psychosocial support as needed (teacher, guidance counsellor, health or social worker, mental health clinician, faith leader, parent/guardian)
- Inform the parents/guardians of the victim about the incident as appropriate.
- Recommend punitive actions to be taken against the offender if the case is life-threatening
- in case of emergency, convene immediately and take action to support the learner and ensure that learner gets needed services, including PFA, medical attention

For cases that must be referred beyond the school:

- If the victim requires urgent medical attention, he or she should be seen and referred for medical treatment at a facility that can treat the victim and gather medical forensic evidence (this must happen within 72 hours of a sexual assault)
- Share a written, factual account of the abuse, including the victim and perpetrator's details and what happened. This should be provided to LNP/WACPS, Gender Coordinator, and relevant health and social workers.
- The school must inform the parents/guardians of the victim and any other relevant community structures.
- The school must also inform the SMT and DEO about the incident, and the actions taken.
- Follow up reported cases within 48 hours to ensure that action is being taken.
- Cases should be resolved within one month.
- **Note:** these procedures should be reviewed and agreed upon by the group of trusted adults, the PTA, traditional leaders, LNP, Gender Coordinator, and other SMT.

Frequency of meeting: recommend being decided by the body

Possible recommendations for punitive measures: will depend on the nature and severity of the infraction and any specific measures stated in the TCoC, the Civil Service CoC, the Children's Act, and other laws. There are likely to be administrative measures as well as legal measures. Administrative measures might include verbal or written reprimands; requirement of a formal apology to the victim and/or to the public, fines; suspension; community service.

Session Activities

Time	Activities	Notes
5 min	<p>Activity 1: Introduction</p> <ul style="list-style-type: none"> • Introduce session objectives. • Ask participants: if learners are reporting SRGBV to trusted adults, how can we make sure that they are supported after they make a report? • We want to introduce the concept of a School Safety Committee as a place where all SRGBV cases are reviewed and where reports and referrals are stored and tracked. 	
15 min	<p>Activity 2: School Safety Committees</p> <ul style="list-style-type: none"> • Who is on the committee? 5-7 people who are trusted adults, representing school and community, have a high level of integrity and will not compromise cases. • Is this the same as the disciplinary committee? No, it is separate. • Using the handout, read through duties on the flip chart titled School Safety Committee Membership and Duties? <ul style="list-style-type: none"> ○ Receive and review reports ○ Discuss reported cases ○ Decide how the cases should be resolved, i.e., at the school level or beyond. ○ Follow up on cases ○ Maintain documentation in a safe and secure place. • For school-level cases, the School Safety Committee will: <ul style="list-style-type: none"> ○ In case of emergency, convene immediately and take action to support the learner and ensure that learner gets needed services, including Psychological First Aid, and medical attention ○ Decide if more information is needed and gather the needed information within one week ○ Link learners to psychosocial support as needed (teacher, guidance counsellor, health or social worker, mental health clinician, faith leader, parent/guardian) ○ Inform the parents/guardians of the victim about the incident as appropriate 	

	<ul style="list-style-type: none"> ○ Recommend punitive actions to be taken against the offender. See TCoC, Chapter 6.4.1 for a list of administrative measures which might include verbal or written reprimands; requirement of a formal apology to the victim and/or to the public; fines; suspension; community service or dismissal. ● For cases that must be referred beyond the school, the School Safety Committee will: <ul style="list-style-type: none"> ○ If the victim requires urgent medical attention, they should be seen and referred for medical treatment at a facility that can treat the victim and gather medical forensic evidence (this must happen within 72 hours of a sexual assault). The health representative on the Learner Path to Help can assist with this. ○ Share a written, factual account of the abuse, including the victim and perpetrator's details and what happened. This should be provided to LNP/WACPS, Gender Coordinator, and relevant health and social workers. ○ The school must inform the parents/guardians of the victim and any other relevant community structures. ○ The school must also inform the SMT and DEO about the incident, and the actions are taken. ○ Follow up reported cases within 48 hours to ensure that action is being taken. ○ Cases should be resolved within one month. ○ Explain that the committee members can decide the frequency of SSC meetings. In the beginning, once a week is recommended ○ Ask if there are any questions about SSCs. ○ Respond to the questions. 	
<p>10 min</p>	<p>Activity 3: Reflection and Presentation</p> <ul style="list-style-type: none"> ● Ask participants: <ul style="list-style-type: none"> ○ Is this something that you can see working at your school? ○ If yes, what would it take to set it up? ○ If now, what would make it impossible? ● Ask for a show of hands: If you think this can work and would like to try, raise your hand. ● Ask and write responses on a flip chart: <ul style="list-style-type: none"> ○ What are the first 3 things we must do to start up a School Safety Committee? ○ When can we get started? 	<p>Note: these procedures should be reviewed and agreed upon by the group of trusted adults, the PTA, traditional leaders, LNP, Gender Coordinator, and other SMT.</p>

SESSION 6: Preparing and Storing Reports

Duration: 40 minutes

Objectives: By the end of the session, participants will be able to

- Review the contents of a good report
- Discuss how to protect the privacy of the learners and the security of the documents.
- Plan how they will prepare and store reports at their schools.
- Consider an alternative to in-person reporting.

Preparation and materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flip charts and materials ahead of time (see specifics below).
- Session 6 Flip chart 1: Documenting and Storing Reports of SRGBV Flipchart 2: Sample of questions to ask for the recording
- Session 6 Flip chart 2: Sample of questions to ask
- Example of a suggestion box

Event 6 Flip chart 1: Documenting and Storing Reports of SRGBV

- Create a confidential school safety report logbook to document reported cases of SRGBV and suggestions for improving school safety.
- Store the report log book and reports in a locked area.
- The principal and school safety committee chair only should have access to the logbook to promote confidentiality.
- Record the incident's factual account, including details of the victim, perpetrator, and what happened.
- Record actions are taken, and follow-ups are made.
- Information should only be shared on a “need to know” basis. The learner or his/her parent/guardian should consent before any information is shared, and someone should note this consent in the logbook.

Event 6 Flipchart 2 Sample of questions to ask

Who was involved (victim and perpetrator)? (Note: use the enrollment number of the victim on the form and NOT the name of the victim)

What happened?

Where and when did this happen?

Who have you talked to? What other actions have you taken?

What help do you need now?

Who did I suggest the learner talk to? (Provide the learner with people/places s/he can get help and include that in the report.)

Decide with the learner what help they need and want now: medical, police, psychosocial, or other. Let the learner know that you will help them get the help they need. If you need to share with medical, legal, or parents, tell the learner that you would share information with them. Tell the learner that you will only share information if needed (medically, legally, or to get the best support). Note in the form if information about the situation was shared.

End the meeting by summarizing:

- The recommendations to the learner;
- What follow up is needed – who will do it and when;
- Explain to the learner that you will then follow up, so they get the help they need.

Session Activities

Time	Activities	Notes
5 min	Activity 1: Introduction <ul style="list-style-type: none">• Introduce the session objectives• Link this to the previous discussion on SSCs. Tell participants that whether or not there is an SSC, there is a need for a logging system, securely storing reports, and following up on how learners are getting needed services. We have some ideas about how to do this.• Ask participants what they think those ideas might involve.• Allow time for participants to share their ideas.	
10 min	Activity 2: Writing Good Reports <ul style="list-style-type: none">• Ask participants to recall what we discussed in Session 2. Did we talk about taking notes and recording the learner's report?• Allow time for participants to share what they remember.<ul style="list-style-type: none">○ Possible answers: Listening without blame of judgment, capturing details and facts about the learner, the offender, and what happened. The	

	<p>report is to be filed according to the learner's enrollment number, not name, to promote confidentiality/anonymity.</p> <ul style="list-style-type: none"> • Ask participants why we need accurate reports? <ul style="list-style-type: none"> ○ Possible answers: Good accurate reports can help schools decide whether something is handled in school or beyond school. All related structures (health, police, and social work) will need a clear, detailed, factual, written report. • Explain that all reports must be filed and logged, and these are some ways you can do this Show Flipchart 1: <ul style="list-style-type: none"> ○ Create a confidential school safety report logbook to document reported cases of SRGBV and suggestions for improving school safety. ○ Store the report log book and reports in a locked area ○ The principal and school safety committee chair only should have access to the logbook to promote confidentiality. • Record actions taken and follow-ups made. • Information should only be shared on a “need to know” basis. The learner or his/her parent/guardian should consent before any information is shared, and this consent should be noted in the logbook. • Record the incident's factual account, including details of the victim (enrolment number), perpetrator, and what happened. • Explain that all reports must be filed and logged, and these are the questions you can ask Show Flip chart 2. • Who was involved (victim and perpetrator)? (Note: use the enrollment number of the victim on the form and NOT the name of the victim) <ul style="list-style-type: none"> ○ What happened? ○ Where and when did this happen? ○ Who have you talked to? What other actions have you taken? ○ What help do you need now? 	
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	<ul style="list-style-type: none"> ○ Who did I suggest the learner talk to? (Provide the learner with people/places s/he can get help and include that in the report.) ○ Ask participants what they thought of these questions. Have they any questions? 	
<p>10 min</p>	<p>Activity 3: Introducing the Suggestion Box</p> <ul style="list-style-type: none"> ● Ask: will all learners feel comfortable reporting to an adult face to face? It is also important to involve the learners in making the school a safe learning environment. ● Say: We are now going to look at The Suggestion Box. The Suggestion Box has two purposes; it is another way to report. Learners can make suggestions on how to improve school safety. ● Say: If the school offers a suggestion box, it must be opened regularly, and the reports and suggestions read and acted upon. Reports of SRGBV must be handled promptly, just as an in-person report would be. Learners' suggestions can be reviewed and shared and responded to at an assembly. Learners must include their enrollment numbers if they are making a formal report about SRGBV. ● Present these steps to prepare the Suggestion Box: <ul style="list-style-type: none"> ○ Use a wooden box that has a small opening for inserting a folded piece of paper. The box must have two separate padlocks with two keys. One key must be kept with the Principal and one with a female trusted adult. ○ Identify a secure, private location on the school grounds for the box in consultation with learners. The location should be easily accessible, but somewhere the learners feel comfortable. ○ Place small pieces of paper and pens near the box. ● Present these steps on raising awareness with the learners about the box and how it can be used: <ul style="list-style-type: none"> ○ Suggestions or recommendations to improve school safety ○ Reports of SRGBV. Share with learners the contents of a good report from the previous session. 	

	<ul style="list-style-type: none"> ○ Ensure that learners know that if they need assistance, such as in the case of a sexual assault, they should seek assistance immediately. ○ Make the following suggestion for when opening the box and sharing the ideas/reports. ○ The box is opened twice per week, and the reports or suggestions in the box should be reviewed and feedback given to the learners. At an assembly, the Principal can share the suggestions and reports that have been received. There will be no names mentioned, just the kinds of reports that are coming in. ○ The Principal must say that if a learner has been assaulted s/he must find a trusted adult to talk with. The Principal and his team should see what kind of patterns there are in the suggestions and reports and present these to the PTA for further exploration and action. 	
<p>10 min</p>	<p>Activity 4: Conclusion</p> <ul style="list-style-type: none"> ● Ask: Does a school safety committee or a suggestion box sound like an idea that can work at your school? Why /why not? ● Ask participants what will be hard/easy about setting up these systems. ● Ask participants what the first three steps they would need to take to get this started. ● Ask: What are the first 3 steps to setting up a suggestion box at your school? 	<p>Record responses to use in Action Planning.</p>

SESSION 7: Action Planning

Duration: 30 minutes

Objectives: By the end of the session, participants will be able to

- Develop action plans for 3 things that PTAs will do in the next month to promote Safe learning environment based on the content of today's event

Key learning points

Action plans might include how to establish a School Safety Committee or Suggestion Box

Preparation and Materials

- Facilitator to read and review session. If multiple facilitators conducting the session, ensure that each understands and is clear about where s/he starts/stops.
- Prepare flip charts and materials ahead of time (see specifics below).
- Session 6 Flip chart 1: Question to inform action planning
- Previous reflections and ideas recorded from group discussions during the event.

Event 4, Session 6, Flip chart 1: Question to inform action planning	
Will our school benefit from a School Safety Committee or Suggestion Box	
<p>If YES: Make a plan to:</p> <ul style="list-style-type: none"> • Identify members and their commitment. • Clarify the roles of the Sub Committee • Share these roles with learners, teachers, and parents. • Decide how often the committee will meet to review reports. • Decide on how the committee will log the reports they receive. • Choose the date of the first meeting. 	<p>If NO: Discuss setting up a system for recording, storing, and updating SRGBV reports that will work in your school.</p>

Session Activities

Time	Activities	Notes
5 min	<p>Activity 1: Deciding Next Steps</p> <ul style="list-style-type: none"> • Explain to the participants that they will know reflect on if School Safety Committees and 	

	<p>Suggestion Boxes are appropriate for their communities.</p> <ul style="list-style-type: none"> • Using flipchart 1, ask the participants to consider the following question. Will our school benefit from a School Safety Committee or Suggestion Box? • Ask participants to review the next steps. If YES: Make a plan to: <ul style="list-style-type: none"> ○ Identify members and their commitment. ○ Clarify the roles of the Sub Committee ○ Share these roles with learners, teachers, and parents. ○ Decide how often the committee will meet to review reports. ○ Decide on how the committee will log the reports they receive. ○ Choose the date of the first meeting. • Ask participants to review the next steps. If No: Make a plan to: <ul style="list-style-type: none"> ○ Discuss setting up a system for recording, storing, and updating SRGBV reports that will work in your school. ○ Ask them if they have any questions. 	
<p>15 min</p>	<p>Activity 2: Group work creating an action plan</p> <ul style="list-style-type: none"> • Tell groups that they will now prepare their plans first on flip charts—using the planning guide (with objectives, activities, tasks, success criteria) • Do a quick review of the planning guide, you can highlight the following: • Develop objective that is SMART (Specific, Measurable, Achievable, Relevant and Trackable). • Link objective with output (success criteria) that PTA expects to achieve. • Link the output with activities and tasks they need to carry out to achieve it. • Prepare a plan for the 2 activities and tasks • Put activity plans on wall for sharing 	<p>Facilitator demonstration of one example</p>

<p>15 min</p>	<p>Activity 3: Gallery walk – PTA plans and actions to prevent/respond to SRGBV in their schools</p> <ul style="list-style-type: none"> • Give participants Post-it notes and ask them to walk around to look at all the plans. Tell them to write: <ul style="list-style-type: none"> ○ What is good about the plan (write on one color post-its)? • What could be improved (on a different color post-its)? 	<p>Circulation of groups – posting of comments on post-its</p>
<p>10 min</p>	<p>Activity 4: Plenary</p> <ul style="list-style-type: none"> • Debrief on Gallery Walk to provide a summary of plan activities. • Digitize of plans by facilitator and share of flip chart plans with participants. 	<p>Facilitator & participants</p>

Handouts

Session 7 Handout 1: PTA SLE Action Planning Template

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
New Activities:						
Activity 1						
Activity 2						

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Activity 3						

Sample Suggestion boxes-Nimba County



Zuatuo Public School learner's safety box prepared by PTA

Event 4: Follow Up Plan

Supporting PTAs to implement their action plans is another step toward ensuring that good practices that are introduced during training are implemented and can therefore benefit the broader community including learners, their parents and teachers.

This follow up plan includes reminders/support by phone and one face to face visit. It can be conducted by one of the training facilitators and/or MoE staff who attended or co-facilitated Event 4.

Preparing for the follow up:

The facilitator will review the objectives of Event 4 and the suggested planning themes.

Objectives:

- Share highlights of completed actions from previous SLE sessions
- Explain how reporting and responding to SRGBV protects children and enforces the Teachers' Code of Conduct
- Identify what types of SRGBV can be reported and responded to at school and the MoE level and what must be reported to other authorities.
- Draft Learner Path to Help diagram of community-level referral network including names and contact info of individuals who will be asked to be the point person for the referral network
- List reporting and documentation requirements for safely tracking reports and referrals to protect learners and ensure they get their required services.
- Describe the possible benefits of a School Safety Committee
- Describe the possible benefits of a Suggestion Box as an alternative to in-person reporting.
- Develop a plan for sharing the Learner Path to Help and the reporting procedures with community members, parents, and learners.

Follow -up Steps:

Step 1: Have a phone call to each school within one week. Questions below can be discussed.

- Have plans been shared with others?
- Have tasks and deadlines been assigned specifically?
- Have tasks planned for first week been completed?
- What has been completed per the plan?
- Now that you're back, what are the challenges you're facing in implementing the plan?

Provide problem solving/coaching over the phone for those things that can be done by phone. Agree on specific input and school visit level help that is needed from the facilitator. Be specific about what the school visit will achieve and who else at the school needs to be involved. Schedule the visit, making sure the right people are available.

Step 2: School visit

- Meet with SLE event participants and key others as planned, at a convenient time and location
- Discuss achievements and what has been challenging.
- Generally, on achievements: what made them successful?
- Explore these questions, depending on the action plan focus for the school:
 - **Community orientation to the Learner Path to Help.** Has the Learner Path to Help been updated with community specific information? Has the PTA shared it with others? If yes, did community members, including learners take it well? Are the adults who receive the reports oriented to PFA, confidentiality and other issues they need to know? If no, how can the PTA be supported to complete and share the Learner Path to Help?
 - **Establishing a School Safety Committee.** Did the community decide to establish a School Safety Committee? If yes, what are the steps they are taking to organize committee members and meetings? If no, what support do they need to establish the School Safety Committee if it would be useful in their community?
 - **Making a Suggestion Box.** Did the PTA determine a suggestion box was needed? If yes, have they received any reports they need support addressing? If no, what support do they need to establish the Suggestion Box if it would be useful in their community?

Step 3: Revise the Action Plan using the decisions above. These can be updated by pasting over the flip charted version with new activities and photographing for a digital copy.

SLE EVENT 5: Positive Discipline

Event 5 is also designed as a meeting for a group of neighboring schools and a follow up discussion or visit from a facilitator or other relevant staff. It will build out on accepted knowledge gained from positive discipline alternatives, approaches that can be used by parents, teachers and school administrators that encourage high enrollment and retention.

This is a very targeted meetings of PTAs from neighboring communities. Individual PTAs will present opportunities to focus intensely within the local context on very specific positive discipline knowledge, skills and approaches that can prevent learners from dropping out and promote retention.

Venue:

Meeting Facilitator:

Meeting Note taker: _____

Roster of invited schools and their representatives

Name	Position	Organization

Duration: 3 hours

Objectives:

By the end of training, participating PTAs will be able to

- Review elements of SRGBV and SLE and examples of what has been done for safe learning environments, promoting rights of the child, expanded gender norms, characteristics of trusted adults and their roles in preventing and responding to SRGBV.
- Share highlights of completed actions from Event 4 shared within the clusters on: safety committee box, status of Learner Path to Help diagram (named persons) and good report, agreement on School Safety Committee, if accepted then status of system set up for recording, storing and updating SRGBV reports.
- Review Rights of the Child, as discussed previously and enshrined in the Liberian Children's Act.
- Discuss difference between punishment and discipline.
- Recognize and described appropriate positive discipline that will encourage students and enable retention.
- Select activities to add to the current Action Plan.

Proposed Agenda

Time	Activities	Facilitator
9:00- 9:20	Activity 1: Introduction and Overview of achievements since last event	
9:20 – 10:00	Activity 2: In Child's Right Reflections	
10:00 – 10:40	Activity 3: Exploring the differences between the discipline and punishment	
10:40 – 11:00	Activity 4: Role-Play Corporal punishment and Positive discipline	
11:00 – 11:20	Activity 5: Positive Alternative Discipline Techniques to Corporal Punishment	
11:20-11:40	Activity 6: Positive Discipline Activities at the Community levels: Preparing for Classroom Observation	
11:40 – 12:00	Activity 7: Action Planning	

Note to the Facilitator: Regarding the Introduction, in order to save time at the meeting, develop a brief report BEFORE the meeting. This should be a crisp and quick, to recognize achievements and to motivate PTAs to continue to work on these activities. Incorporate input from sites about their activities. Let sites know that if they have site specific challenges you can discuss the challenges with them as part of the action planning process.

Note to facilitator: There is only 1 Action Plan per PTA and that it is continuously updated to reflect completed, modified, deleted or new activities.

Preparation

- Cut key squares from the UNICEF Liberia illustration in Handout 2 (protection against violence, education, your voice must be heard and health and health care)
- Place the following on a flip chart: Connections of UN child’s rights to Africa and Liberia MoE TCoC
- Deciding discipline that are appropriate for learners at school and community
 - Positive Discipline Activities at the Community Level
 - Share lesson learned with the general PTAs and changed behavior
 - Finalize best practices for positive discipline techniques at sites and communities
 - Conversation about what might happen at home and school to support positive discipline
 - Activity to Include in Action Planning

Session Activities

Time	Activities	Notes		
20 min	<p>Activity 1: Getting started and Overview of Achievements Since Last Event</p> <ul style="list-style-type: none"> • Welcome and introduction. • Review the agenda for the event. • Facilitator highlights PTAs key accomplishments to date by sharing a rapid summary of activities. 	Copy main steps on to flip chart to review the agenda		
40 min	<p>Activity 2: Child’s Rights Reflections</p> <ul style="list-style-type: none"> • Present the following: We can deepen our understanding of the TCoC of Liberia by understanding the UN Rights of a Child and African Charter. • Say: The UN Rights of Child and African Charter on the rights of a child talk about the use of positive discipline in schools as opposed to corporal punishment, which is also referenced in Liberia Children’s Act Africa charter and MoE TCoC. • Place the prepared flip chart on the board or stand for making clear connections. • Connections of UN child’s rights to Africa and Liberia MoE TCoC. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;">UN Convention on the Rights of the Child</td> <td> <p>Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 28: Children have the right to a good quality education and should be</p> </td> </tr> </table>	UN Convention on the Rights of the Child	<p>Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.</p> <p>Article 28: Children have the right to a good quality education and should be</p>	
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		<p>encouraged to go to school to the highest level possible. Discipline in schools should respect children’s human dignity. Schools must review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.</p>	
	<p>African Charter on the Rights and Welfare of the Child</p>	<p>States: “Take all appropriate measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child.</p>	
	<p>Liberia Ministry of Education TCoC</p>	<p>Section 3.1.2: Ensure that physically humiliating action (corporal punishment), mental or psychological measures are not administered to “discipline” a student. This include, beating or using vulgar/offensive language intended to inflict physical pain or mental agony that violates the rights of the child. Section 3.2.2: Promote safe, positive and child-friendly learning environment for students, free from violence, intimidation and pollution Article 37: No one is allowed to punish children in a cruel or harmful way.</p>	
	<ul style="list-style-type: none"> • Show the UNICEF Liberia Children rights illustration information in Session 1: Handout 1. • Explain the UNICEF developed summary graphic of the rights of children from the Liberian law • Cut 4 key squares from the UNICEF Liberia illustration handout 1 (1. protection against violence, 2. education, 3. your voice must be heard and 4. health and health care) • Pass out the pieces • Ask: Examine the pictures or read your piece and give an example of how these rights are promoted at school or home (either one is enough, just make sure there is a balance). • After the examination, ask: 		

	<ul style="list-style-type: none"> ○ How does corporal punishment violate the rights of the child? ○ How do the rights of the child help parents/teachers shape positive and productive behavior among children? ○ Write their responses to be referenced later 					
<p>40 min</p>	<p>Activity 3: Exploring the difference between Corporal Punishment and Positive Discipline</p> <ul style="list-style-type: none"> ● Place: T-CHART on flip chart on the board with corporal punishment and positive discipline on either side of the T- Chart. ● Ask: What comes to mind when I say ‘corporal punishment?’ ● Write participant responses under the side of Corporal punishment. ● Ask: What comes to mind also, when I say “positive discipline?” ● Write participant responses under positive discipline. ● Say: This is what we mean by corporal punishment and positive discipline (Share answers from the definition mentioned in the table below.). <table border="1" data-bbox="400 1218 1173 1998"> <thead> <tr> <th data-bbox="400 1218 788 1296">What is Corporal Punishment?</th> <th data-bbox="788 1218 1173 1296">What is Positive Discipline</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 1296 788 1998"> Punishment is an act in which physical force is used that is intended to cause some degree of pain and discomfort on a person for breaking a law or wrong behavior. It is a short-term strategy that stops the behavior right away but doesn’t stop it from happening in the future. Involves associating pain with misbehavior rather than an understanding of what is wrong with the behavior. Presents no opportunity for learning from the </td> <td data-bbox="788 1296 1173 1998"> Discipline is a long-term goal which aims to build children’s ability to make good judgements and focuses on helping children to learn from their mistakes. It is gradual and cumulative and involves learning and changing over time. It does not create fear or shame but builds confidence and skills. Recognize efforts and good behavior. Provides consistent rules. Is respectful of the child not humiliating. </td> </tr> </tbody> </table>	What is Corporal Punishment?	What is Positive Discipline	Punishment is an act in which physical force is used that is intended to cause some degree of pain and discomfort on a person for breaking a law or wrong behavior. It is a short-term strategy that stops the behavior right away but doesn’t stop it from happening in the future. Involves associating pain with misbehavior rather than an understanding of what is wrong with the behavior. Presents no opportunity for learning from the	Discipline is a long-term goal which aims to build children’s ability to make good judgements and focuses on helping children to learn from their mistakes. It is gradual and cumulative and involves learning and changing over time. It does not create fear or shame but builds confidence and skills. Recognize efforts and good behavior. Provides consistent rules. Is respectful of the child not humiliating.	
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	<p>mistake. Is associated with fear and shame. Reduces confidence. It is about being told what not to do rather than what to do. Encourages children to follow rules because they are scared. Humiliates children. It is controlling. Has consequences that are illogical.</p>	<p>Allows children to make choices about their behaviors. Has logical consequences. It is proportional to children behaviors, not judging the child.</p>	
	<ul style="list-style-type: none"> • Say: All the mentioned acts under punishment are called corporal because it's physically done on the body and effects the mind. It is harmful yet people still have reasons for using it. • Ask: Why do people use punishment when children do wrong things? • How might children lives be different when they experienced positive discipline instead of corporal punishment? 		
<p>20 min</p>	<p>Activity 4: Role-Play Corporal punishment and Positive discipline (Nora and Walker Scenarios)</p> <p>Nora Scenario</p> <p><i>Nora has been shouting and overly doing things in class like – clapping loudly when the teacher asked students to clap for their classmates who answer questions. She slaps her friends hard but playfully on the way to and from school. She always disrupts the lesson by talking, throwing papers and kicking at the desk. Nora is not following the class rules for respecting one another. Nora’s behavior has continued in spite of warnings from the teacher. Finally, the teacher made Nora kneel down, in the corner of the classroom and wash the bathroom after school.</i></p> <ul style="list-style-type: none"> • Ask these questions <ul style="list-style-type: none"> ○ Is Nora being punished or disciplined? (correct response: punished) ○ What lessons will Nora learn from this punishment? (don’t upset the teacher; sometimes you will have a harsh physical punishment; the 	<p>If time permits, allow participants to role-play the scenarios, if time is not sufficient, facilitator reads the scenario and participants answer questions.</p>	

	<p>teacher is paying attention to her behavior; the teacher doesn't like her behavior)</p> <ul style="list-style-type: none"> ○ What do you think she will do differently? (she might change her behavior sometimes; she might slip back to old ways; she might not know what to do) ○ Does Nora know what the correct behaviors are? How can you change this from a corporal punishment scenario into a positive discipline scenario? What would you advise the teacher to try instead? What do you think will change for Nora if the teacher tries these things? <p>Walker Scenario</p> <p><i>Walker went to school late due to regular early morning fetching of water for his parents. Walker was noticed hiding behind the school building for fear that Teacher Smith will beat on him if caught. On his way to the bathroom, Teacher Smith found Walker talking to himself and drawing on some letters on the ground. Walker got afraid the moment he saw his teacher watched him outside the class. The teacher asked Walker to explain why he was late and outside. After explaining, the teacher in a low tone asked Walker to come to class. During recess, Teacher Smith realized and told Walker that, he is a serious boy who wanted to learn and promised to visit his parents to have him fetch water the evening before morning hours so that he wouldn't miss any lesson again.</i></p> <ul style="list-style-type: none"> ● Ask these questions <ul style="list-style-type: none"> ○ How is the teacher handling this? Is this positive discipline? (correct answer: positive discipline) ○ What behavior will Walker change? (Walker may now be able to speak up about his problems with adults in his life) ○ What causes teachers to choose corporal punishment or positive discipline? ● Ask: What 1 positive discipline technique that could be used in Nora's situation differently. {Write their few responses} ● Ask the others to observe and give feedback. 	
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<p>20 min</p>	<p>Activity 5: Positive alternative discipline techniques to corporal punishment</p> <ul style="list-style-type: none"> • Say: Positive discipline technique has 3 components, preventive, supportive and corrective. These techniques when used, as alternatives to punishment, encourage good behavior. • Explain: the 3 components of positive discipline techniques. <table border="1" data-bbox="395 616 1152 1288"> <thead> <tr> <th data-bbox="395 616 651 678">Prevention</th> <th data-bbox="651 616 901 678">Supportive</th> <th data-bbox="901 616 1152 678">Corrective</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 678 651 1288"> Advise. Making them learners aware of the wrong. Recognize effort, not just success. Teach new skills. Point to the class rules. Change student seat. Oral apology. Reward good behaved students (Praise children by trying, a thank you note, etc.). </td> <td data-bbox="651 678 901 1288"> Reward good behaved students (Praise children by trying, a thank you note, etc.). Honor the child such as being nominated for most improved student. Recognize effort, not just success. Oral apology. Teach new skills. Advice. </td> <td data-bbox="901 678 1152 1288"> Making learners aware of the wrong. Verbal warning. Letter writing. Oral apology. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Brainteaser to be done with participants • Ask: Which of the below is used as preventive (P), supportive (S) or corrective (C) measure? • Place a flip chart with brainteaser activity below written on it: • Read each one aloud and write P, S or C next to the item as participants say them <ul style="list-style-type: none"> ○ Making them aware of the wrong (P, C) ○ Verbal warning (C) ○ Letter writing (C) ○ Advise (S) ○ Oral apology (C, S, P) ○ Teach new skills (P, S) 	Prevention	Supportive	Corrective	Advise. Making them learners aware of the wrong. Recognize effort, not just success. Teach new skills. Point to the class rules. Change student seat. Oral apology. Reward good behaved students (Praise children by trying, a thank you note, etc.).	Reward good behaved students (Praise children by trying, a thank you note, etc.). Honor the child such as being nominated for most improved student. Recognize effort, not just success. Oral apology. Teach new skills. Advice.	Making learners aware of the wrong. Verbal warning. Letter writing. Oral apology.	
Prevention	Supportive	Corrective						
Advise. Making them learners aware of the wrong. Recognize effort, not just success. Teach new skills. Point to the class rules. Change student seat. Oral apology. Reward good behaved students (Praise children by trying, a thank you note, etc.).	Reward good behaved students (Praise children by trying, a thank you note, etc.). Honor the child such as being nominated for most improved student. Recognize effort, not just success. Oral apology. Teach new skills. Advice.	Making learners aware of the wrong. Verbal warning. Letter writing. Oral apology.						

	<ul style="list-style-type: none"> ○ Reward good behaved students (Praise children by trying, a thank you note, etc.) (P, S) ○ Honor the child such as being nominated for most improved student (PS) ● Ask: What are other alternatives besides the ones mentioned above? Or other harmless ways you can used to discipline students? ● Say: Encourage learners, at school and at home, by using alternatives to corporal punishment, because it will:¹¹ <ul style="list-style-type: none"> ○ Build their self-respect ○ Acknowledge that they are following rules ○ Keep students encouraged ○ Build strong unions of trust ○ Be role models ourselves setting good examples ○ Identify means in disciplining the students that are positive ○ Recognize students' effort and praise them verbally ○ Build positive parents and children, parents and teachers, teachers and students' relationships ● Ask and complete group work with the chart below. <ul style="list-style-type: none"> ○ Why should you practice positive discipline? ○ How can you use these ideas to become better teachers or parents? ● Groups work: To be done on flipchart <table border="1" data-bbox="411 1411 1165 1727"> <tr> <td data-bbox="411 1411 1165 1473">Why should you practice positive discipline?</td> </tr> <tr> <td data-bbox="411 1473 1165 1659">Answers may differ:</td> </tr> <tr> <td data-bbox="411 1659 1165 1727">How can you use these ideas to become better teachers or parents?</td> </tr> </table>	Why should you practice positive discipline?	Answers may differ:	How can you use these ideas to become better teachers or parents?	
Why should you practice positive discipline?					
Answers may differ:					
How can you use these ideas to become better teachers or parents?					

¹¹ Adapted from Raising Voices. Good Schools Toolkit.

	Answers may differ:	
20 min	<p>Activity 6: Positive Discipline Activities at the Community levels: Preparing for Classroom Observation</p> <ul style="list-style-type: none"> • Say: ALP classroom observation “tool” is what the observer uses to see what is going on in the classroom and schools. PTAs also need to know what is going on and what should be going on. • Before an observation, it is important to ask the principal to inform the teachers that PTA members will be visiting the school, why and what they will be looking for. You can share the tool with the principal. • Issue the tool (Session 1: Handout 2) and explain with focus on what PTA members might expect to see. • In the classroom, PTA members to do a few things: <ul style="list-style-type: none"> ○ Count the number of children in the class and check that against the enrollment and attendance sheets, this is part of their responsibility to promote retention! ○ Check if learners are using workbooks. This is a quick visual look. ○ Look for specific examples of the positive discipline techniques that are listed in the meeting. ○ After the observation: show the teachers and principal what you saw. • Pass out Session 1: Handout 3– Classroom Observation Summary. The Classroom Observation Summary can be used for the post-conference and includes 8 questions: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>What is the actual attendance vs enrollment?</p> <p>Note: if attendance is low, ask teachers why they think learners are not coming and how PTA can help.</p> </div>	

	<p>Did it seem like the learners were understanding and using the workbook assignments?</p> <p>Note: If no or if it seems they were difficult, ask what parents should be looking for at home when the learners come home with their workbooks.</p> <p>How many classrooms had Class Rules posted?</p> <p>How many observers saw teachers reminded learners about rules?</p> <p>How many observers saw learners reminding each other of rules?</p> <p>What did PTA members see the teachers do instead of shaming the learners when they misbehaved?</p> <p>How did the teachers help learners know what the right thing to do?</p> <p>What ideas do parents think they could try at home?</p> <ul style="list-style-type: none"> • Say: This kind of feedback focuses on what the teachers are doing well and how parents can support it. • Ask participants to brainstorm specific activity they need to take now at the site and community levels that would be preventive, supportive and corrective that will enable students' positive discipline and promote retention. Responses could vary. <ul style="list-style-type: none"> ○ What do you expect to see teachers practice as positive discipline? ○ What can you do at home to help learners practice good behavior? 	
<p>20 min</p>	<p>Activity 5: Activity to include in Action Planning</p> <ul style="list-style-type: none"> • To wrap up this meeting, complete activities for action plan – See Session 1: Handout 4. • Ask participants what was most helpful about today's meeting? What will they need more information or other follow up with? • Set a date for Facilitator check in and a date of more intensive site follow up. 	

	<ul style="list-style-type: none">• Decide what participants will do before the arrival of the facilitator• Decide what participants will do with the Facilitator at the community level.• Thank participants for their participation	
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Handouts

Session 1: Handout 1: UNICEF Liberia Children rights illustration¹²

HOW ARE LIBERIA'S CHILDREN?

Liberia has ratified (pledged to follow) the UN Convention on the Rights of the Child. This means that Liberia must respect the rights of the child and listen to what children have to say. Are the rights of the child respected in Liberia? You and other children in Liberia are the experts.



2.2 MILLION CHILDREN

4.5 million people live in Liberia. 2.2 million are children, and 700,000 of the children are under five years old.



NAME AND NATIONALITY

From the day you are born you have the right to have a name and to be registered as a citizen in your country. 156,000 children are born every year in Liberia. 3 out of 4 are never registered. There is no documented proof that they exist!



SURVIVE AND GROW

You have the right to life. Liberia must do all it can to allow children to survive and develop. 1 of 13 children in Liberia (11,000 every year) dies before the age of 5, usually due to causes that could have been prevented. The number of

children who die has decreased, but is still high.



HEALTH AND HEALTH CARE

You have the right to food, clean water, medical care and the right to privacy when consulting an adult about any health problem. Almost 8 out of 10 children in Liberia have water from improved water sources. Only 2 out of 10 children have access to adequate sanitation facilities. 4,000 children live with HIV/AIDS. 25,000 are AIDS orphans.



A HOME, CLOTHING, FOOD AND SECURITY

You have the right to a home, food, clothing, education, health care and security. Almost 7 out of 10 children in Liberia live in extreme poverty with less than 1.90 US-dollar (225 Liberian dollars) a day to live on.



EDUCATION

You have the right to go to school. Primary and secondary schools should be free for everyone. Only 4 out of 10 children in Liberia go to school. Many children get almost no education at all, and illiteracy is high.



PROTECTION AGAINST VIOLENCE

You have the right to protection against all forms of violence, including neglect, maltreatment and abuse. Only 53 countries have forbidden all forms of corporal punishment for children. Many still allow caning in schools. Liberia has not forbidden corporal punishment.



HAZARDOUS CHILD LABOUR

You have the right to be protected against both economic exploitation and work that is hazardous to your health or which prevents you from going to school. All work is prohibited for children under 12. Some children are forced into the worst forms of child labour, such as being debt slaves, child soldiers or used for commercial sexual exploitation. An estimated 240,000 children (2 out of 10 of the children aged 5-14) in Liberia have to work.



YOUR VOICE MUST BE HEARD

You have the right to say what you think about any issue that affects you. The adults should listen to the child's opinion before they make decisions, which must always be made in the best interest of the child!



www.worldchildrensprize.org

Sources: Unicef 2017. Global Initiative to End All Corporal Punishment of Children 2017.

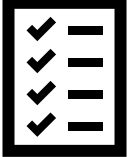

¹² UNICEF 2017 Global Initiative to End All Corporal Punishment of Children 2017 at:

Session 1: Handout 2: Classroom Observation

Positive Discipline Checklist for PTA Monitoring

Purpose: To help parents understand what positive discipline looks like in the classroom.

Instructions: Invite PTA members to observe one class and complete the following checklist

Situation	Positive discipline	Yes ✓	No ✗
Having and using class rules 	Class rules are posted on the wall for all to see. Teachers remind learner of class rules. Learners remind each other of class rules.		
Learner misbehaves (for example - disrupts class, fighting, talking without raising hand, etc.) 	Teacher reminds learners of rules. Teacher does not shame learner. Teacher describes appropriate behavior to the learner. Teacher explains why the behavior is not acceptable.		

<http://endcorporalpunishment.org/wpcontent/uploads/global/Global-report-2017-singles.pdf>

Situation	Positive discipline	Yes ✓	No ✗
	What else did I see the teacher do? (Write or draw)		

Session 1: Handout 3: PTA Classroom Observation Summary

Instruction: PTA members complete the observation checklist in Handout 3. At the end of the observation, the Principal will facilitate a discussion and document results of the observations by using the summary sheet below. Principal completes the summary sheet. Once the summary sheet is complete, it should be given this to the next AQE visitor as soon as possible.

Question	Response
What is the actual attendance vs enrollment? Note: if attendance is low, ask teachers why they think learners are not coming and how PTA can help.	
Did it seem like the learners were understanding and using the workbook assignments? Note: If no or if it seems they were difficult, ask what parents should be looking for at home when the learners come home with their workbooks.	
How many classrooms had Class Rules posted?	
How many observers saw teachers reminded learners about rules?	
How many observers saw learners reminding each other of rules?	
What did PTA members see the teachers do instead of shaming the learners when they misbehaved?	

Question	Response
How did the teachers help learners know what the right thing to do?	
What ideas do parents think they could try at home?	

Session 1: Handout 4: Action Planning Template

Activities related to alternatives of corporal punishment

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
New Activities and Tasks: Positive Discipline						
Activity						
Previous Activities in Action Plan						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
Previous Activities in Action Plan						
Activity 3						

Event 5: Follow-Up Plans

The goal of event 5 follow up plans is to follow up with communities on any activities they have in their activity plan and have not yet completed and to support them in completing their activities, this includes the classroom observation (Session 1: Handout 2) and classroom observation summary (Session 1: Handout 3) from event 5.

Step 1: Before the site visit

- Schedule meetings with the PTA (ask for meeting attendance then ask them to invite those people to the meeting.)
- Inquire about specific area(s) for help before the meeting. The meeting agenda should include the facilitator providing support to PTAs to organize any final activities in their activity plans for SLE events 1-5.
- Review activity plans for each site before traveling there. If possible, have the digitized versions of the action plans with you during the site visit in case the PTA doesn't have all their action plans.

Step 2: PTA visit

- Note: If the facilitator is not able to travel to the site, this could be done over the phone with a few PTA members.
- Below is the suggested agenda for the meeting with the PTA:
 - Discuss with the PTA their action plans. Have a PTA member review all the action plans for SLE events 1-5.
 - Discuss activities that still need to be complete and how they can complete them.
 - Discuss the classroom observation and classroom observation summary in particular. Below are some questions that can be discussed:
 - What did you learn during the classroom observation? What did you learn that parents could use in their own homes?
 - What types of positive discipline were used by the teacher?
 - Did you complete the summary? What can the school administration and teachers learn from the classroom observations?
- Tell PTAs: The next event provides a time to review what was done and learned about positive discipline, reflect on all activities and their results, and makes plans to continue activities related to SRGBV prevention and response. PTA members and PTAs as a group should think about and discuss what they may want to share about what they learned about safer learning environments, addressing SRGBV and the activities they did in their communities.

SLE EVENT 6: Reflection on Activities

This half day event is the final in the SLE series. It provides a time to review what was done and learned about positive discipline (Event 5), reflect on all activities and their results, and makes plans to continue activities related to SRGBV prevention and response. This can be used as a way for PTAs and District PTA focal persons to review their experience and decide how they can share their experiences with neighboring schools, as feasible. This can be conducted for a single community or for a group of communities who have gone through the previous events.

Venue:

Meeting Facilitator:

Not to the facilitator: The facilitation team should include those who have worked with PTAs on Events 1-5 and/or those who are experienced in working with PTAs to address community issues, including SRGBV. District PTA Focal Person and others who may be interested in sharing the SLE package with others.

Meeting Note taker: _____

Participants: representatives of schools and other structures who participated in Events 1-5 and learners from those schools.

Roster of invited schools and their representatives

Name	Position	Organization

Objectives: By the end of training, participating PTAs will be able to

- Discuss experiences with observations for positive discipline, and how the observations might continue.
- Hear the experiences and observations of learners regarding all activities conducted at their schools.
- Provide an experience where learners and PTAs interact in one SLE activity.
- Review the successes of the pilot and how Activity Guides that can be used to expand the work in the community.
- Prepare a plan for continuing the SRGBV prevention and response and SLE promotion activities.

Proposed Agenda

Time	Session Title	Facilitators
7:00 – 8:30	Registration	
8:30 – 9:30	Session 1: Introduction and Overview	
9:30 – 10:30	Session 2: Learner Reflections on Changes at School	
10:30 – 11:45	Session 3: Activities to Share with Communities and Other PTAs	
11:45-12:45	Session 4: Action Planning	

General Preparation

- Ask PTAs to bring classroom observation summaries to the meeting as this was the action point from Event 5.
- Invite learners to attend: this can be representative learners from the hosting school or 1-2 learners per school if multiple schools attending.
- Facilitator to review the overview of events in the Introduction of the SLE Pilot as well as the action plans and progress reports of PTAs.
- Facilitator to prepare a summary of progress per SLE/SRGBV Action Plans
- Prepare copies of the Activity Guides for discussion and distribution.

General Materials

- Flip chart
- Markers
- Tape
- Perforator (for action plan filing)
- Copybooks and pens
- Flip charts sheets for the action plan
- Post-it notes

SESSION 1: Introduction and Overview

Duration: 60 minutes

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

- Know other participants and facilitators
- Share expectations of the training
- Link expectations to the learning outcomes of the training
- Discuss and accept workshop agreements
- Agree to the timetable and agenda for the workshop.

Key learning points

- Background/rationale for the workshop
- Names, positions, schools and other units/orgs represented
- Expectations of participants for the workshop
- Planned learning outcomes
- Agreements about any expectations that will not be met in the training
- List of workshop agreements (norms, behaviors that will facilitate cooperation and learning)
- Timetable and agenda

Preparation and Materials

Each site will be asked ahead of time to prepare summaries of their classroom observations for positive discipline, using Session 1: Handout 2. If they have not done them, they should simply say that they haven't done them and/or they can schedule a visit before this event. If this is not possible, they can still listen and learn from their colleagues.

- Flip charts should include:
 - Objectives
 - Agenda
 - Introduction points
 - Summary of results and themes from classroom observations.
- Prepared flip chart or paper copies of the agenda for the training
- Blank flip charts; nametags; pens; notebooks; masking tape.

Session Activities

Time	Activities	Notes
10 min	<p>Activity 1: Introduction and Warm-up</p> <ul style="list-style-type: none"> • Greet participants and call session to order • Introduce yourself by stating your name, position, organization, role in the event. Introduce the facilitation team, name, position, school. • Review objectives for this session from a prepared flip chart • Invite PTA secretary to introduce themselves in site groupings: each PTA and learners to share: school, district, names/titles of representatives and one outcome of the PTA during the school semester. 	<p>Talking points to be developed for the first welcome, which provides a very brief rationale for this event.</p> <p>This will take at least 5 minutes.</p>
25 min	<p>Activity 2: Feedback on classroom observations and corporal punishment</p> <ul style="list-style-type: none"> • Review classroom observation summaries (each site should have brought their observations summaries) • Together review observation summaries from Session 1: Handout 2 below. • Allow 2-3 sites to share how teachers and principals responded to the parents' observations. • In plenary, discuss the following questions: <ul style="list-style-type: none"> ○ How many PTAs visited classrooms and used the tool? (show of hands) ○ How was the experience? ○ What did parents learn from observing the class? ○ What did principals learn from speaking with parents after the observation? ○ Is this something your site could continue to use? If yes, what needs to be done in so that this tool can continue to be used? ○ Did parents see anything that they can or do use at home? 	<p>Facilitators should record responses to all discussion questions on a flipchart for reporting.</p>
20 min	<p>Activity 3: Review of Activities that have been conducted over the course of the 5 events</p> <ul style="list-style-type: none"> • Ask participants to sit with other PTA members from their communities. Each PTA should review their Activity Planning and think about all the activities they did on the following topics: 	

	<ul style="list-style-type: none"> ○ Childs rights, gender norms, network of trusted adults ○ Bullying ○ Prevention and response to sexual violence ○ Reporting SRGBV ○ Positive Discipline and Corporal Punishment ● Assign one topic to each PTA. Ask them to think about their activities for that topic and one reason why they think it was successful. ● After 10 minutes, ask a representative from each PTA to share their discussion briefly. 	
5 min	<p>Activity 4: Conclusion</p> <ul style="list-style-type: none"> ● Remind participants that we will hear from learners about their perspectives on how these activities have improved safety at their schools. 	

SESSION 2: Learner Reflection

Duration: 60 minutes

Objectives: By the end of this session learners and adults will be able to

- Describe what has changed in their school since the beginning of the SLE activities.
- Share specific experiences and observations regarding the physical environment, bullying, positive discipline and sexual violence.
- List learner recommendations for activities to do at school to improve safety.

Preparation and Materials

- Facilitator will meet with learners ahead of time to share the questions and to assign which learners will focus on which questions: Physical environment, Bullying, Positive Discipline, and Sexual Violence. Learners should think about their responses individually. Tell them that they will share with other students before talking to the adults. Learners are told that they are free to speak their truth, and that they will be speaking in general, not about one specific school, principal or teacher.
- Flipcharts and markers

Session Activities

Time	Activities	Notes
5 min	Activity 1: Introduction <ul style="list-style-type: none">• State the session's title and objectives• Explain that the purpose of the SLE promotion and SRGBV prevention and response activities are to improve learner safety; PTAs have been in trainings and have tried some things to improve safety; now it is a chance to hear about their successes from the learners' view.• Explain to learners that this is their time to say what has improved in and around the school. They should talk about activities that have been done or not done and whether or not that has help learner safety. They are free to share their experience, feelings and opinions.	
20 min	Activity 2: Learners and adult groups <ul style="list-style-type: none">• Learners and adults will be separated for some preparation.• Gather the learners in a quiet classroom and ask them to sit in pairs to share the preparation work they did on their questions. Each pair should share	

	<p>their answers with one another for five minutes and agree on what they will present.</p> <ul style="list-style-type: none"> ● Physical environment: <ul style="list-style-type: none"> ○ What improvements have you seen in school safety? Physical environment? ○ Has this increased your sense of safety around the school? ● Bullying: <ul style="list-style-type: none"> ○ Do you have a Bullying Manifesto in your school? Do learners follow it? How do teachers help stop bullying? What else would you like to do, or would you like your teachers or parents to do? ● Positive discipline: <ul style="list-style-type: none"> ○ Have teachers changed the way they correct your behavior? What are some things they are doing? Do these changes make a difference? What would you like to thank your teachers for doing about positive discipline? What else would you like them to do? ● Sexual violence: <ul style="list-style-type: none"> ○ Some schools say that sexual violence has decreased. Is this also true at your school? If yes, what has changed? If no, what can change? Who are the adults who can help make these changes? ● Trusted adults: <ul style="list-style-type: none"> ○ Do you feel that there is someone in your school or community that you can talk to about these issues? ● Other recommendations: <ul style="list-style-type: none"> ○ Do you have recommendations for other activities that could be done in your community to make it safer? ● Adult preparation: <ul style="list-style-type: none"> ○ While the learners are sharing and preparing, facilitator will review the characteristics of trusted adults and the listening skills practiced in previous sessions. 	
20 min	<p>Activity 3: Learner sharing Experiences and observations</p> <ul style="list-style-type: none"> ● Facilitator will remind PTA members that learners’ perspectives are what we are seeking here, and this is a chance to practice listening skills and show learners that adults are willing to listen to their 	It is extremely important that participant LISTEN and do not try to contradict, defend or respond until the

	<p>views and work together to make school safer. Tell participants that for this step in the agenda learners will ‘have the floor’ to share some of their experiences and observations about the SLE pilot activities.</p> <ul style="list-style-type: none"> • Ask learners to sit in a circle in front of the other participants. • Ask each learner in turn to share the results of their discussions. • Thank the learners for their sharing. Ask them to return to their original seats. 	learners are finished.
10 min	<p>Activity 4: Feedback and Appreciation by adults</p> <ul style="list-style-type: none"> • Once everyone has returned to their seats, ask the adults: <ul style="list-style-type: none"> ○ What pleased you about the learners’ observations? ○ What surprised you? ○ What was the best idea that you heard from the learners? ○ What is one idea that you can recommend for your school? 	Remind participants that our goal here is to honor and see how to use learners’ reactions not to criticize or defend. Keep the focus on the positive. Facilitator capture these ideas to use in action planning.
5 min	<p>Activity 5: Conclusion</p> <ul style="list-style-type: none"> • Thank the learners for sharing. • Acknowledge the adults for listening and coming up with good ideas for working together. • Note that ideas from this session can be included in the action plan for the school. 	

SESSION 3: Activities to Share with Communities and Other PTAs

Duration: 75 minutes

Objectives: By the end of this session learners and adults will be able to

- Know what Activity Guides are and the content included in them.
- Make recommendations for what to share with other PTAs in their area

Preparation and Materials

- Copies of Activity Guides
- Flip charts and markers
- Select an activity for parents and learners to do together.

Session Activities

Time	Activities	Notes
5 min	Activity 1: <ul style="list-style-type: none">• Tell participants that during this session, PTAs and learners will work separately and together to review Activity Guides and make recommendations for sharing with other PTAs and schools.	
40 min	Activity 2: Review Activity Guides <ul style="list-style-type: none">• Assign 3-4 people to review one Activity Guide and to place their comments on a flip chart:<ul style="list-style-type: none">○ What do we like about this activity?○ How will this benefit learners and improve safety at school?○ What concerns do we have about the activity?○ How can we address these concerns?○ What is our recommendation about using this activity in your community?: Y/N○ Post Flip chart on the wall for a Gallery Walk.	Make sure that groups are divided so that each group has someone comfortable with reading a small amount.
15 min	Activity 3: Gallery Walk <ul style="list-style-type: none">• Ask participants to walk around to each Activity Guide summary and review what the other groups did.• Participants can use one color post-it note to write one thing they liked and use another color to write something they think can be improved.	

	<ul style="list-style-type: none"> Once participants have a chance to review at least a few Activity Guides, ask them to sit down and share some interesting things they observed. 	
15 min	<p>Activity 4: Reconvene the group</p> <ul style="list-style-type: none"> Ask the participants to meet as PTAs and decide what Activity Guides they recommend sharing with their communities and other PTAs. Ask each site to choose 3 that they will do in the next 3 months. 	

SESSION 4: Action Planning

Duration: 60 minutes

Objectives: By the end of this session participants will be able to

- Prepare a plan for continuing the SLE and SRGBV activities.

Preparation and Materials

- Prepared sample of plan
- Flipcharts and markers
- Study for support to SMART objectives in planning
- Copies of example plan
- PTA Planning template

Session Activities

Time	Activities	Notes
5 min	Activity 1: Introduction <ul style="list-style-type: none">• Introduce the objectives for this session.• Explain that participants need to confirm priorities for action based on the Activity Guides, what to continue at schools, and their ideas for sharing SLE activities with other PTAs.	
50 min	Activity 2: Action plans <ul style="list-style-type: none">• Walk participants through the planning template (Session 4: Handout 3) and have them use the flip chart to plan their priorities using the template.• Remind PTAs to review activity plans from previous events and continue to try and do activities that may not have been completed yet.• Have presenters present their plans and ask if improvement is need, then allow for feedback.	
5 min	Activity 3: Conclusion <ul style="list-style-type: none">• Thank participants for their active participation and stress that these tasks should be completed as planned.	



Handouts

Session 1: Handout 1: PTA Classroom Observation Checklist

Positive Discipline Checklist for PTA Monitoring

Purpose: To help parents understand what positive discipline looks like in the classroom.

Instructions: Invite PTA members to observe one class and complete the following checklist

Situation	Positive discipline	Yes ✓	No ✗
Having and using class rules 	Class rules are posted on the wall for all to see.		
	Teachers remind learner of class rules.		
	Learners remind each other of class rules.		
Learner misbehaves (for example - disrupts class, fighting, talking without raising hand, etc.) 	Teacher reminds learners of rules.		
	Teacher does not shame learner.		
	Teacher describes appropriate behavior to the learner.		
	Teacher explains why the behavior is not acceptable.		

Situation	Positive discipline	Yes ✓	No ✗
	What else did I see the teacher do? (Write or draw)		

Session 1: Handout 2: PTA Classroom Observation Summary

Instruction: PTA members complete the observation checklist in Handout 3. At the end of the observation, the Principal will facilitate a discussion and document results of the observations by using the summary sheet below. Principal completes the summary sheet. Once the summary sheet is complete, it should be given this to the next AQE visitor as soon as possible.

Question	Response
How many classrooms had Class Rules posted?	
How many observers saw teachers remind learners about rules?	
How many observers saw learners reminding each other of rules?	
What did PTA members see the teachers do instead of shaming the learners when they misbehaved?	
How did the teachers help learners know what the right thing to do?	
What ideas do parents think they could try at home?	

Session 4: Handout 3: Action Planning Template

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_
New Activities and Tasks: Safe Learning Environment						
Activity 1						
Previous Activities in Action Plan						
Activity 2						

TARGET ACTIVITIES & OBJECTIVES	TASKS (What needs to be done?)	TIME FRAME (When is it to be done?)	REMITTS (Who is to do it?)	RESOURCES (What resources are needed?)	SUCCESS CRITERIA (What will success look like?)	Monitoring (What are the agreed monitoring steps?)_

Previous Activities in Action Plan

Activity 3						