



USAID
FROM THE AMERICAN PEOPLE

DOORWAYS III



TEACHER REFERENCE MATERIALS

On School-Related Gender-Based Violence Prevention and Response

Doorways III: Teacher Reference Materials On School-Related Gender-Based Violence Prevention and Response

United States Agency for International Development
Office of Women in Development
March 2009

http://www.usaid.gov/our_work/cross-cutting_programs/wid/

This manual was developed for USAID's Office of Women in Development by the Safe Schools Program, DevTech Systems, Inc. (Prime Contractor) under GEW-I-02-02-00019-00, Task Order #2, Safe Schools Program. Cover, graphic design and final copy editing were provided by Sonjara and SRA International (Prime Contractor) under IRM-E-00-06-00012-00, Task Order #3, Women in Development Communications and Outreach Support.

DISCLAIMER:

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS	iii
INTRODUCTION	v
Module 1: Introduction	1
Session 2: Activity 1	1
Module 2: Attitudes Towards Young People	3
Session 2: Activity 1	3
Reflection Activities	4
Module 3: Gender	5
Session 1: Activity 2	5
Session 1: Activity 2, continued	6
Reflection Activities	7
Module 4: Violence and School-Related Gender-Based Violence	9
Session 1: Activity 2/Part 2	9
Session 1: Activity 3	10
Session 1: Activity 4	11
Session 2: Activity 4	15
Reflection Activity	19
Session 3: Activity 1	20
Session 4: Activity 1	21
Session 4: Activity 1, continued	23
Session 4: Activity 1, continued	24
Reflection Activities	26
Module 5: Human Rights	27
Session 1: Activity 1	27
Session 2: Activity 1	30
Session 3: Activity 1	35
Session 3: Activity 2	36
Reflection Activities	37

Module 6: Creating a Safe and Supportive Classroom Environment	39
Session 1: Activity 2	39
Session 1: Activity 3	40
Session 2: Activity 2	41
Session 2: Activity 2, continued	43
Session 2: Activity 3	44
Session 2: Activity 4	45
Reflection Activities	47
Module 7: Response – Support, Referral and Reporting	49
Session 1: Activity 1	49
Session 1: Activity 1, continued	50
Session 1: Activity 2 and 3	51
Session 1: Activity 4	52
Session 2: Activity 2	53
Session 2: Activity 2, continued	55
Session 2: Extra Resources for Teachers	56
Session 3: Activity 1	61
Session 3: Activity 1, continued	65
Session 4: Activity 2	66
Session 4: Activity 2, continued	67
Session 4: Activity 2, continued	68
Reflection Activity	69
Module 8: Action Plan and Pledge	71
Session 1: Activity 1	71
Session 1: Activity 2	72
GLOSSARY	73
APPENDIX	79
School-Related Gender-Based Violence: Definition and Types	
BIBLIOGRAPHY	83

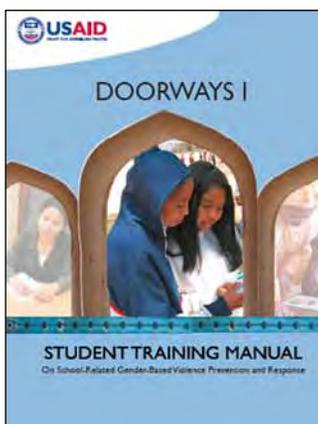
LIST OF ABBREVIATIONS

ARV	Antiretroviral drugs
CoC	Code of Conduct
CRC	Convention on the Rights of the Child
CRIN	Child Rights Information Network
DEVTECH	DevTech Systems, Inc.
EI	Education International
AED	Academy for Educational Development
GBV	Gender-based violence
HIV	Human immunodeficiency virus
HIV/AIDS	Human immunodeficiency virus/acquired immuno-deficiency syndrome
ILO	International Labor Organization
MIE	Malawi Institute of Education
NGO	Non-governmental organization
PLWHA	People living with HIV/AIDS
PTA	Parent Teacher Association
SRGBV	School-related gender-based violence
STI	Sexually transmitted infection
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development
VCT	Voluntary counseling and testing
WHO	World Health Organization

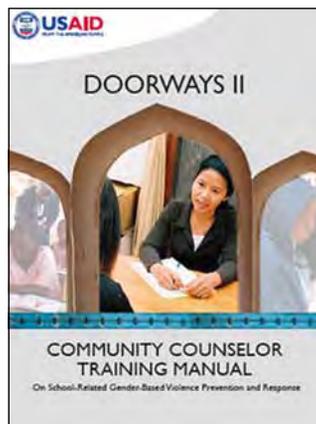
INTRODUCTION

The Doorways training program was designed by the U.S. Agency for International Development (USAID)-funded Safe Schools Program (Safe Schools) to enable teachers, community members and students to prevent and respond to school-related gender-based violence (SRGBV). Violence in and around schools is a worldwide problem with serious implications for the educational attainment, health and well-being of all children. The physical, sexual and psychological abuse suffered by both girls and boys at the hands of teachers, classmates and others drives children out of school and can leave long-lasting scars invisible to the eye.

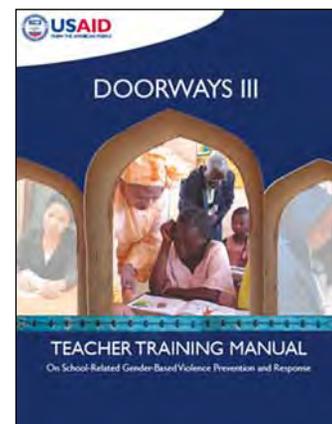
There are three manuals in the Doorways program:



Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response



Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response



Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response

This booklet, ***Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response***, was designed for participants attending the Doorways III training program. It is to be used during the training for session activities. The booklet is also a resource teachers can refer to once they have returned to their classrooms to help them put into practice the new information and skills gained from the Doorways training program.

1

MODULE I: INTRODUCTION

Session 2: Activity I

GOAL AND OBJECTIVES OF THE TEACHER TRAINING PROGRAM

Goal of the Teacher Training Program

The overall goal of the training program is to increase teachers' knowledge and shift attitudes and behaviors so that they may prevent school-related gender-based violence (SRGBV) and respond to students who have experienced SRGBV.

Objectives of the Teacher Training Program

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

1. Recognize their roles as protectors of children and agents of change in preventing SRGBV.
2. Identify what constitutes SRGBV, how to recognize it, how to prevent it and how to respond to a student who has experienced SRGBV through direct support and the use of referral and reporting systems.
3. Restructure teaching practices to reinforce the prevention of SRGBV and promote a safe learning environment for all students.

2

MODULE 2:
**ATTITUDES TOWARDS
 YOUNG PEOPLE**

Session 2: Activity I

QUALITIES OF AN IDEAL TEACHER

Qualities of an Ideal Teacher

- Cared about students
- Did not hit students
- Understood students had outside interests and responsibilities
- Always available for help
- Made students feel valuable and supported

Hopes and Dreams

- Wanted to be a professional football player
- Wanted to be a teacher and work with young people
- Wanted to be a nurse and help sick people

How did the teacher positively influence you?

- Made me feel important
- Made me feel happy and confident
- Encouraged me to play football and practice
- Encouraged me to take science and math so I could be a nurse

Reflection Activities

Session 1

Think about your attitudes. What things are important to you in your life? Do your behaviors always reflect your attitudes? How can you reconcile your behavior with your attitudes or things that are important to you?

Session 2

Think about how you can become a better teacher.

QUESTION	RESPONSE
What is a quality I would like to improve?	
How can I improve this quality?	
What are the resources or opportunities available to me?	
Is there a colleague who possesses this quality whom I can consult or who can give me feedback?	

3

MODULE 3: GENDER

Session I: Activity 2

DEFINITIONS OF SEX AND GENDER

Sex

- Biological (male or female)
- Universal (factors are the same around the world)
- Born with
- Generally unchanging (with the exception of surgery)
- Does not vary between or within cultures

Gender

- Socially constructed roles, responsibilities and behaviors (masculine or feminine)
- Cultural
- Learned
- Changes over time
- Varies within and between cultures

Session I: Activity 2, continued

STATEMENTS FOR GENDER VERSUS SEX

Sample Statements:

Example: Women give birth to babies; men do not.

1. Women give birth to babies; men do not.
2. Women can breast-feed babies; men can bottle-feed babies.
3. Women cook, clean the house and take care of the children. Men earn income through paying jobs outside of the home.
4. Women work in the fields.
5. Men make bricks and build houses.
6. Boys' voices change at puberty.
7. Women are soft-spoken and passive; men are assertive and strong.
8. Women are at greater risk for HIV infection than men.

Note: “Women are more susceptible than men to infection from HIV in any given heterosexual encounter, due to biological factors: the greater area of mucous membrane exposed during sex in women than in men; the greater quantity of fluids transferred from men to women; the higher viral content of male sexual fluids; and the micro-tears that can occur in vaginal (or rectal) tissue from sexual penetration. Gender norms might also have an impact on HIV transmission. For example, in many places, gender norms allow men to have more sexual partners than women, and encourage older men to have sexual relations with much younger women. In combination with the biological factors cited above, this means that, in most places where heterosexual sex is the main mode of HIV transmission, infection rates are much higher among young women than among young men.”¹

¹ WHO (World Health Organization), *Gender, Women and Health*; see Bibliography for full citation.

Reflection Activities

Session 1

Take one of the characteristics that you assigned to males and one that you assigned to females (e.g., females are fragile or males are aggressive). While in the community, look for examples of these characteristics that are demonstrated by the opposite sex. Record your observations. Be sure to note how people treat them.

Session 2

Think of the students in your classroom. Can you identify one of your students who might have some of these problems or more burdens than normal outside the classroom? In your notebook, answer the following questions:

1. Are there some common themes you noticed about your students?
2. Are they the same for boys and girls?
3. What are some things you can do to help young people reach their potential and realize their dreams?

4

MODULE 4: VIOLENCE AND SCHOOL-RELATED GENDER-BASED VIOLENCE

Session 1: Activity 2/Part 2

EXAMPLES OF THREE TYPES OF VIOLENCE

1. Psychological violence:

- Making threats
- Teasing
- Intimidation
- Insulting someone
- Bullying
- Humiliation
- Ignoring

2. Physical violence:

- Holding
- Punching
- Restraining
- Kicking
- Hitting, including hitting with a switch or whip
- Shoving
- Throwing something at someone

3. Sexual violence:

- Rape
- Defilement
- Indecent touching and exposure
- Sexually explicit language, including sexually suggestive remarks or offers

Session I: Activity 3

EXAMPLES OF SRGBV

1. Psychological:

Girls and boys both experience psychological abuse from peers and teachers through:

- Verbal harassment
- Verbal abuse related to puberty
- Bullying, teasing
- Abusive language from teachers
- Emotional manipulation and exploitation
- Labeling students lazy or stupid based on whether they are boys or girls

2. Physical:

- Hitting
- Slapping
- Caning
- Punching
- Shaking
- Choking
- Painful body postures
- Excessive exercise drills
- Preventing use of the toilet
- Exploitive labor
 - School chores that negatively impact student learning or health
 - Labor as punishment

3. Sexual:

- Rape
- Defilement
- Groping, touching, etc.
- Aiming sexually explicit language at a child
- Indecent touching and exposure
- Exposing pornographic material to children

Session I: Activity 4

SCENARIOS FOR TYPES OF VIOLENCE THAT AFFECT YOUNG PEOPLE

Scenario 1

I am 12 years old and much bigger than most young people my age. I am tall and muscular and the older boys hang out with me because I am their size and I am good at football. I like the older boys because they are popular and they know all the older girls in the school.

Last month, an older girl approached me and said I was handsome and that if she weren't dating this other guy, Kweku, she would like me. I was so surprised by her comment and flattered, but I didn't say anything because I am shy around girls. The next day after school I was walking to the football field with all the guys when I noticed that we were taking a different route than usual. Also, the girl who told me I was handsome was walking with us, which was unusual. I didn't say anything to her because her boyfriend, Kweku, was also with us. He is very jealous and easily angered. After a while, out of nowhere, I felt someone jump on me and knock me to the ground. I could hear a girl screaming and I felt several fists on my head, back and face. I closed my eyes and hoped that I would live through this. At the end of the beating, Kweku kicked me in the face and told me to never talk to his girlfriend again or he would kill me. Kweku held his girlfriend up close to me so that she was looking right at my bloody face. I was crying and Kweku said to her, "Why would you talk to him? He is not even a man."

I couldn't go to school for a week because my face was swollen. I lied to my parents about what happened. I am so frightened that Kweku will kill me. I go to school alone and walk straight home after school. I also quit the football team because some of those guys were on the team. Every day they taunt me and say I am not really a man because I didn't fight back. I am so lonely and afraid.

Scenario 2

I walk the same way to school every day. It's the only way I can walk to school safely, because in the fields there are sometimes bandits and I am afraid to walk through the fields alone, especially when the crops are high. So, each day I walk past the bus depot and bar to get to school, and each day I am approached by an older man offering to buy me a drink. He says he'll buy me whatever I want and that a schoolgirl needs a special treat from time to time. One day he gave me a pretty perfume bottle, and I took it. Last week, he asked me to go on a walk with him after school. I said no, but every day he asks me the same thing, and he is getting more and more persistent. Sometimes he gets close to me, and it's hard for

me to get away from him without stepping into the traffic. Tomorrow, I am going to walk through the fields even though I am scared of the bandits, because I am also scared of the man who has been harassing me.

Scenario 3

My name is Anna. My favorite subject is math. My math teacher has taken an interest in me because I am so smart. Last Tuesday, my teacher offered me extra tutoring if I agreed to carry his briefcase home for him. Honestly, I was uncomfortable with this, but I really don't want to anger the teacher of my favorite subject, so I agreed.

The first day he thanked me, but inappropriately brushed his hand against my breast when I left his yard. I was relieved that that was over and I didn't have to do it again. The next day, Wednesday, the teacher asked me again to carry his briefcase home. I agreed, but this time he pressured me into entering his home. When I said no, he started calling me rude and ungrateful for declining a cold drink. He was so angry that I finally agreed. Once inside, the teacher pulled me into his bedroom and forced himself on me. I tried to fight, but he told me that I was a stupid girl and threatened that if I screamed or told anyone he would fail me. After that, I ran all the way home, feeling sick and bruised. I feel so stupid and that what happened was my fault. The next day at school, all my friends made fun of me and called me the teacher's girlfriend. I am thinking about quitting school and going to live with my aunt in another village.

Scenario 4

I am 14 years old. I was really close with one teacher and he always paid special attention to me in class. I would stay after school and talk about what was bothering me. I trusted him a lot, and he was nice to me. I confided in him, and he helped me talk things out. We both agreed that it would be nice if we had more time to talk so I went with him to his house, with my parent's permission. Eventually he told me he loved me and that I was special. We developed a sexual relationship. I have recently found out that he also had a sexual relationship with four other students, even younger than me. He was only using me for sex; he never loved me. I am embarrassed. I was so naïve and stupid. It is my fault because I trusted him. How can I tell my parents? They will say I brought this on myself. The other girls are not coming forward. Now, I see him talking to another girl in a lower class. I am sure she trusts him, too.

Scenario 5

My name is Rashma. I would like to be a doctor or a teacher when I grow up. I really like school, but it is very hard for me to keep up with my studies. I get up at

4 a.m. every morning because I have to help my mother and sisters with the chores around the house. Sometimes I come to school late because my parents won't let me leave until I have finished all my house chores. When I come in late, my teacher makes me stand in front of the class and says very cruel things to me. One day he said to me, "You are stupid, why do you even come to school? You should go and try to find a husband!" Another day when I accidentally fell asleep in class, he said, "Maybe your head is falling because your breasts are becoming so large." It made me very mad when he said this, and everyone was laughing, but we are not allowed to speak back to our teachers. I really do not like this teacher or going to his class, but I have to pass his class so I can pass to the next level. Once I told a female teacher and she said, "You shouldn't worry, he is only joking with you." That did not make me feel better.

Scenario 6

My name is Sam, and I really like school. My favorite classes are art and writing. Everyone makes fun of me and says I am "like a girl" because I don't like math and science. All of my friends at school are girls. I like being around girls because in my house I am the youngest boy with six sisters. Boys are not fun to play with because they like to fight and pretend they are fighting in a war. When the other boys try to fight with me and I tell them I do not like to fight, they call me names like "sissy" and "coward." I like to study, but when I am at school I sometimes cry when the older and bigger boys pick on me. One day I was crying, and my teacher asked me why. When I told the teacher why I was crying, she said, "Well, you should quit acting like a girl and playing with girls." I don't understand why I shouldn't play with girls if we really have fun together.

Scenario 7

My name is Muriel. I am very good in all of my subjects at school. My teachers have told me that if I keep up my studies and don't fall behind, I will be able to get a scholarship and go to university in the capital.

When I told my father and my uncles, they laughed at me and said, "Why would a girl go to university when all she is going to do one day is get married and be a mother?" I would like to get married and have children, but after I go to university. I told my teacher I wanted to move to the advanced math class because the one I am in now is too easy. He told me it was not a good idea because I was a girl and said, "Girls are stupid in math; you should just take cooking classes." I do not understand why a girl can't take a better math class or think of going to university. It makes me very sad when I think that I will one day have to quit school before I am ready. Is it not possible to be a good wife and mother and go to university?

Scenario 8

My name is Kofi. I come from a very large family. Last year my mother passed away, and my father is the only adult at home. My father is often gone because he sells goods in the market. I am the oldest boy and have to help my father take care of my family. I get up very early in the morning to tend to our garden and to make sure all my brothers and sisters are properly fed. After I am sure that everyone is taken care of, I get ready for school, which is very far from my house. It takes me almost an hour to walk to school.

Sometimes when I arrive at school, I am already very tired because I have been working since before the sun came up. My teacher tells me I am a very strong boy, and he often makes me go do work in the fields at school, which causes me to miss some of the lessons. When I am present in class, I realize I have fallen behind because I missed the previous lesson. I do not want to go to school to do more work, I want to go to school to learn. How can I tell my teacher that I don't want to miss the lesson or work in his garden and that I want to stay in the classroom and learn?

Session 2: Activity 4

SCENARIOS RELATED TO POWER, USE OF FORCE AND CONSENT

Scenario 1

Fatima comes from a very traditional family. She is 16 and does very well in school. She has always dreamed of becoming a doctor, and her teachers have told her about scholarship opportunities if she keeps up her studies. She has decided to tell her father that she wishes to apply for scholarships to study in the capital. The same day she comes home from school to speak to her father, he tells her he has arranged for her to marry a very wealthy man from the next village, and she will have to discontinue her studies. Fatima has never met the man, and she does not wish to get married, but she respects her father and was raised to not disagree with her parents. Although she is very sad, she agrees to marry the man and is forced to drop out of school.

- Does Fatima give her consent to the marriage?
- Was any force used in this incident?
- Who has the power in this situation?
- What kind of power does the father have?
- What kind of power does the daughter have?
- How does power relate to choice in this example?
- What advice would you give Fatima?
- What advice would you give her father?
- Does this happen in your community?

Scenario 2

Aisha has just turned 14. She has noticed that many of the boys and men, including her teacher, have begun to look at her differently. Aisha is a good student, but it is very difficult for her to keep up her studies because her father is away working in the capital, and her mother is sick. Every day when Aisha comes home from school, she has to cook, clean and take care of her younger siblings. Aisha has just found out that her school fees are due, and she must purchase a new math book. One day as she is walking home from school, a man in a very nice car pulls up next to her and offers her a ride home. She gets in the car because the man looks nice and must have a lot of money. While in the car, the man begins to rub her leg in a way that makes her uncomfortable. He then tells her he would be happy to give her a little money in exchange for a few favors that she might do for him. He tells her it is OK and that all girls her age enjoy these favors. She does not want to do these things with this man, but a little extra money would help her with her school fees and assist her family.

- Was any force used in this situation?
- Who has the power in this situation?
- What kind of power does the man have?
- What kind of power does the girl have?
- What advice would you give to Aisha?
- What advice would you give to the man?
- Does this happen to girls you know?

Scenario 3

Mrs. Hernandez is a teacher at a primary school and often has morning duty to monitor the students while they are playing outside before school. She notices that the boys and girls play separately, which is normal at this grade level. One of the girls is older and much larger than the other girls. She is always with a group of girls and picks on the younger girls. One day, Mrs. Hernandez notices that they are being very cruel to a smaller girl; some are running up and pinching her breasts and she is crying. They are calling her names and teasing her. Mrs. Hernandez can tell that the smaller girl is upset, but she thinks this sort of teasing is normal so she leaves the girls alone.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the older/bigger girl have?
- What kind of power does the smaller girl have?
- What advice would you give to the smaller girl?
- What advice would you give to the larger girl?
- What advice would you give to the teacher?
- Does this scenario happen in your school?

Scenario 4

Mr. Smith, the math teacher, lives in a very small village far away from his family. He has been sent by the ministry to teach for two years in a rural area. He does not make a lot of money and can't afford to hire someone to help him in his house. He feels that having students do chores for him is one of the benefits of teaching so far from home. He believes that girls are not very good at math, so during math class he often picks two of his female students to go to his house and clean it for him. The girls have never said they have minded doing the chores, but he notices that they always look tired, and his colleagues have said the girls have begun to do poorly in their other subjects.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power do the students have?
- What advice would you give the students?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Scenario 5

Thomas is always late for class. No matter what he does to try to get there on time, his mother always has him do something around the house before he leaves for school, and it makes him late. Sometimes he doesn't even want to go to school because of the punishment he receives from his teacher. She makes him stand in front of the class, and she twists his ear until it makes him cry. The teacher does this to most of the boys and says it will make them men.

- Is force being used in this situation?
*Note to facilitator: The teacher is using **force**, but not necessarily **forcing** him to do something against his will.*
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power does the student have?
- What advice would you give the student?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Scenario 6

Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in science, and her teacher has offered to give her extra help. One day she stays after school, and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable, but is afraid to speak up against the teacher. She decides she will fail science rather than ask this teacher or any other teacher for help again.

- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power does the student have?
- What advice would you give the student?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Scenario 7

Mr. Daniel is a teacher and is having a sexual relationship with one of his students named Grace. He shows favoritism towards Grace in the classroom and gives her good grades even though she doesn't always turn in her assignments. Mr. Daniel has noticed one male student in particular who has been flirting with Grace and has been walking her home after school. Mr. Daniel confronts the student and threatens to harm him physically and to fail him if he sees him talking to Grace again.

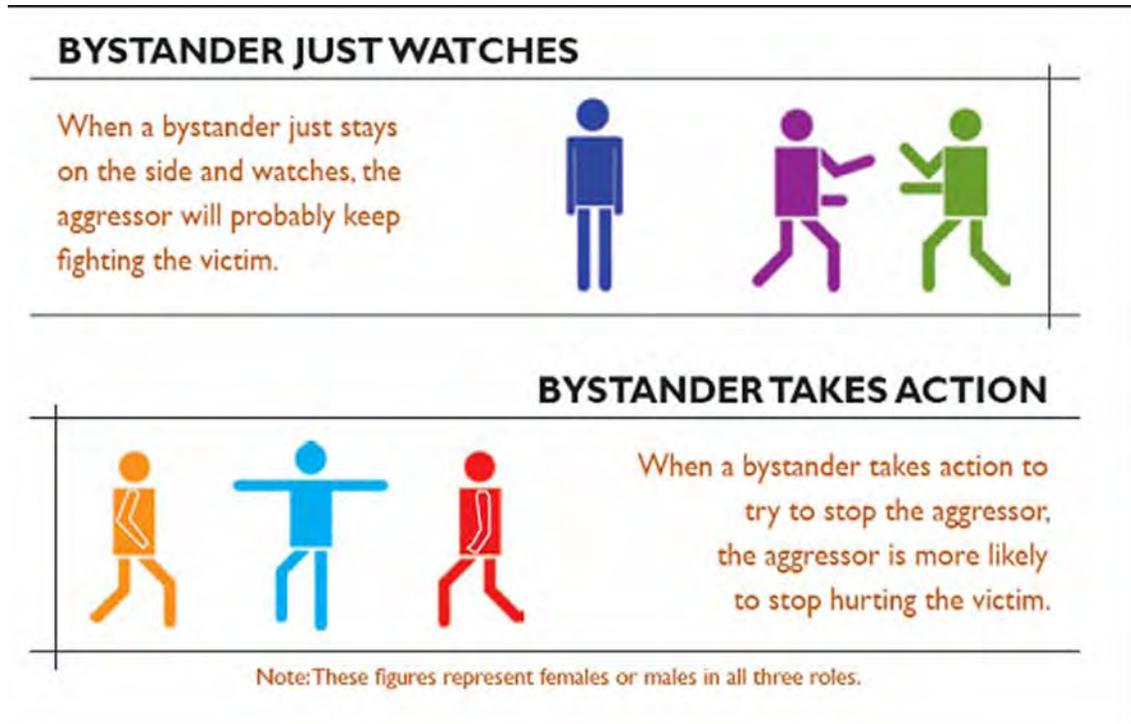
- Is force being used in this situation?
- Who has the power in this situation?
- What kind of power does the teacher have?
- What kind of power does the student have?
- What advice would you give the student?
- What advice would you give the teacher?
- Does this scenario happen in your school?

Reflection Activity

1. Have you ever known any teachers who used their power to get something they wanted? Go back to the situation you are thinking of and write that situation out as a case study.
2. Using your knowledge about the relationships among power, consent and the use of force, how did this teacher act inappropriately?
3. What is an alternative ending to the situation?

Session 3: Activity I

BYSTANDER DIAGRAM²



² This session and the “bystander” concept were adapted from Pulizzi & Rosenblum, *Building a Gender Friendly School Environment*; see Bibliography for full citation.

Session 4: Activity I

WHAT IS AIDS? WHAT IS HIV?

AIDS (acquired immunodeficiency syndrome) is a human viral disease that ravages the immune system, undermining the body's ability to defend itself from infection and disease. Caused by the human immunodeficiency virus (HIV), AIDS leaves an infected person vulnerable to opportunistic infections—infections by microbes that take advantage of a weakened immune system. Such infections are usually harmless in healthy people but can prove life threatening to people with AIDS. Although there is no cure for AIDS, new drugs are available that can prolong the life spans and improve the quality of life of infected people.

Transmission of HIV, the virus that causes AIDS, occurs most commonly as a result of sexual intercourse. HIV also can be transmitted through transfusions of HIV-contaminated blood or by using a contaminated needle or syringe to inject drugs into the bloodstream. Infection with HIV does not necessarily mean that a person has AIDS. Some people who have HIV infection may not develop any of the clinical illnesses that define the full-blown disease of AIDS for 10 years or more. Physicians prefer to use the term AIDS for cases where a person has reached the final, life-threatening stage of HIV infection.

HIV (human immunodeficiency virus) is the virus that causes AIDS. HIV is transmitted through blood, semen, vaginal fluid and breast milk. HIV infection can be prevented and is not transmitted through casual contact (hugging, sharing an apartment, playing basketball, etc.).

- How HIV is transmitted:
 - Vaginal, anal or oral sex with an infected partner.
 - Man to woman, woman to man, man to man, woman to woman.
 - Contact with blood, blood products or bodily tissues of an infected person.
 - Sharing needles: Intravenous drug use, steroids, ear and body piercing, body art, and insulin and blood sugar testing equipment.
 - Mother to infant: During pregnancy, birth or through breast milk.
 - Transfusion of HIV-contaminated blood, blood products and body tissues. Since 1985, screening of all donors and blood and blood products has reduced the risk.

- How HIV is **not** transmitted:
 - Talking, shaking hands or other casual contact.
 - Hugging or kissing (there is a minimal risk that deep kissing—“French kissing” or tongue kissing—could lead to infection, if open sores are present on the lips, tongue or mouth).
 - Touching walls, doorknobs, writing utensils, restrooms, computers, telephones, etc.
 - Being bitten by mosquitoes, fleas or other insects.

The only way to know if one is HIV infected is to receive an HIV test. The test will effectively assess whether the person is infected or not. It takes the body approximately three to six months to develop enough antibodies to be detected on the HIV antibody test. For this reason, it is important to be tested three to six months after the risky behavior (sharing needles of any kind, unprotected anal, oral or vaginal sex, etc.) in order to receive an accurate test result. It is also important to avoid high-risk behaviors whenever possible.

Session 4: Activity I, continued

GLOBAL STATISTICS ON WOMEN AND HIV/AIDS³

- Worldwide, 17.3 million women aged 15 years and older are living with HIV.
- 76 percent of all HIV-positive women live in sub-Saharan Africa, where women comprise 59 percent of adults living with HIV.
- 74 percent of young people aged 15–24 years living with HIV in sub-Saharan Africa are female.
- In Asia, Eastern Europe and Latin America, an increasing proportion of people living with HIV are women and girls.
- Women currently represent 30 percent of adults living with HIV in Asia. Figures are higher in some countries in the region, reaching 39 percent in Thailand and 46 percent in Cambodia.
- In Ukraine, which has one of the fastest growing epidemics in Europe, women now make up close to half (46 percent) of adults living with HIV.
- In the Caribbean, 51 percent of adults living with HIV are female, while in the Bahamas and Trinidad and Tobago, figures are 59 percent and 56 percent respectively.
- AIDS is the leading cause of death for African-American women aged 25–34 years in the United States.

³ UNAIDS, *The Global Coalition on Women and AIDS*; see Bibliography for full citation.

Session 4: Activity I, continued

KEY MESSAGES ON THE LINKAGES BETWEEN GENDER VIOLENCE AND GENDER NORMS AND HIV/AIDS

1. **Sexual relations put students at higher risk of contracting HIV.** Rape and sexual gender-based violence make girls more susceptible to HIV infection. Sexual relationships that girls have with older men also make them more vulnerable to HIV infection. Research shows that risk of infection with HIV increases with the age of the partner, and HIV prevalence is higher in young women whose partner is five or more years older compared with young women whose partner is less than five years older. Unequal power dynamics in relationships between older men and younger women can lead to sexual coercion and physical violence, making girls more vulnerable to HIV infection. Educating girls about risks in sexual relationships with older men helps girls make healthy decisions that reduce HIV transmission.

2. **Inequitable gender norms contribute to both gender-based violence and HIV infection.** Early socialization of girls and boys that promotes inequitable gender roles as the norm encourages risky behaviors in young adulthood. Expectations of men are often based on power, independence and control.

“Real men” are expected to:

- Take risks
- Use violence to resolve conflict
- Use coercion to obtain sex
- Dominate their female partners
- Begin sexual activity early in life
- Have multiple sexual partners

“Real women” are expected to:

- Be passive
- Allow others to make decisions for them
- Accept violence committed against them as normal
- Put others’ needs above their own
- Remain abstinent until married
- Submit to partners’ sexual requests
- Lack information concerning sexual reproductive health

During adolescence, boys and girls begin to establish patterns of sexual behavior and interactions with each other that will continue into their adulthood. The attitudes and behaviors resulting from the gender norms listed above make young women more at risk of pregnancy and sexually transmitted infections (STIs), including HIV. Research also shows a relation between HIV infection and the degree of physical violence reported by young women's partners.

- 3. Schools and teachers can reduce HIV risk by promoting positive gender norms.** Addressing gender norms, especially those that define masculinity, is now recognized as an important strategy to prevent the spread of HIV. A school culture that encourages stereotypical masculine and feminine behavior reinforces the norms that make girls and boys vulnerable to violence and HIV infection. A school that condones the sexual harassment and abuse of students sends a mixed message regarding HIV prevention and responsible personal behavior.
- 4. Teachers can support HIV prevention messages by being good role models themselves.** Male teachers are in an especially important position to demonstrate to their male students equitable and respectful behavior towards women. Teachers who say one thing and do another, such as verbally abuse students, extort sex for grades or coerce students into a sexual relationship, will not be viewed as credible messengers by their students. Teachers can enhance their role as protectors of children by showing responsibility and respect in their personal behavior towards their colleagues and students.

Reflection Activities

Session 2

1. Have you ever known any teachers who used their power to get something they wanted? Go back to the situation you are thinking of and write that situation out as a case study.
2. Using your knowledge about the relationships among power, consent and the use of force, how did this teacher act inappropriately?
3. What is an alternative ending to the situation?

Session 4

One of your students tells you that she is dropping out of school to take care of her sick father because her mother has recently passed away. You are worried about her because she is at a vulnerable age, and you know her family is struggling financially. You have seen men trying to approach her to talk before and after school. Therefore, you want to talk to her about how HIV is transmitted, and possibly go with her to the health clinic to get tested. What would you do?

5

MODULE 5: HUMAN RIGHTS

Session I: Activity I

SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS⁴

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Human rights should be protected by the rule of law, and friendly relations between nations must be fostered. The peoples of the UN have affirmed their faith in human rights, the dignity and worth of the human person and the equal rights of men and women. They are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

Summary of the Universal Declaration of Human Rights

Article 1: Everyone is free and we should all be treated in the same way.

Article 2: Everyone is equal despite differences, such as skin color, sex, religion or language.

Article 3: Everyone has the right to life and to live in freedom and safety.

Article 4: No one shall be held in slavery and slavery is prohibited.

Article 5: No one has the right to hurt or torture another person.

Article 6: Everyone has the right to be treated equally by the law.

Article 7: The law is the same for everyone; it should be applied in the same way to all.

⁴ Adapted from Human Rights Education Associates (HREA), *Simplified Version of the Universal Declaration of Human Rights*; see Bibliography for full citation.

Article 8: Everyone has the right to ask for legal help when his or her rights are not respected.

Article 9: No one has the right to imprison someone unjustly or expel someone from his or her own country.

Article 10: Everyone has the right to a fair and public trial.

Article 11: Everyone is considered innocent until guilt is proved.

Article 12: Everyone has the right to ask for help if someone tries to harm them, but no one can enter their home, open their letters or bother them or their family without a good reason.

Article 13: Everyone has the right to travel as desired.

Article 14: Everyone has the right to go to another country and ask for protection if being persecuted or in danger of being persecuted.

Article 15: Everyone has the right to belong to a country. No one has the right to prevent a person from belonging to another country if he or she wishes to.

Article 16: Everyone has the right to marry and have a family.

Article 17: Everyone has the right to own property and possessions.

Article 18: Everyone has the right to practice and observe all aspects of his or her own religion and change his or her religion if he or she wants to.

Article 19: Everyone has the right to say what he or she thinks and to give and receive information.

Article 20: Everyone has the right to take part in meetings and to join associations in a peaceful way.

Article 21: Everyone has the right to help choose and take part in the government of his or her country.

Article 22: Everyone has the right to social security and to opportunities to develop skills.

Article 23: Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

Article 24: Everyone has the right to rest and leisure.

Article 25: Everyone has the right to an adequate standard of living and to medical help when ill.

Article 26: Everyone has the right to go to school.

Article 27: Everyone has the right to share in his or her community's cultural life.

Article 28: Everyone must respect the 'social order' that is necessary for all of these rights to be available.

Article 29: Everyone must respect the rights of others, the community and public property.

Article 30: No one has the right to take away any of the rights in this declaration.

Session 2: Activity I

SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD (CRC)⁵

What...

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important.

Think about rights in terms of what is the best for children in a situation and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

Responsibilities...

Children’s rights are a special case because many of the rights laid down in the Convention on the Rights of the Child have to be provided by adults or the state. However, the Convention also refers to the responsibilities of children, in particular to respect the rights of others, especially their parents (Article 29).

Here are some suggestions of the responsibilities that could accompany rights...

- All children, regardless of their sex, ethnic origin, social status, language, age, nationality or religion have these rights. They also have a responsibility to respect each other in a humane way.
- Children have a right to be protected from conflict, cruelty, exploitation and neglect. They also have a responsibility not to bully or harm each other.
- Children have a right to a clean environment. They also have a responsibility to do what they can to look after their environment.

⁵ Adapted from UNICEF, *Fact Sheet: A Summary of the Rights Under the Convention on the Rights of the Child*; see Bibliography for full citation.

THE CRC ARTICLES...

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 4: The government has a responsibility to make sure children's rights are protected. They must help families protect children's rights and create an environment where children can grow and reach their potential.

Article 5: Children's families have the responsibility to help children learn to exercise their rights and to ensure that their rights are protected.

Article 6: Children have the right to be alive.

Article 7: Children have the right to a name, and this should be officially recognized by the government. Children have the right to a nationality (to belong to a country).

Article 8: Children have the right to an identity—an official record of who they are. No one should take this away from them.

Article 9: Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

Article 10: If children live in a different country than their parents do, they have the right to be together in the same place.

Article 11: Children have the right to be protected from kidnapping.

Article 12: Children have the right to give their opinions and for adults to listen to them and take them seriously.

Article 13: Children have the right to share what they think with others, by talking, drawing, writing or in any other way, unless it harms other people.

Article 14: Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong and what is best for them.

Article 15: Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 16: Children have the right to privacy.

Article 17: Children have the right to get information that is important to their well-being from the radio, newspapers, books, computers and other sources. Adults should make sure that the information they are getting is not harmful and help them find and understand the information they need.

Article 18: Children have the right to be raised by their parent(s), if possible.

Article 19: Children have the right to be protected from being hurt and mistreated in body or mind.

Article 20: Children have the right to special care and help if they cannot live with their parents.

Article 21: Children have the right to care and protection if they are adopted or in foster care.

Article 22: Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23: Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

Article 24: Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.

Article 25: If children live in foster care or in other situations away from home, they have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26: Children have the right to help from the government if they are poor or in need.

Article 27: Children have the right to a standard of living that meets their basic needs. Government should help families provide this, especially regarding food, clothing and housing.

Article 28: Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can. Discipline in schools should respect children’s dignity. Governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

Article 29: Children’s education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people. Children also have a responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.

Article 30: Children have the right to practice their own culture, language and religion—or any they choose. Minority and indigenous groups need special protection of this right.

Article 31: Children have the right to play and rest.

Article 32: Children have the right to protection from work that harms them and is bad for their health and education. If they work, they have the right to be safe and paid fairly. Children’s work should not interfere with any of their other rights, such as a right to an education and play.

Article 33: Children have the right to protection from harmful drugs and from the drug trade.

Article 34: Children have the right to be free from sexual abuse and exploitation.

Article 35: No one is allowed to kidnap or sell children.

Article 36: Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37: No one is allowed to punish children in a cruel or harmful way.

Article 38: Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39: Children have the right to help if they have been hurt, neglected or badly treated.

Article 40: Children have the right to legal help and fair treatment in the justice system that respects their rights.

Article 41: If the laws of their country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42: Children have the right to know their rights! Adults should know about these rights and help them learn about them, too.

Articles 43 to 54: These articles explain how governments and international organizations will work to ensure that children are protected with children's rights.

Session 3: Activity I

SCENARIOS FOR VIOLATION OF CHILDREN'S RIGHTS

Scenario 1

Richard is a student in grade 5. He seems to enjoy school, but he is not doing very well in most subjects. He is very quiet and sits at the back of the classroom. The teacher thinks he is not very smart, so when the other students are playing during a break and sometimes even during class, the teacher sends Richard out to the schoolyard to dig a pit for a latrine. Sometimes it is very hot outside, and Richard does not have protection from the sun or any water to drink. When someone asks the teacher why he always sends Richard out of the classroom, the teacher replies, "Oh, he is a stupid boy, he shouldn't be in school anyway."

Scenario 2

Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in math and her teacher has offered to give her extra help. One day she stays after school and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable but is afraid to speak up against the teacher. She decides she will fail math rather than ask this teacher or any other teacher for help again.

Scenario 3

Mary and her twin brother, Larry, are both due to start grade 2 next year. Their mother has been ill and needs one of the children to stay home and help with the household chores. The family can only afford to send one child to school and must choose whom to send. They decide to let Larry continue on to grade 2 and have Mary stay home. Her parents decide it is better for Mary to learn to be a good wife and mother, because that is her role in life.

Scenario 4

Thomas is always late for class. He works late at night, sometimes until 1 or 2 a.m., making bricks in a factory to help support his family and pay for his school fees. Sometimes when Thomas gets home from work, he is too tired to do his homework. As soon as school is over, he goes straight to his job and never has the opportunity to play sports with the other children in his village. Sometimes he doesn't even want to go to school because the punishment he receives from his teacher is so harsh. She makes him stand in front of the class, and she twists his ear until it makes him cry. The teacher does this to most of the boys and says it will make them men.

Session 3: Activity 2

ALPHA'S STORY

Alpha is a very energetic student. He is very talented, smart and a great athlete. Ever since he was little he has had a very hard time keeping still or keeping quiet. He is the love of his grandmother because he reminds her of his father (her son) at that age. Her son grew up to be a very successful merchant and often gives her money.

Yesterday, Alpha came home from school walking very slowly with his head looking down at the ground. He did not have a bounce in his walk, nor was he saying hello to all the neighbors as he usually does. His neighbor, Mrs. Uchere, asked him what was wrong. He explained that he was caned for talking in class. She noticed his bruised legs. She felt bad for him and remembered her own punishment back when she was in school.

Alpha later saw his Auntie Rose, and he told her everything. Apparently, he was talking in class and without warning the teacher began to beat him. The teacher said she was sick and tired of Alpha disrespecting her. Auntie Rose told Alpha that she was sorry for him, but the teachers and administrators knew what they were doing and it was not her place to argue with them.

Later that night, Alpha developed a fever and was too sore to eat dinner. His father knew that because he was from a minority tribe and he was not educated, his word would have no influence in the school. His father felt very sad, but helpless.

When Alpha's grandmother found out, she wanted to do something, but she felt his school was more important. If she talked to the school administrator, Alpha might face more punishment. She wanted Alpha to finish school, unlike her son, Alpha's father.

Reflection Activities

Session 1

Reflect on the concepts of dignity, human rights and respect. Answer the following questions in your journal:

1. Did I know that I had all these rights?
2. Do I believe that people in my family and community have these rights as well?
3. Are there any groups in my community or country that do not enjoy the same rights I do? Why?
4. What does the concept of human rights mean to me?

Session 2

1. With regard to human rights, why is it necessary to distinguish between adults and children when discussing human rights? Why would children need special consideration?
2. Is it possible to use children's rights and responsibilities to help manage your classroom?

6

MODULE 6: CREATING A SAFE AND SUPPORTIVE CLASSROOM ENVIRONMENT

Session 1: Activity 2

BEHAVIOR CHALLENGE CHART

Behavior Challenge	Teacher's Response	Why did the teacher respond this way?	Was the method effective, especially in the long run? How did the student feel?
Your Teacher's Actions			
Your Actions			

Session I: Activity 3

DISCIPLINE VS. PUNISHMENT ⁶

Discipline is:	Punishment is:
Giving children positive alternatives	Telling children only what NOT to do
Acknowledging or rewarding efforts and good behavior	Reacting rather than responding to misbehavior
When children follow rules because the rules are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming
Positive, respectful	Negative, disrespectful
Nonviolent	Violent
Consequences that are directly related to the misbehavior	Consequences that are unrelated to the misbehavior
When children realize their behavior affects others and know how their behavior affects others	When children are punished for hurting others, but not aware of how the behavior affects others
“Time-outs” ⁷ that are open ended and governed by a child’s readiness to gain self-control	“Time-outs” that banish a child for a set amount of time governed by the adult
Understanding individual abilities, needs, circumstances and developmental stages	Not taking into consideration individual abilities, needs and circumstances
Teaching children to maintain self-control	Teaching children to be controlled by a source outside of themselves
Redirecting and selectively “ignoring” minor misbehavior	Constantly reprimanding children for minor infractions, causing them to ignore you
Reflection and effective communication	Forcing children to comply with illogical rules “just because I say so”
Using mistakes as learning opportunities	Teaching children to behave only to avoid punishment
Teaching empathy and healthy remorse by showing it	Being sarcastic or demeaning
Directed at the child’s behavior, never the child	Directed at the child rather than the child’s behavior

⁶ Adapted from L. Couture, *Discipline vs. Punishment*; see Bibliography for full citation.

⁷ Time-outs are a corrective measure or punishment for children in which they are separated from others for a brief period of time.

Session 2: Activity 2

CASE STUDIES FOR EXAMINING BEHAVIOR CHALLENGES

Case Study 1

Ms. Garcia walks into her grade 4 class ready to start the math lesson. As she begins the lesson, her students are talking to each other and are not listening to her. She says loudly, “Everyone stop talking, please. We are starting the lesson now.” Everyone quiets down except Peter. Peter is still talking to his friend about the football game he saw on television last night. Ms. Garcia screams, “Peter, why can’t you shut up? Stand in the corner with your arms stretched out and your face to the wall. You are in more trouble than you can imagine. Wait until class is over.” Passing by the class, the head teacher asks, “Do you want me to show him who is the boss with this cane?” Peter begins crying in the corner. He fears his fate, humiliated in front of his friends and wishing he was anywhere but in this classroom. He is thinking that tomorrow he will not come to school.

Case Study 2

Ms. Garcia walks into her grade 4 class ready to start the math lesson. As she walks in she says, “Everyone quiet down now, please. We are going to start our math lesson and everyone needs to listen closely.” After the class quiets down, Peter is still talking to his friend. Ms. Garcia asks, “Who is still talking? I guess someone can’t remember the rules around here.” The head teacher, who is passing by the classroom, stops in and asks Ms. Garcia if there is a problem and would she like him to take care of it. Ms. Garcia thanks him and tells him she has the situation under control. After the head teacher leaves, Ms. Garcia looks at Peter and asks, “I wonder why the head teacher would say that? Do you have any ideas?” Guiltily, Peter replies, “Well, I was still talking after you asked the class to be quiet.” Ms. Garcia asks, “What was wrong with that, Peter?” He answers, “I was being disrespectful to the rights of my fellow students. I have the right to express myself, but I should not do it during class, because my fellow students have the right to learn math.” Ms. Garcia answers, “Yes, Peter, you do have the right to express yourself; when would be a better time to do that?” Peter smiles and says, “After class, Ms. Garcia.” Ms. Garcia asks the class what 100 divided by 2 is. Peter raises his hand excitedly and Ms. Garcia calls on him. He answers 50. Ms. Garcia smiles and says, “Very good, Peter, thank you for raising your hand.” Peter paid extra attention all through the math lesson and did not talk to his friend until after class was over.

Case Study 3

Ms. Garcia walks into her grade 4 class ready to start the math lesson. As she walks in she says, “Everyone quiet down, please. We are going to start our math lesson and everyone needs to listen closely.” After the class is quiet, Ms. Garcia hears Peter talking to his friend. Ms. Garcia points to the classroom rules and reminds Peter of the rule “Be respectful” and the consequences of not following the rule. She asks Peter, “Are you being respectful if you are talking while I am talking?” Peter thinks about it and does not talk out of turn for the rest of the lesson. He also stays after class to apologize to Ms. Garcia for talking while she was talking.

Session 2: Activity 2, continued

POSITIVE DISCIPLINE STEPS

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behavior in the following manner:

1. **The appropriate behavior is described:** “Everyone quiet down, please.”
2. **Clear reasons are provided:** “We are going to start our math lesson now so everyone needs to listen closely.”
3. **Acknowledgment is requested:** “What is wrong with talking during the lesson?”
4. **The correct behavior is reinforced:** Eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest reward for young people). When rewards are used, they should always be immediate and small, yet gratifying. You should catch students doing the right thing and reward them immediately.

Session 2: Activity 3

POSITIVE DISCIPLINE TECHNIQUES

- Catch students being good; praise them when they are not seeking attention and misbehaving.
- Ignore the bad behavior when possible, giving the child positive attention during pleasant times.
- Teach students to ask for attention (e.g., raising their hands when they want to speak).
- Target-Stop-Do: Target the student by name, identify the behavior to be stopped, tell the student what he or she is expected to do at that moment, let him or her make the decision about what he or she does next and its consequences. See Case Study 3 in Activity 2.
- Do the unexpected: Lower your voice, change your voice or walk out of the room for a second.
- Distract the student who is misbehaving. Ask a direct question, ask a favor, give choices or change the activity.
- Speak to the student after class.
- Move the student to another desk. This is a great strategy if a student is talking to the same student all the time and they sit near each other.
- Use nonverbal cues whenever possible:
 - Give them a stern look, but do not speak.
 - Hold up your pencil when a student should be writing.
 - Hold up a book when a student should be reading.
 - Walk near the student.
 - Touch the student's desk.

Session 2: Activity 4

ACTIVITY TO CREATE CLASSROOM RULES/GUIDELINES

Here is an activity that you may use in your classroom to create classroom rules and guidelines.

1. Divide students into small groups of three to five. Ask them, “What makes a good and safe classroom?” Answers may vary but should include the concepts of freedom of expression, respect, safety and the right to a quality education.
2. Ask each group to develop five guidelines that they consider important to promote this kind of classroom environment.
3. Ask for a representative from each of the groups to read their lists. After each guideline, ask for a show of hands from other groups that had the same or similar rule. List each rule that has a consensus on flipchart paper.
4. Ask if any groups developed rules that have not yet been mentioned and add these to the list if most people agree with them.
5. The fewer rules the better, so combine rules when possible. Ask the students why they think that is. The clearer the rules, the more likely they are to be observed. Ask for any suggestions on refining the language of the rules. When the class establishes a workable list of guidelines, discuss how they will be enforced. Emphasize that responsibility for maintaining the rules rests with the whole class, not just the teacher.
6. Point out that with each rule comes a responsibility. For example, if one rule states that no one should talk when someone else is talking, then this rule implies a responsibility that students should take turns talking or not talk when the teacher is talking.
7. Ask everyone to copy the class list of rules on a clean sheet of paper.
8. Have students rewrite the rules as statements of rights and responsibilities. This can be done as a homework assignment or in groups as class work.
9. List the rights in one column and the corresponding responsibility in the other column.

RIGHT	RESPONSIBILITY
I have the right to speak without being interrupted.	I have the responsibility not to interrupt other people when they are speaking.

10. Compare students' lists of corresponding responsibilities. Draw up a list that combines their ideas.
11. Make sure everyone agrees on the list and then post it in the classroom. Explain that these rules, and their interpretation as rights and responsibilities, will remain in the classroom as reminders to everyone of how a respectful, safe classroom environment can promote learning.

Reflection Activities

Session 1

1. Pick one of your students you feel that you are always disciplining. Can you think of some of the causes for this student's behavior? How have you disciplined this student in the past? Can you think of alternative ways to deal with his or her behavior?
2. Take some time to notice how people in your community discipline their children. Have you noticed any positive examples or people who seem to have no problems with their children? What do they do differently?

Session 2

Many opportunities occur each school day for teachers and students to relate to one another positively. Think about a recent situation where you and one of your students related well to one another, maybe during individual instruction. How can you use this information to work better with other students and avoid the use of punishment? Use the questions below to describe the situation.

1. What did your student do?
2. What did you say or do?
3. How did the student respond?
4. How did you feel?
5. How can you use this experience with other students?

7

MODULE 7: RESPONSE – SUPPORT, REFERRAL AND REPORTING

Session I: Activity I

RESPONSE NETWORK

Students who have experienced violence will need a wide range of support; participants will need to develop a response network of individuals or organizations to support the young people who come to them. Responding to gender-based violence means supporting the victim; ensuring the safety of the young person experiencing the abuse; and holding the perpetrator accountable through criminal prosecutions, public inquiries, compensation programs, civil actions, community-based settlements or customary legal systems.

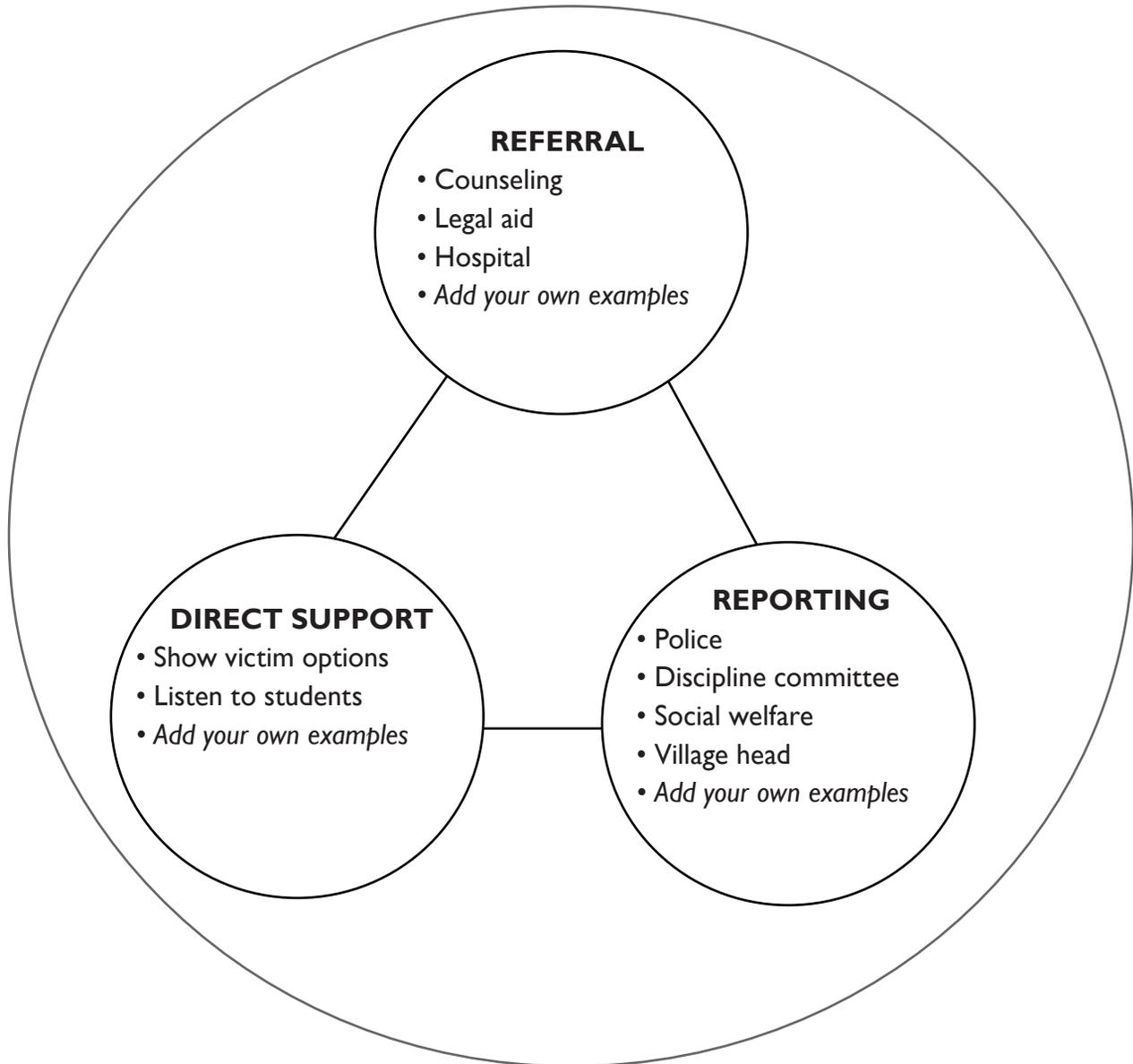
A response network has three components:

1. **Reporting systems** that enable victims and their advocates to report crimes or violations of a Teachers' Code of Conduct.
2. **Referral systems** in which students are directed or referred to the services they need, such as emotional support and counseling, medical treatment and services and legal aid for victims and their families.
3. **Direct support** in which students can talk to a teacher skilled in listening, using open-ended questions, assessing the situation, helping students develop a plan, being empathetic and referring students to services when necessary.

Session I: Activity I, continued

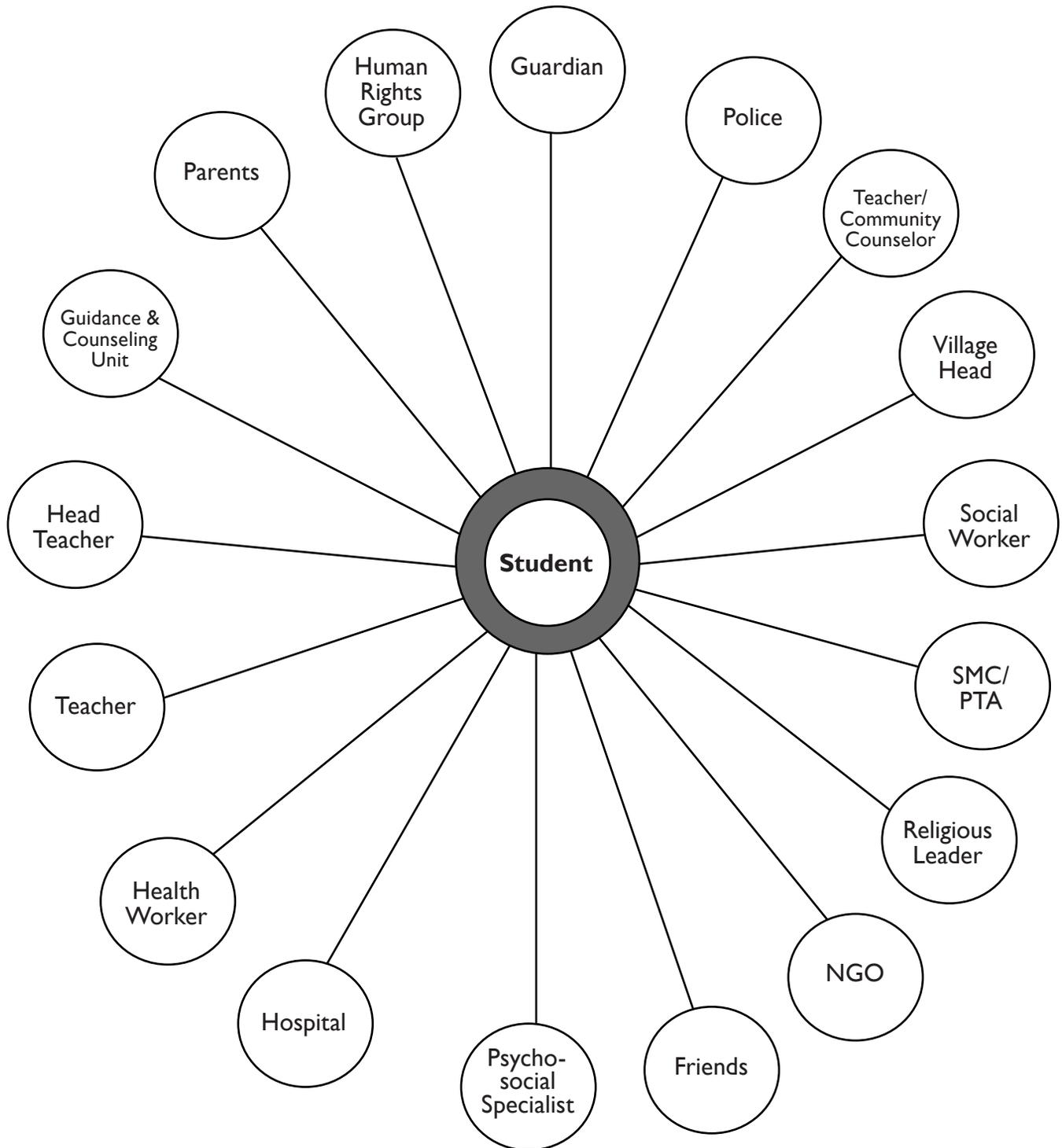
ILLUSTRATION FOR THE THREE TYPES OF RESPONSE

RESPONSE



Session I: Activity 2 and 3

ILLUSTRATION FOR REPORTING AND REFERRAL



Session I: Activity 4

TIPS FOR EFFECTIVE RESPONSE

1. No matter what happens, teachers need to follow up with the student to make sure he or she knows that even if nothing happened as a result of the referral or reporting, the SRGBV incident was still wrong and not the student's fault. If more harm was done as a result of the referral or reporting, the SRGBV incident was still wrong and not the student's fault.
2. Teachers can work together with other community members to create response networks and support systems.
3. No referral is made with 100 percent confidence. However, some referral points are made with less confidence than others. It is important to know the limits of a referral so that the community counselor can compensate for this weakness through his or her own approach.
4. Teachers will need to keep advocating for the student or making new referrals until the right services are offered. Some referrals, for example, offer great services but require a lot of follow-up or pressure. Teachers will need to know their referral points, learn their processes and work within that system. They can do this by:
 - Knowing the points of referral within the community and the strengths and weaknesses of each, and working with those strengths and weaknesses. For example, if one social worker has a reputation of being more sensitive to SRGBV than another, then look for that social worker.
 - Notifying the student's parents and helping them navigate the response networks.
 - Accompanying the student to referral visits to advocate and intervene for him or her.
 - Working to develop a plan for reporting and referral within their community that is clear, simple, accessible, confidential and respectful.

Session 2: Activity 2

BASIC LISTENING SKILLS⁸

(Adapt the following to what is culturally appropriate.)

1. Clear your mind and pay attention to what the person is telling you. Try not to rehearse or think about what you are going to say in response.
2. Do not cut the person off. Do not interrupt. Allow him or her to finish.
3. Allow natural silence. Do not feel you have to fill silence with your questions or advice. Silence will allow the person time to think and formulate thoughts.
4. Let the person know you are listening through verbal encouragers (e.g., “uh-huh,” “yes” or “I see”).
5. Let the person know you are listening through nonverbal gestures:
 - Face the speaker.
 - Nod your head.
 - Display an open posture.
 - Keep an appropriate distance.
 - Make frequent and friendly eye contact.
 - Appear calm and relaxed.

Active Listening Skills⁹

1. **Reflect:**
 - a. Name the situation and feelings that the young person is expressing to you back to them.
 - b. Capture exactly what the young person has told you. This requires very effective passive listening skills.
2. **Paraphrase:** This skill can be explained in two parts. Feedback is an integral part of effective paraphrasing. The skilled communicator can elicit such feedback (both verbally and nonverbally) without explicitly asking a question. Paraphrasing does not add any new perspective or interpretation beyond what the student said.

⁸. Adapted from Family Health International (FHI), *HIV Voluntary Counseling and Testing: Skills Training Curriculum Facilitator’s Guide*; see Bibliography for full citation.

⁹. Ibid.

- a. **Reword:** Restate (in your own words) what the young person tells you in a way that demonstrates that you understood it. This is a very effective skill, particularly when a young person expresses a lot of feelings and content.
 - b. **Give Feedback:** Always ask the person, in some way, if you heard him or her correctly.
3. **Assess and Explore:** This involves gathering more information from the person. Ways of assessing and exploring involve the following:
- a. **Open-Ended Questions:** These are questions that call for more than a “yes” or “no” answer. They encourage the person to open up and share more and to think about his or her feelings, situation and options—e.g., “Tell me more about that,” “What are you most afraid of?” or “What would you like to happen as a result of your coming to me?”
 - b. **Understanding and Seeking Clarification:** This involves digging through information or statements to make sure you understand correctly. It is most often used when a person says something that is not clear. For example, if a young person says “I just want out,” you will not know what that means unless you ask what the person means by “I just want out.”
 - c. **Probing Questions:** These are questions to solicit more information—e.g., “Was anyone else there?” or “Did anything else happen?”
 - d. **Encouragers:** These are short statements that encourage the person to say more, elaborate, explain or take an in-depth look at the situation—e.g., “I’d like to hear more about that” or “I’m listening. Go ahead.”
4. **Validate:** This involves recognizing or sensing the speakers’ challenges, anxiety or difficulty with regard to sensitive disclosure or decisions and commending their effort and courage in sharing information despite these obvious challenges. For example, “I understand it is difficult but you have made an important decision by telling me this” or “You have done the right thing by coming forward to tell me.”

Session 2: Activity 2, continued

DOs AND DON'Ts OF EFFECTIVE LISTENING ¹⁰

The following are the DOs and DON'Ts of effective listening when dealing with a student who has come to report he or she has been a victim of SRGBV.

DOs	DON'Ts
Believe the child.	Don't ask accusing questions.
Create a rapport with the child.	Don't be overly formal.
Listen objectively.	Don't be judgmental.
Be reliable.	Don't miss appointments.
Be committed.	Don't offer assistance unless you are able to follow through.
Explain circumstances as they are likely to happen.	Don't assure the child about matters over which you have no control.
Ensure privacy is obtained to enable the child to talk in confidence.	Don't speak to the child where there are likely to be interruptions and eavesdroppers.
Assure the child of a reasonable level of confidentiality.	Don't give information about the child unless professionally required.
Agree at the outset on the amount of time you will take.	Don't appear to be in a hurry.
Maintain an appropriate physical distance.	Don't touch the child, especially if you are of the opposite sex.
Assure the child that he or she can always come back.	Don't feel frustrated if the child does not open up immediately.
Be in control of your emotions.	Don't get overwhelmed by your emotions about the situation.
Be patient.	Don't pressure or rush the child to speak.
Allow the child to tell his or her story.	Don't interrupt.
Be aware of your own feelings.	Don't project your personal experience onto the situation.
Know your limits.	Don't try to handle a problem that is beyond your training.
Be available immediately to a distraught or suicidal child.	Don't delay helping a child with suicidal thoughts.
Refer victims to appropriate professionals or services in situations that are beyond your level of expertise.	Don't make referrals without the consent of the person counseled (or guardian if appropriate).

¹⁰. Adapted from Maganya & Odhiambo, *Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence against Girls in Schools*; see Bibliography for full citation.

Session 2: Extra Resources for Teachers

Teachers can use the following resources to help provide direct support to students.

WHAT IS BASIC COUNSELING?

Counseling is the process of helping someone to overcome personal challenges. The following are some of the reasons why counseling is important to students:

Counseling:

- Improves students' self-understanding
- Improves understanding of self in relation to others
- Emphasizes the relationship between academic pursuits and personal development
- Promotes student understanding of the teacher
- Contributes to feelings of security
- Supplements teachers' efforts in assisting children with problems
- Assists in the establishment and attainment of finding possible solutions
- Identifies children with development problems

In order to conduct successful counseling, teachers should follow these guidelines:

- Respect students and accept that their problems are real. Be careful to not reject, ignore, ridicule or embarrass them.
- Do not coerce students for information they are not willing to disclose.
- Have patience. Do not hurry or interrupt when students are talking.
- Leave the responsibility of decision-making to the student after ensuring that he or she understands the consequences of each decision.
- Do not develop an intimate relationship with a student during counseling.
- Do not talk to students about your own problems.
- Keep your discussions with students confidential.

ASSISTING A STUDENT YOU SUSPECT HAS BEEN THE VICTIM OF SRGBV

- As a teacher, your actions and response to a student who has reported to you that they have experienced SRGBV, or who you suspect has been the victim of SRGBV, can make a great difference as to how the young person recovers and is able to cope with the trauma.
- It is important to view the child as a victim and not the perpetrator. The law assumes that a child is not ready physically and psychologically to have sex. Thus, when a child is involved in any sexual activity, the person engaging the child is to blame. Children, by definition, cannot give their consent. Therefore, a teacher having a “love affair” with a student is conducting unacceptable behavior under any circumstances.
- Your actions will vary depending upon the circumstances and upon each individual case. In the case of a crisis or extreme trauma; seek immediate medical attention for the victim.
- It is very important to follow up with ALL proper authorities and the student.
- Depending on the circumstances, also contact a parent or family member.
- Seek support for yourself through a friend or counselor. It can be emotionally difficult to counsel and assist a student who has been a victim of SRGBV.

The following list can serve as guidance:

- Be ready to listen to the child without being judgmental.
- It is rare that children lie about such cases. It is safer to believe the child. Many children will not be willing to share if you do not believe them, and this will foster continuation of abuse.
- Do not blame the child. Assure the child it is not his or her fault.
- If the incident of abuse has just occurred, and the child is young, do not wash the child or clean the clothing that the child was wearing. Similarly, if the child is older, he or she should be advised not to clean themselves or their clothing.
- All possible evidence of abuse should be noted, documented, and where applicable held in safe-keeping. Such evidence could include bruises, torn clothing, soiled undergarments, and any other marks on the body, especially around the genitalia.
- Report the incident to the head teacher and to the police immediately. If the child is older, the child should be advised to report the incident to the police immediately (preferably within 24 hours). Remember, sexual abuse is a criminal offense.
- At the police station, you should request written documentation.

- Go to the nearest government health facility or hospital. If there is no such facility nearby, go to the nearest private health facility.
- Have the doctor examine the child closely for any indication of sexual and physical violation.
- The doctor should also do a blood or urine analysis and any other test that may show evidence of abuse, such as any sexually transmitted infections.
- After the examination, the doctor should complete the police form. If the doctor filling in the police form is not the first to examine the child, give him or her the earlier medical report and indicate when it was done and by what doctor.
- Ensure the police form is signed by the doctor who is filling it out and properly dated. Verify the information given, such as date(s) of the incident(s), the date the child was seen, and visible marks on the child such as blood or dirt.
- The medical report should then be forwarded to the police, who will decide whether to arrest the suspect.
- Follow up with the police to ensure the abuser is arrested and charged.
- Ensure that all witnesses give statements to the police.
- Give the police any clothing worn by the child for examination by a government chemical analyst.
- Follow up with the police and request to find out if there are statements from all witnesses, if the accused has been examined by a doctor, if the results of that exam have been forwarded to the chemical analyst, and if all pertinent information has been forwarded to the police.
- Find out when the case will be heard in court and be sure to attend.
- Once the case is in court, follow up with the police to ensure that witnesses have been contacted.
- Follow up on all hearings and important dates to ensure that all crucial witnesses testify.
- Call non-governmental organizations that deal with children's issues to assist you with legal aid if necessary.
- Refer the child to counseling.

SYMPTOMS OF AN ABUSED CHILD¹¹

As a teacher, it is important to be able to recognize signs of child abuse in your students. Listed below are some behavior patterns or symptoms that may indicate a child has been abused. It is important to note and report such signs or incidents through the proper channels.

The signs and symptoms of abuse may vary in children and depend on their age. For example, it is normal for a child under the age of five to wet the bed. However, there is need for concern if a child who no longer wet his or her bed begins bedwetting again. An older child may display other symptoms. Thus, it is important to note that the symptoms depend on the child's age.

- When a child who has been performing well in school suddenly starts dropping in performance, or when there is evidence of increasing delinquency, it is appropriate to investigate what may be causing such behavior.
- Unexplained, vague or suspicious medical complaints, especially with younger children. For instance, when a child complains about backaches or lower abdominal pains, he or she may have been abused. For older children, e.g. a girl of 14 years, this could be as a result of periods or other factors. It should be investigated.
- Unusual psycho-social symptoms such as a child being withdrawn or being suddenly knowledgeable of sexual matters beyond his or her age or a child becoming suddenly overly extroverted.
- When a child becomes involved in self-destructive behavior, such as drug abuse.
- Unusual passivity, fright, or preoccupation with personal safety or security, such as when a child refuses to be sent to a teacher's house alone and insists on being accompanied. In such a case, do not force her or him to do so. In some schools, especially in rural areas where there are night lessons, if a child exhibits fear of attending, this should be investigated.
- When a child exhibits sudden or extreme shifts of moods or emotions.
- When a child exhibits fear of a particular person, such as a specific teacher, parent or a worker in school. This may be seen in many ways. For instance, a child may not want to be left alone with a specific teacher. In many schools,

¹¹ Adapted from Maganya & Odhiambo, *Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence against Girls in Schools*; see Bibliography for full citation.

people often know some of the abusive teachers and still allow them to be alone with girls. This should be discouraged.

- When a child develops sudden fear of school or her class.
- When a child develops sudden regressive behavior such as bed-wetting. As a teacher this may not be obvious in school, but should a parent raise this concern, it needs to be investigated. There are other regressive behavior patterns that can be evident in school, such a child who was a quick learner suddenly having difficulties in school, or a child who is normally interested suddenly losing concentration in class.
- A sudden change in gait, e.g., when a child develops a sudden or unexplained unsteady gait or when a child has difficulty sitting or walking.
- When a child develops pain or itching in the genital area. This can be a sign of a child developing venereal or other sexually transmitted diseases.
- When a child develops poor relationships with children of his or her own age.
- When the child suddenly does not want to participate in certain physical activities.
- When a child withdraws into fantasy or unusual behavior.
- When a child becomes truant or delinquent and frequently misses school without a good reason.
- When a child develops extreme interest in his or her sexual organs or the sexual organs of other people.
- When older children exhibit seductive or promiscuous behavior. For example, a girl who suddenly has many sexual relations with different boys or men.
- When a child suddenly has altered sleep patterns.
- When a child has fear or complains about being hurt, especially when being bathed or dressed, or when a child avoids being touched or undergoing physical examination.
- When a child has unexplained genital or anal injuries or infections such as bruises or bleeding.

Session 3: Activity I

EDUCATION INTERNATIONAL (EI) DECLARATION ON PROFESSIONAL ETHICS¹²

Preamble

1. This declaration represents an individual and collective commitment by teachers and other education personnel. It is complementary to the laws, statutes, rules and programmes that define the practice of the profession. It is also a tool that aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education.
2. Quality public education, a cornerstone of a democratic society, has the task of providing equality of educational opportunity for all children and youth and is fundamental to the well-being of society through its contribution to economic, social, and cultural development. Teachers and education personnel have a responsibility to foster confidence among the general public in the standards of service that can be expected from all engaged in this important task.
3. The exercise of responsible judgment is at the heart of professional activity, and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education.
4. The expertise and commitment of teachers and education personnel must be combined with good working conditions, a supportive community and enabling policies to allow quality education to take place.
5. The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society.
6. Teachers and education personnel and their unions, by virtue of their membership in Education International (EI), are committed to the promotion of education that helps develop a person's capacity to live a fulfilled life and to contribute to the well-being of society.

¹² Education International (EI), *EI Declaration on Professional Ethics*; see Bibliography for full citation.

7. Recognizing the extent of the responsibilities inherent in the teaching process and the responsibility to attain and maintain the highest degree of ethical conduct towards the profession, to students, colleagues and parents, Education International member organisations should:
- a) actively promote the policies and resolutions adopted by the EI Congress and Executive Board including this Declaration on Professional Ethics;
 - b) work to ensure that teachers and other education personnel benefit from terms and conditions of work that allow them to fulfill their responsibilities;
 - c) work to ensure the rights guaranteed to all workers in the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, which encompasses:
 - the right to freedom of association;
 - the right to bargain collectively;
 - freedom from discrimination at work;
 - equality at work;
 - freedom from forced, or bonded labour;
 - the elimination of child labour;
 - d) work to ensure that their members have the rights outlined in the ILO/ UNESCO Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;
 - e) combat all forms of racism, bias or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, national or ethnic origin;
 - f) cooperate at the national level to promote quality government funded education for all children, to enhance the status and to protect the rights of education personnel;
 - g) use their influence to make it possible for all children worldwide, without discrimination, and particularly child labourers, children from marginalized groups or those having specific difficulties to have access to quality education.

Taking this into consideration, EI adopts and proclaims the present Declaration:

ARTICLE 1. Commitment to the profession: Education personnel shall:

- a) justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students;
- b) ensure that professional knowledge is regularly updated and improved;
- c) determine the nature, format and timing of their lifelong learning programs as an essential expression of their professionalism;
- d) declare all relevant information related to competency and qualifications;
- e) strive, through active participation in their union, to achieve conditions of work that attract highly qualified persons to the profession;
- f) support all efforts to promote democracy and human rights in and through education;

ARTICLE 2. Commitment to students: Education personnel shall:

- a) respect the rights of all children to benefit from the provisions identified in the UN Convention on the Rights of the Child particularly as those rights apply to education;
- b) acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realise his/her full potential;
- c) give students a feeling of being part of a community of mutual commitment with room for everyone;
- d) maintain professional relations with students;
- e) safeguard and promote the interests and well-being of students and make every effort to protect students from bullying and from physical or psychological abuse;
- f) take all possible steps to safeguard students from sexual abuse;
- g) exercise due care, diligence and confidentiality in all matters affecting the welfare of their students;
- h) assist students to develop a set of values consistent with international human rights standards;
- i) exercise authority with justice and compassion;
- j) ensure that the privileged relationship between teacher and student is not exploited in any way, particularly in order to proselytise or for ideological control;

ARTICLE 3. Commitment to colleagues: Education personnel shall:

- a) promote collegiality among colleagues by respecting their professional standing and opinions; and be prepared to offer advice and assistance particularly to those beginning their career or in training;
- b) maintain confidentiality of information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
- c) assist colleagues in peer review procedures negotiated and agreed to between education unions and employers;
- d) safeguard and promote the interests and well-being of colleagues and protect them from bullying and from physical, psychological or sexual abuse;
- e) ensure that all means and procedures for the implementation of this declaration are the object of thorough discussions in each national organisation in order to ensure its best possible application;

ARTICLE 4. Commitment to management personnel: Education personnel shall:

- a) be knowledgeable of their legal and administrative rights and responsibilities, and respect the provisions of collective contracts and the provisions concerning students' rights;
- b) carry out reasonable instructions from management personnel and have the right to question instructions through a clearly determined procedure;

ARTICLE 5. Commitment to parents: Education personnel shall:

- a) recognise the right of parents to information and consultation, through agreed channels, on the welfare and progress of their child;
- b) respect lawful parental authority, but give advice from a professional point of view that is in the best interest of the child;
- c) make every effort to encourage parents to be actively involved in the education of their child and to actively support the learning process by ensuring that children avoid forms of child labour that could affect their education;

ARTICLE 6. Commitment to the teacher: The community shall:

- a) make it possible for teachers to feel confident that they themselves are treated fairly while attending to their tasks;
- b) recognise that teachers have a right to preserve their privacy, care for themselves and lead a normal life in the community.

Session 3: Activity 1, continued

USING THE CODE OF CONDUCT TO REDUCE SRGBV

1. Does the CoC have a clear policy against all forms of SRGBV? If not, which ones? Does it list examples of behaviors covered by the policy?
2. Does the CoC list the proper reporting procedures for teachers who wish to report a violation of the CoC or an incident of SRGBV?
3. What is the teacher's responsibility to his or her students in regard to their right to an education? Is there any mention of the rights of the child (such as freedom from corporal punishment, right to an education, etc.)?
4. What is the teacher's responsibility regarding protecting students from violence? This could be psychological, physical or sexual violence.
5. Does the CoC mention what constitutes improper behavior with students? What are the consequences of improper behavior with students?
6. Are the consequences of breaking rules regarding unprofessional behavior clear and linked to disciplinary procedures? What are the proper procedures?
7. Are there ways for teachers and other staff to raise concerns, confidentially when necessary, about unacceptable behavior by other teachers or staff members? Does the CoC provide names or contact information of people responsible for accepting and managing complaints?
8. Does the CoC prohibit retaliation against those who report incidents of SRGBV?

Session 4: Activity 2

SCENARIOS FOR REPORTING REQUIREMENTS

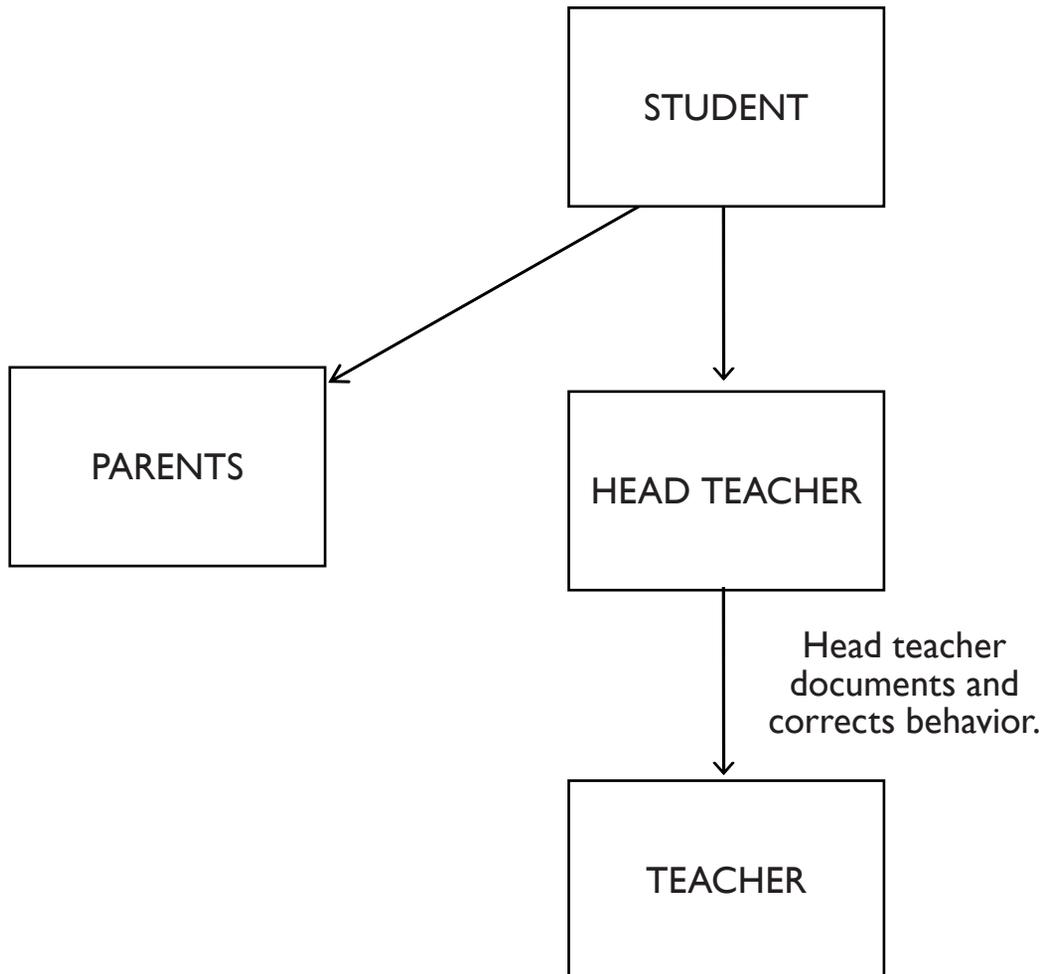
Refer to **Reporting: Example of Psychological Abuse** and **Reporting: Example of Sexual Abuse** on the next pages for possible ways of reporting the violence and abuse described in the following scenarios:

1. A teacher calls on girls to answer questions he knows they cannot answer, just to demonstrate that girls are stupid and to belittle them. **(psychological)**
2. A girl is raped by the night watchman of the dormitory where she stays during the week. **(sexual)**
3. A male student is late for school and is beaten by his teacher so badly he has to go the hospital. **(physical)**
4. A student is tutored by her teacher at his house. She is uncomfortable with this arrangement, and the last time she went, he tried to kiss her and touch her breasts. He has threatened that if she does not go to his house, he will fail her. **(sexual)**
5. A female student, who is quickly advancing into puberty, is called to the front of the class, where the teacher asks students to look at her blossoming breasts. **(sexual and psychological)**
6. Young men who have dropped out of school wait outside the schoolyard and beat up the smaller boys coming from school, mocking them for crying “like little girls.” One boy is badly beaten and refuses to return to school for fear of its happening again. **(physical and psychological)**
7. A teacher tells a girl she is stupid for falling asleep in class and she should just drop out and get married. The girl is tired because she gets up early every morning to help her mother before school. **(psychological)**

Session 4: Activity 2, continued

REPORTING: EXAMPLE OF PSYCHOLOGICAL ABUSE

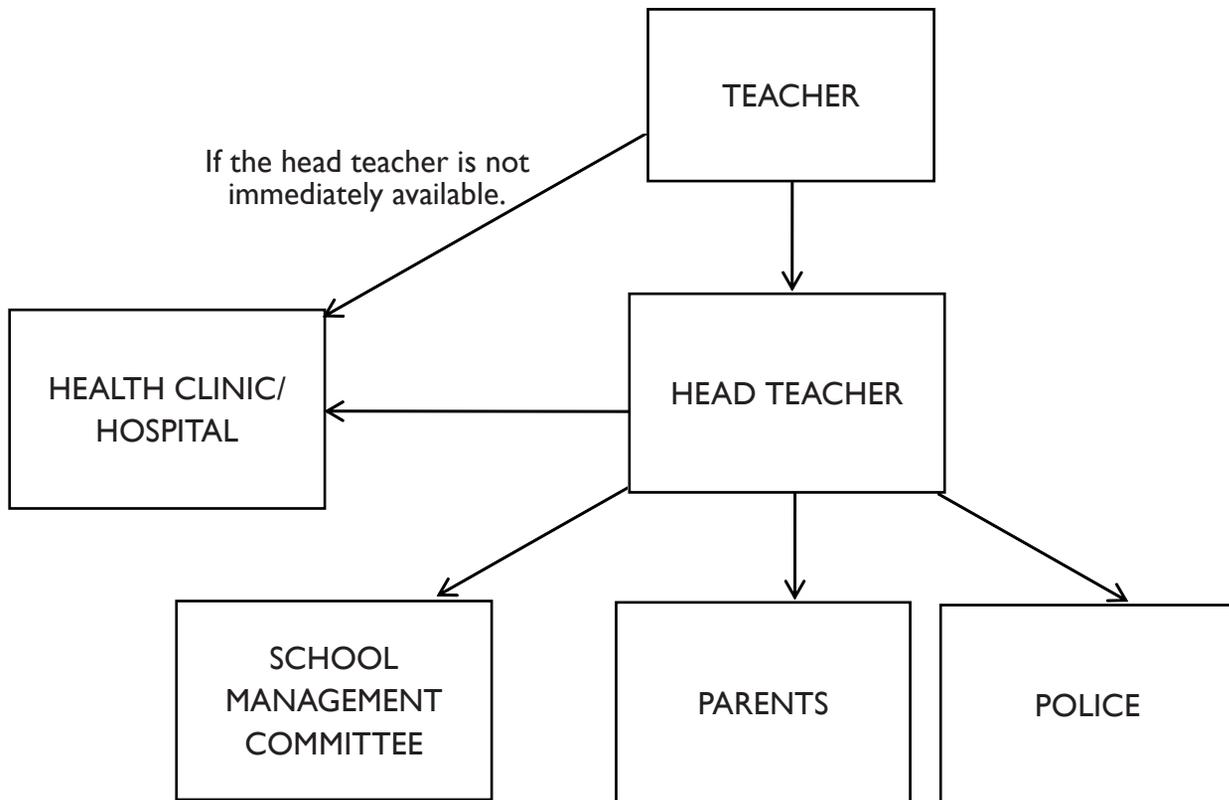
A teacher calls on girls to answer questions he knows they cannot answer just to demonstrate that girls are stupid and to belittle them.



Session 4: Activity 2, continued

REPORTING: EXAMPLE OF SEXUAL ABUSE

A girl is raped by the night watchman of the dormitory where she stays during the week.



Reflection Activity

Collect newspaper clippings or reports involving SRGBV. If you have access to the Internet, look at online resources. Examine the cases closely. Answer the following questions based on your training:

1. Who reported the case?
2. What was the response? According to local laws? National laws? Customary laws?
3. What was done well?
4. What could have been done differently?

8

MODULE 8: ACTION PLAN AND PLEDGE

Session I: Activity I

GUIDELINES FOR AN ACTION PLAN

1. This is the SRGBV issue our group has chosen:
2. We chose this issue because:
3. This issue affects:
4. This is what we want to achieve:
5. This is what has to happen for us to achieve our goal:
6. These are possible strategies or actions we could take to achieve our goals:
7. This is the strategy we have chosen:
8. These are people we know are available to help us:
9. These are materials/resources we know are available to us:
10. This is the first step we need to take:
11. These are the next steps we need to take:
12. These are the final steps we need to take:
13. These are some possible challenges for our plan:
14. These are some ideas for overcoming those challenges:
15. This is how we will know our plan has worked:

Session I: Activity 2

PLEDGE TO PREVENT AND RESPOND TO SRGBV

I, _____, can provide a quality education to girls and boys in a safe and supportive environment, by doing the following:

1.

2.

3.

Signed: _____

Witnessed by: _____

Date: _____

GLOSSARY

Accountability – An obligation or willingness to accept responsibility for one’s actions.

Agent of change or change agent – Somebody or something that brings about, or helps to bring about, transformation.

AIDS – Acquired immunodeficiency syndrome, a human viral disease that ravages the immune system, undermining the body’s ability to defend itself from infection and disease. *See page 20 for a detailed definition.*

Attitude – An opinion or general feeling about something. It can be a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitudes are ways in which people think and feel that are often reflected in how they behave.

Behavior – The way someone behaves or a response in a certain situation.

Bullying – Hurtful harassment or tormenting of others, usually by an abuser who has more physical and/or social power than the victim. Bullying can take many forms:

- **Physical bullying:** Hitting, kicking, pushing, choking or punching.
- **Verbal bullying:** Threatening, taunting, teasing, starting rumors or hate speech. Exclusion from activities: the deliberate exclusion of one specific individual—e.g., “No one play with Mary,” “No one wants to play with him” or “Don’t be her friend.”

Bystander – A person who is at the scene of an unsafe interpersonal (between two or more people) situation but is neither the aggressor nor the victim.

Consent – Saying “yes”; agreeing to something. Consent is agreeing to do something freely without any element of force, fraud, deceit, duress or other forms of coercion or misrepresentation. Acts of sexual abuse occur without consent. Even if someone says “yes,” it is not true consent if it was said under duress or if the perpetrator used any kind of force to get the victim to comply. Children can never give consent to a sexual relationship with an adult. Submission to the will of another, as in the case of threats, force or violence, does not constitute consent.

Convention – A binding agreement between states; used synonymously with treaty and covenant. Conventions are stronger than declarations because they are legally binding for governments that have signed them. When the UN General Assembly adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, member states can then ratify the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.

Convention on the Rights of the Child (adopted 1989; entered into force 1990) – A convention that sets out a summary of collective ideals for children alongside a covenant of commitments to children.

Cross-generational sex – Refers to relationships between older men and younger women, though some cross-generational relationships include older women and younger men. In most cross-generational relationships, young women are below age 20 and their male partners are at least 10 years older.

Defilement – Having sexual intercourse/carnal knowledge with/of someone below the age of consent.

Discipline – Training to ensure proper behavior. The practice or methods of teaching and enforcing acceptable patterns of behavior.

Duty bearer – A person or institution with an obligation to fulfill a right. States (and other duty bearers) have a primary responsibility to ensure that the rights of all people are equally respected, protected and fulfilled.

Empathy – Understanding of another person’s feelings and experiences, especially as a result of having been in a similar situation.

Enforce – To make sure a thing is done or a rule is followed.

Force – Can be physical, emotional, social or economic in nature. Force might involve coercion or pressure and also include intimidation, threats, persecution or other forms of pressure (refer to the three different types of violence: psychological, physical and sexual). The target of such violence is compelled to behave as expected or to do what is being requested for fear of real and harmful consequences.

Gender – Refers to a set of qualities and behaviors expected from males and females by society.

Gender-based violence – Any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender role expectations and stereotypes.

Gender equality – Equal rights, freedoms, conditions and opportunities for males and females to realize their full potential and to contribute to and benefit from economic, social, cultural and political development.

Gender norms – Standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.

Gender roles/assigned gender roles – Socially determined roles that can be affected by factors such as education or economics. They may vary widely within and between cultures and often evolve over time.

Gender stereotypes – Broad generalizations based on assumptions about how a person should act because of his or her sex and what society considers to be masculine and feminine roles, attributes and characteristics.

Harassment – Bothering or attacking somebody. Refers to a wide spectrum of offensive behavior. When the term is used in a legal sense, it refers to behaviors that are found threatening or disturbing and beyond those that are sanctioned by society (see [Sexual harassment](#)).

HIV – Human immunodeficiency virus, the virus that causes AIDS. HIV is transmitted through blood, semen, vaginal fluid and breast milk. HIV transmission can be prevented; it is not transmitted through casual contact (hugging, sharing an apartment, playing basketball, etc.) See *page 20 for a detailed definition*.

Human rights – The basic rights and freedoms to which all humans are entitled regardless of citizenship, nationality, race, ethnicity, language, sex, sexuality or ability.

Perpetrator – A person who commits or is responsible for something, usually something criminal or morally wrong.

Power – The ability to do what one wants to get one’s way. It is also the capacity to influence the behavior or emotions of others, or the course of events. “Powerless” or “disempowered” refers to the absence of power.

Punishment – An action that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behavior through negative means.

Resiliency – The ability to thrive, mature and be competent in the face of adverse circumstances.

Respectful – Listening to others and being mindful, careful or sensitive to their feelings, beliefs, needs and opinions in a nonjudgmental manner.

Responsibility – Accountability or obligation.

School-related gender-based violence (see [Appendix](#) for complete definition) – Any form of violence or abuse that is based on gender roles and relationships. It can be physical, sexual or psychological, or any combination of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by gender violence.

Self-efficacy – The belief that one can perform or learn to perform a certain behavior or action.

Sex – The biological differences between males and females. Sex differences are concerned with males' and females' physiology and generally remain constant across cultures and over time.

Sexual assault – Forcing another person to have any type of intimate contact. It can involve physical or psychological force. When assault involves penetration, it is defined as rape.

Sexual harassment – Any repetitive, unwanted and uninvited sexual attention, such as teasing, touching or taunting.

Sexuality – The quality or state of being sexual.

Teasing – Making fun of or belittling a person. Teasing is not always harmful, but it can be damaging if it is unwanted, harassing or prolonged.

Threaten – To intimidate people by telling them that they will experience negative or dangerous consequences to an act.

Time-out – A corrective measure or punishment for children in which they are separated from others for a brief period of time.

Victim – Someone harmed by an act or circumstance.

Violate – To do harm to a person or to treat a person irreverently or disrespectfully.

Violation – A breach, infringement or transgression of a rule, law, promise, etc.

Whole-school approach – An approach that involves the entire school staff (from administration to custodial staff), Parent Teacher Associations, school committees, students and community members. It ensures that everyone who comes in contact with students works together to understand, support and enforce consistent discipline procedures.

APPENDIX

School-Related Gender-Based Violence: Definition and Types¹³

Definition of School-Related Gender-Based Violence

School-related gender-based violence results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories. It may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. Such violence can affect the well-being of students, putting them at greater risk of educational failure through absenteeism, dropping out of school or a lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV/AIDS) or emotional/psychological ill health.

The three types of school-related gender-based violence—sexual, physical and psychological—overlap, and at times distinctions among them are imperceptible. For example, bullying may be either verbal or physical. Girls and boys who step out of their traditional gender roles can experience all three forms of violence. Girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual ability (psychological abuse).

Sexual Violence

Girls and boys experience sexual violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible, or power or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and student is considered abuse because of the age and

¹³ This definition of school-related gender-based violence is based on the Safe Schools Program conceptual framework and includes a synthesis of internationally recognized UN and UN Specialized Agency (such as WHO) definitions from the fields of education, health and child protection.

power differentials between the two. Activities such as making a child watch sexual acts or pornography, using a child to make pornography, or making a child look at an adult's genitals is also abuse. Sexual violence can be perpetrated verbally. For example, sexually explicit language aimed at children or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance is also sexual abuse. Sexual violence or abuse can have devastating, long-lasting effects on students. Such effects can include increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections including HIV/AIDS, depressive disorders, memory disturbances and aggressive behavior. Sexual violence can also negatively affect educational attainment.

Physical Violence

Girls and boys experience physical violence or abuse by an adult or another child through corporal punishment, forced labor, fighting and bullying. Corporal punishment is any punishment in which physical force is used to cause some degree of pain or discomfort, however minimal. This type of violence involves hitting children with the hand or an implement (e.g., whip, stick, belt, shoe, wooden spoon). It can also involve kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g., washing children's mouths out with soap or forcing them to swallow hot spices). In general, teachers apply corporal punishment differently to girls than they do to boys. In most cases, boys experience more frequent and severe physical punishment than girls as a way to "make them men." Corporal punishment has negative physical and psychological effects on students, which include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem. Teachers can physically abuse children through forced labor during and outside school hours. Teachers may force students either to fetch water or work in their fields, with children running the risk of physical injury from heavy manual labor and educational failure from missing class time. Physical violence and abuse among students takes the form of bullying, beating and fighting. Physical violence can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, physical, mental health and social problems, memory disturbances and aggressive behavior. It can also negatively affect educational attainment.

Psychological Violence

Girls and boys experience psychological violence and abuse from both peers and teachers through verbal harassment, bullying, teasing or degrading and cruel punishment. Teachers may use nonphysical punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules children. Constant criticisms

of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on young people. Psychological violence and abuse among students takes the form of verbal taunting used towards boys and girls whose behavior does not fit into society's image of what is "masculine" or "feminine" as a way to make them conform. Bullying can range from teasing to physical violence perpetrated by both students and teachers. Other forms of bullying include threats, name calling, sarcasm, spreading rumors, exclusion from a group, humiliation and abusive remarks. In addition, bullying is a pattern of behavior rather than an isolated incident. Psychological abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage and mental health and social problems such as anxiety and depression. It can also negatively affect educational attainment.

BIBLIOGRAPHY

- Advocates for Youth. (2002). *Four Corners: A Values Clarification Exercise*. Retrieved January 25, 2008, from <http://www.advocatesforyouth.org/lessonplans/values.htm>.
- African Union. (July 1990). *African Charter on the Rights and Welfare of the Child*. Addis Ababa, Ethiopia: African Union. <http://www.africa-union.org/child/home.htm>.
- Canada-South Africa Education Management Programme. (2001). *Opening Our Eyes: Addressing Gender-based Violence in South African Schools—A Module for Educators*. Cape Town, South Africa: University of Western Cape.
- Canadian Coalition for the Rights of Children. (2003). *Monitoring Children’s Rights: A Toolkit for Community-Based Organizations*. Ottawa, Canada: Canadian Coalition for the Rights of Children. http://www.rightsofchildren.ca/toolkit/english_toolkit.pdf.
- Centre for Development and Population Activities (CEDPA). (1998). *Choose a Future! Issues and Options for Adolescent Boys*. Washington, D.C.: CEDPA.
- _____. (2000). *Gender, Reproductive Health, and Advocacy: A Trainer’s Manual*. Adaptation of lesson on “Early Memories of Being Female or Male,” pages 42-43. <http://www.cedpa.org/content/publication/detail/738>.
- Child Advocate. (n.d.). Website. Retrieved January 31, 2008, from <http://www.childadvocate.org/>.
- Child Rights Information Network (CRIN). (n.d.). Website. Retrieved January 7, 2008, from <http://www.crin.org>.
- Community Law Center. (n.d.). *Children’s Rights Project*. Retrieved January 7, 2008, from <http://www.communitylawcentre.org.za/Childrens-Rights>.
- Couture, L. (2003). *Discipline vs. Punishment*. Retrieved January 31, 2008, from <http://www.childadvocate.org/2c.htm>.
- Education International (EI). (n.d.). *EI Declaration on Professional Ethics*. Retrieved March 17, 2008, from http://www.ei-ie.org/worldcongress2004/docs/C04Res_DeclarationProfEthics_e.pdf.

- Family Health International (FHI). (2005). *HIV Voluntary Counseling and Testing: Skills Training Curriculum Facilitator's Guide*. Arlington, VA: Family Health International. <http://www.fhi.org/en/HIVAIDS/pub/guide/vcttrain.htm>.
- Flowers, N. (Ed.). (1998). *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights*. Minneapolis, MN: Human Rights Resource Center. http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww1.umn.edu%2Fhumanrts%2Fedumat%2Fhreduseries%2Fhereandnow%2FDefault.htm&external=N.
- Global Initiative to End All Corporal Punishment of Children. (n.d.). Website. Retrieved January 31, 2008, from <http://www.endcorporalpunishment.org/>.
- Human Rights Education Associates (HREA). (n.d.). *Simplified Version of the Universal Declaration of Human Rights*. Retrieved January 25, 2008, from <http://www.hrea.org/feature-events/simplified-udhr.html>.
- Interagency Youth Working Group (IYWG). (n.d.). Website. Retrieved June 18, 2008, from <http://www.infoforhealth.org/youthwg/>.
- International HIV/AIDS Alliance. (2002). *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community*. Brighton, U.K.: International HIV/AIDS Alliance. http://synkronweb.aidsalliance.org/graphics/secretariat/publications/ene0502_Energiser_guide_eng.pdf.
- Keeping Children Safe Coalition. (n.d.). Website. Retrieved January 31, 2008, from <http://www.keepingchildrensafe.org.uk/>.
- Kivel, P., & Creighton, A., with the Oakland Men's Project. (1997). *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People*. Alameda, CA: Hunter House, Inc.
- Maganya, J., & Odhiambo, M.O. (2004). *Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools*. Nairobi, Kenya: ActionAid International Kenya and The CRADLE—The Children's Foundation.
- Mirsky, J. (2003). *Beyond Victims and Villains: Addressing Sexual Violence in the Education Sector*. London, U.K.: The Panos Institute. <http://www.panos.org.uk/?lid=250>.
- Naker, D. (2007). *What Is a Good School? Imagining Beyond the Limits of Today to Create a Better Tomorrow*. Kampala, Uganda: Raising Voices. http://www.raisingvoices.org/files/Whatisagood-school_RV.pdf.

- Pulerwitz, J., Barker, G., Segundo, M., et al. (2006). *Promoting More Gender-Equitable Norms and Behaviors Among Young Men as an HIV/AIDS Prevention Strategy*. Washington, D.C.: Population Council. <http://www.popcouncil.org/pdfs/horizons/brgendernorms.pdf>.
- Pulizzi, S., & Rosenblum, L. (2007). *Building a Gender Friendly School Environment: A Toolkit for Educators and Their Unions*. Brussels, Belgium: Education International. <http://data.ei-ie.org/Common/GetFile.asp?ID=4750&mfd=off&LogonName=Guest>.
- Save the Children. (n.d.). Website. Retrieved January 7, 2008, from <http://savethechildren.org/>.
- Save the Children Sweden. (2006). *Child Rights Programming, Second Edition*. Stockholm, Sweden: Save the Children Sweden.
- Schueller, J., Finger, W., & Barker, G. (2005). *Boys and Changing Gender Roles. YouthLens 16*. Arlington, VA: Family Health International. <http://www.fhi.org/NR/rdonlyres/ebi4gbgdtwxeotyfw-she4wdqg6fsfgzvignbgamvnu4mz42mjlqcfpkvtw35ry53fm2kgbczb6mcd/YL16e.pdf>.
- Tibbitts, F. (1996). *Tips for the Classroom*. Cambridge, MA: Human Rights Education Associates (HREA). Retrieved January 7, 2008, from http://www.hrea.org/erc/Library/display_doc.php?url=http://www.hrea.org/pubs/tips.html&external=N.
- UNAIDS (Joint United Nations Programme on HIV/AIDS). (2006). *The Global Coalition on Women and AIDS*. Retrieved January 31, 2008, from http://womenandaids.unaids.org/publications_facts.html.
- UNAIDS Global Initiative on Education and HIV & AIDS (EDUCAIDS). (2008). *The EDUCAIDS Overviews of Practical Resources*. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO). <http://www.educaids.org/>.
- United Kingdom Committee for United Nations Children's Fund (U.K. Committee for UNICEF). (2004). *Children's Rights and Responsibilities*. Leaflet. Retrieved January 25, 2008, from http://www.unicef.org/uk/tz/resources/assets/pdf/rights_leaflet.pdf.
- _____. (n.d.). *Teacher Zone: Resources for Teachers*. Retrieved January 7, 2008, from <http://www.unicef.org/uk/tz/index.asp?nodeid=tz§ion=6>.
- United Nations (UN). (n.d.). Website. Retrieved January 7, 2008, from <http://www.un.org/>.
- _____. *Human Rights Documentation*. Retrieved January 7, 2008 from <http://www.un.org/Depts/dhl/resguide/spechr.htm>.

United Nations Children's Fund (UNICEF). (2005). *Teachers Talking About Learning: Archived 1999-2004*. Retrieved January 7, 2008, from <http://www.unicef.org/teachers/>.

_____. (2005). *UN Study on Violence Against Children*. Retrieved January 7, 2008, from http://www.unicef.org/protection/index_27374.html.

_____. (n.d.). *Child Protection*. Retrieved January 7, 2008, from <http://www.unicef.org/teachers/protection/violence.htm>.

_____. (n.d.). *Fact Sheet: A Summary of the Rights Under the Convention on the Rights of the Child*. Retrieved January 25, 2008, from http://www.unicef.org/crc/files/Rights_overview.pdf.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2003). *What Makes a Good Teacher? Children Speak Their Minds*. Paris, France: The Associated Schools Project Network (ASPNet). <http://unesdoc.unesco.org/images/0010/001041/104124m.pdf>.

_____. (2005). *Inter-Agency Peace Education Programme: Skills for Constructive Living*. Paris, France: UNESCO. <http://unesdoc.unesco.org/images/0014/001442/144251e.pdf>.

_____. (2007). *UNESCO: Data Centre—Country Profiles*. Retrieved January 7, 2008, from <http://www.uis.unesco.org/profiles>.

United Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok. (2006). *Positive Discipline in the Inclusive, Learning-friendly Classroom: A Guide for Teachers and Teacher Educators*. Bangkok, Thailand: UNESCO. http://www.unescobkk.org/fileadmin/user_upload/appeal/IE/Publications_and_reports/Pos_Dis-final.pdf.

Vann, B. (2004). *Training Manual Facilitator's Guide: Multisectoral & Interagency Prevention and Response to Gender-Based Violence in Populations Affected by Armed Conflict*. Washington, D.C.: JSI Research and Training Institute/ RHRC Consortium. http://www.rhrc.org/resources/gbv/gbv_manual/intro.pdf.

Williams, S., Seed, J., & Mwau, A. (1995). *The Oxfam Gender Training Manual*. Oxford, UK: Oxfam Publishing.

World Health Organization (WHO). (n.d.). *Gender, Women and Health*. Retrieved January 25, 2008, from http://www.who.int/gender/hiv_aids/en/.

For more information, please visit
http://www.usaid.gov/our_work/cross-cutting_programs/wid/

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3542

www.usaid.gov