



USAID
FROM THE AMERICAN PEOPLE

DOORWAYS III



TEACHER 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

United States Agency for International Development
Office of Women in Development
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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



I. BACKGROUND

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).¹ Violence in and around schools is a world-wide problem with serious implications for the educational attainment, health and well-being of all children.² 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.

Impact of Violence on Young People

School-related gender-based violence has short- and long-term consequences on both educational performance and health outcomes. Gender violence has resulted in school children being unable to concentrate, attaining lower grades, losing interest in school, transferring to different schools and even leaving formal schooling altogether. Reproductive health manifestations include risk-taking behaviors, unintended pregnancy, abortion and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV). Equally harmful are the psychological outcomes of gender-based violence, which range from symptoms of anxiety and depression to suicide attempts.

Comprehensive Approach to Reducing Gender-Based Violence

Addressing school-related gender-based violence requires a holistic, multifaceted approach with specific attention to gender equality and human rights. Efforts must involve all levels of schooling, teacher training programs, community efforts, and ministerial-level policies and practices and must address all types of gender violence and abuse. Programs must engage all stakeholders to work together to make schools safe for all children. These stakeholders include teachers, parents, students, government officials in education, health and social welfare, the police, child protection agencies, and non-governmental agencies (NGOs) working with women and children. Protecting children from school-related gender-based violence requires a

¹ The terms “gender-based violence,” “school-related gender-based violence” and “gender violence” are used interchangeably.

² The terms “children” and “young people” are used interchangeably.

comprehensive package of legislation that addresses all forms of physical, sexual and psychological violence, injury or abuse, corporal punishment, bullying, hazing, traditional harmful practices, minimum age of consent and marriage, commercial sexual exploitation of children and child labor. In addition to having a robust and enforceable set of laws, nations need to undertake national advocacy campaigns to change attitudes and beliefs concerning gender-based violence and to push for the enforcement of legislation and policies.

DEFINITION OF SCHOOL-RELATED GENDER-BASED VIOLENCE³

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. The underlying intent of gender-based violence is to reinforce gender roles and perpetuate gender inequalities. 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 and 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 and lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV) or emotional/psychological ill health.

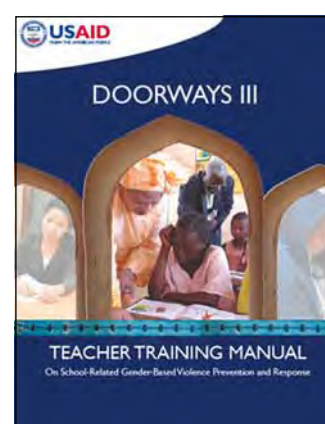
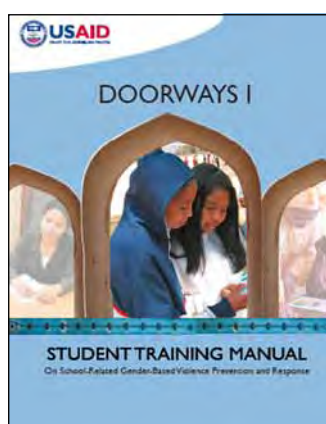
Educational institutions ranging from the central ministry to teacher training colleges, teacher unions and individual schools can take action to reduce gender violence. Codes of conduct that guide the behavior of teachers and other school personnel must be enforced. The Teachers' Code of Conduct should include standards for ethics, teacher roles and responsibilities towards students and reporting systems for code violations. Schools need to improve their response to gender violence by strengthening counseling and support services available to students. Community members can contribute by forming effective Parent Teacher Associations (PTAs) or School Management Committees that hold schools accountable for guaranteeing a safe and secure learning environment.

³ 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 the World Health Organization, or WHO) definitions from the fields of education, health and child protection; see Appendix A for definition.

At the classroom level, teachers need to be trained in the use of nonviolent teaching and discipline practices. Curriculum can be revised to promote respect and gender equality. Rights-based life skills programs need to be available to help both girls and boys break free of harmful gender stereotypes and build skills to protect themselves from violence and abuse.

Mobilizing Communities for Change: The Doorways Program

The Doorways program is a series of manuals targeting three key audiences: teachers, students and community members. These three groups can create a critical mass in schools that will bring about transformative, lasting change. Working at the community level is central to making schools safe, and the Doorways program can be integrated into any comprehensive national or local plan to reduce gender violence.



There are three manuals in the Doorways program:

Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response was designed for students to improve their resiliency and self-efficacy and to help them prevent and respond to SRGBV.

Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response was designed to train community members to help prevent and respond to SRGBV by instructing them in basic listening skills and response procedures.

Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response was designed to train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students.

Why Doorways?

This series is titled “Doorways” to symbolize the many options—or “doors”—available to young people. Think of the proverb “When one door closes, another one opens.” When children feel like a door is closing on them—whether it’s due to being sexually abused or having to drop out of school because of a forced marriage—adults must help them look for alternative ways to a successful future.

The three manuals focus on 10- to 14-year-old children enrolled in upper primary and lower secondary school. This age group was chosen because it is a time of great promise but also risk. Interventions at this age can help children protect themselves from adults who may try to take advantage of the physical and emotional changes these young people are experiencing. At this still-formative time, educational programs can help develop healthy relationships between boys and girls to help them avoid the high-risk sexual behaviors that gender stereotypes encourage as they get older (e.g., young men seek multiple partners to prove their masculinity, whereas young women are expected to respond to male sexual advances). Early adolescence also represents a “window of hope,” since children in this age group are least likely to be infected with HIV, and exposure to prevention programs before becoming sexually active can help them maintain their HIV-negative status throughout their lives.

Addressing Gender Violence—A Key Strategy for HIV Prevention

To increase effectiveness, gender-based violence prevention needs to be integrated into HIV prevention activities. The relationship between gender violence and the risk of HIV infection is widely acknowledged. For example, 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. 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. 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 of HIV prevention by their students. Integrating the Doorways programs for students, teachers and community counselors into existing broader strategies or complementary programs on HIV prevention can contribute to creating an enabling environment in which young people are better protected against HIV infection.

II. OVERVIEW OF DOORWAYS III

Doorways III was designed for upper primary and lower secondary school teachers. Teachers can play a central role in violence prevention, and they can also help promote nonviolence with families and communities. Doorways III includes this training manual and ***Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response***, which contains content information and materials for participants to use throughout the program.

Learning Objectives

The overall goal of the training program is to increase teachers' knowledge and shift attitudes and behaviors so that they may prevent SRGBV and respond to students who have experienced SRGBV.

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

1. Recognize their role 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.

Materials Needed for the Program

- ***Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response*** (one per participant)
- Writing utensils and markers
- Notebook for each participant to use during training
- Large pieces of flipchart paper or chalkboard for facilitators to record information for the group to see

Time Needed

The training program requires approximately 44 hours of training time and is designed to be delivered in approximately eight days (see [Suggested Schedule for Doorways III](#)).

Recommended Number of Participants

Since the program is highly participatory and allows time for trainees to build and practice new skills, it is recommended that the training not exceed 20 to 25 participants.

Structure of the Manual

The Doorways III manual has eight modules. There is a [Glossary](#) for clarification of terms. All glossary terms are highlighted in blue and hyperlinked to the Glossary. Resources are listed throughout the manual in the **How Can You Learn More?** section at the beginning of each module and in the [Bibliography](#) at the end. The eight modules are:

Module 1: Introduction

Module 2: Attitudes Towards Young People

Module 3: Gender

Module 4: Violence and School-Related Gender-Based Violence
Module 5: Human Rights
Module 6: Creating a Safe and Supportive Classroom Environment
Module 7: Response – Support, Referral and Reporting
Module 8: Action Plan and Pledge

Each module begins with an introduction that includes:

- A brief explanation of why this module or content was included as part of the SRGBV prevention and response manual.
- A brief description of each session within the module.
- A list of resources, including organizations, books, websites and other documents to learn more about the content in the module.

Each module consists of two to four sessions. All sessions are outlined as follows:



TIME

The estimated time it will take to facilitate the activity.



LEARNING OBJECTIVES

Specific skills and abilities the participants will gain from the session.



METHODS USED

Participatory-education methods used throughout the session.



MATERIALS

Materials needed to complete the session.



FACILITATOR PREPARATION

Any preparation needed prior to the session.



FACILITATOR NOTES

Special notes for the facilitator on the session.



ACTIVITIES

Step-by-step instructions to facilitate the session.



DISCUSSION QUESTIONS

Step-by-step instructions for group discussion about the activity.



SESSION WRAP-UP

Points to review with the participants at the end of the session, including the “take-away” messages.



REFLECTION ACTIVITIES (OPTIONAL)

Activities designed for participants to individually reflect on concepts that they have discussed or learned about in the training. Participants can use the notebooks provided at the beginning of the training to record their thoughts for their own personal reflection in response to questions posed in the reflection activities.



CONTENT INFORMATION FOR SESSION

Information for the facilitator’s reference and materials that participants will use in the training. This information is also provided for the participants in *Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response*.

Participatory Facilitation Methods

Below are brief descriptions of the facilitation methods primarily used throughout the manual.

Brainstorming:

Brainstorming is a method of inviting everyone to participate. A brainstorm is an exploration of ideas and is a great way to open a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone else gives. Each answer is simply recorded on flipchart paper or a chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and look at a topic from different angles and perspectives.

Group Discussion:

Group discussion elicits responses from participants on a particular topic or issue and provides many **teachable moments** to enhance knowledge or correct misinformation.

The effectiveness of the group discussion often depends on the use of **open-ended questions**, which are questions that go beyond a simple “yes” or “no”

answer. These questions seek to bring out feelings or thoughts about a topic or an activity.

- “What did you learn from this activity?” is an open-ended question because it invites participants to share their thoughts and reactions. “How did that activity impact you?” would be another example of an open-ended question.
- “Did you learn anything?” is not an open-ended question, as the participant can simply say “yes” or “no.” “Does that make sense?” is also not an open-ended question.

Another strategy to ensure effective group discussions is to communicate acceptance and validate feelings. People are far more likely to share their feelings and ideas if they know they will not be judged or criticized for expressing themselves or if others feel the same way they do.

Role-Play:

Performing role-plays in the classroom is an effective method for practicing and modeling new skills in a safe, supportive environment. Since role-plays can potentially be emotional, it is very important to emphasize that participants are playing characters and not themselves. Role-plays also provide an opportunity to remind participants of agreed-upon ground rules and group norms. It is important to encourage participants to role-play realistic situations. Role-play provides the opportunity to experience a real-life situation without taking real-life risks.

Vote With Your Feet:

Participants express their opinions and feelings on issues by going to a predesignated sign or point in the room that represents their feelings on that subject.

Warm-Up/Icebreakers:

Warm-ups or icebreakers are games to help participants relax, have fun and reconnect with each other. At the beginning of each session or meeting, lead participants in a warm-up. Games can also be used at the end of the day or between sessions and activities to lighten the mood and give participants an opportunity to relax after a difficult or intense session/day. For sample games and icebreakers, see *100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community* in the [Bibliography](#).

III. FACILITATOR INSTRUCTIONS AND TIPS

The facilitator must have some prior training in participatory teaching methods to use Doorways III effectively. Familiarity with the concepts of gender and human rights and experience working with young people are required. The facilitator

should also be able to discuss HIV and acquired immunodeficiency syndrome (AIDS) and reproductive health issues in public with a frank and unembarrassed, but sensitive, approach.

Facilitators create a participatory learning experience in which all participants teach each other through sharing, discussion and feedback. Your task as the facilitator is to create an environment in which that can happen.

A Good Facilitator:

- Sees the participants as experts with information and skills to share, rather than seeing himself or herself as the only expert in the room.
- Thinks of everyone as a participant and teacher, all learning from each other, and thinks of himself or herself as guiding the process rather than thinking of the participants as empty bowls to be filled with knowledge from the facilitator.
- Believes people learn by doing, experiencing, practicing and feeling, rather than by memorizing, repeating and recording information.
- Sees many possible answers to a situation or question rather than only one right answer.
- Thinks it is important for all to participate and be involved in the learning process rather than thinking control is better.

Program Preparation

Certain modules need to be customized before the training program starts.

Preparation for Module 4, Session 4: Gender Violence, Gender Norms and HIV/AIDS: Go to the Joint United Nations Program on HIV/AIDS (UNAIDS) website (www.UNAIDS.org) for accurate and current statistics on your country. Pay particular attention to statistics about young people and women. If possible, you may want to make photocopies of HIV/AIDS statistics from your country (e.g., infection rate, prevalence, gender data) and include them in the Teacher Reference Materials. You can use the **Global Statistics on Women and HIV/AIDS** (see **Content Information for Session, Module 4**) as an example.

Preparation for Module 7, Session 4: Using the Legal System to Address SRGBV: With the assistance of a legal expert, preferably one with experience in education-sector reporting requirements for violations of the Teachers' Code of Conduct or local and national laws, research the following:

- Local norms for punishing children.
- National/customary laws and regulations related to SRGBV, such as rape, defilement, sexual assault, corporal punishment, bullying, psychological/

emotional abuse, age of consent, cultural practices regarding initiation and the legal age of marriage.

- Procedures for reporting all forms of school-related gender-based violence through both the formal and traditional legal systems and the educational system (use Teachers' Code of Conduct, if available).

This research should address the following questions:

- When is a teacher legally required to report SRGBV to the school system?
- When is a teacher legally required to report SRGBV to the police?
- What are the procedures for reporting rape? Do police and hospital staff have a protocol for reporting sexual violence?
- What is the timing to report a sexual assault?
- To whom does a teacher report a violation of the Teachers' Code of Conduct?
- Is there a youth advocate or youth-specific expert within the judicial system?
- What types of protection are given to the person reporting (such as confidentiality, protection from reprisals and so forth)? To the victim?
- What is the timing to report a SRGBV incident of any kind?
- How should teachers go about reporting?
- What is the role of the customary or traditional legal system in reporting?
- Should the teacher document what happened?
- What types of evidence need to be collected for different gender-based violence crimes or violations of the Teachers' Code of Conduct?
- What reporting systems exist that will help the headmaster, police or village chief follow up on the report? In other words, what will happen with the report after the teacher makes it?
- What if the student does not want the teacher to report the incident, but the law says the teacher must?

Once the above information has been gathered, create a handout for participants using easy-to-understand language that clearly and simply states the laws and regulations (national laws, customary laws and Teachers' Code of Conduct) that protect students from physical, psychological and sexual abuse. The handout should identify the three types of SRGBV (physical, psychological and sexual) and state the pertinent national laws, customary laws and Teachers' Code of Conduct articles that apply to each type. This handout, **Laws, Regulations and Reporting Procedures**, supplements *Doorways III: Teacher Reference Materials on School-Related Gender-Based Violence Prevention and Response* and should be given to participants at the beginning of Module 7, Session 4.

Program Implementation

This section contains tips and suggestions that can contribute to a smooth and successful implementation of the Doorways program.

Separating Men and Women

All the activities are designed to maximize the participation of male and female participants together. In some sessions, however, you may want to separate men and women and have a facilitator of the same sex for each group so they feel more comfortable discussing sensitive topics such as being the victim or perpetrator of gender-based violence. Whether or not you separate men and women for some discussions is up to you, but your decision should be based on what will make them feel comfortable enough to express themselves freely and openly.

Supporting Participants Who Have Experienced Violence and Abuse

It is expected that some participants who participate in Doorways III will have a very personal connection to violence. Some participants may have observed or experienced violence at home or school but have never spoken about it with anyone or have accepted it as normal. Others might have experienced sexual harassment or violence in some form but never identified it as sexual violence. Some participants may have been subjected to painful teasing or bullying by peers but never felt comfortable speaking out. And still others might have been cruel or violent to another person and currently have guilty or confused feelings about it. Since violence is so prevalent in many societies, participating in these sessions may bring up deep-rooted pain and suffering. On the next page are strategies to comfort participants. In addition, have a mechanism in place to support and assist participants in their healing process, such as access to a counselor, nurse, doctor, religious leader, village elder or someone else who has experience in responding to gender violence.

ACTIONS THAT COMFORT

1. Be available immediately to provide the participant with assistance and support.
2. Bring the participant to a safe place outside the room, away from his or her peers. Make sure the place is safe and is not seen as a threat to the participant.
3. Focus on the participant. Ask what the participant would like to do at that moment (e.g., go home, not participate in the session but remain in the room, not participate in the session and sit outside or in another location within the room, talk to a counselor or supportive person immediately or the next day). Help the participant carry through with whatever he or she decides.
4. Be nonjudgmental. Provide support and information to the participant regardless of your personal feelings, beliefs or attitudes.
5. Do not overwhelm the participant with information, questions or advice. Do not assume the participant is ready for all the resources or help.
6. Listen to what the participant is saying. Provide the participant with understanding, support and assistance. Do not attempt to tell the participant how he or she feels. Assure the participant that it is normal to feel upset.
7. Be flexible in order to meet the participant's needs. Be prepared to call in a back-up facilitator, call for an extra-long break or call on a co-facilitator should a participant need immediate emotional support.
8. Always follow up with the participant. Following up shows the participant you care and are dedicated to his or her recovery and well-being.
9. Always have a counselor or qualified person available to help participants talk privately about their feelings.

ACTIONS THAT DO NOT COMFORT

1. Do not interrupt, ridicule or shame the participant.
2. Do not criticize or blame the participant.
3. Do not interrogate the participant.
4. Do not judge the participant.
5. Do not ignore the participant.
6. Do not minimize or ignore the participant's feelings.
7. Do not put the participant in a threatening setting.
8. Do not try to distract or divert the participant's attention from his or her feelings.
9. Do not tell the participant how to feel.
10. Do not discuss the participant's situation with others.

Collecting Feedback to Improve the Program

Self-reflection and feedback from others are useful to help improve your facilitation skills and the program overall. You should conduct some kind of evaluation after each session or at the end of each day. There are several different ways to find out how the program is going. Here are some suggestions:

1. Self-assessment: Questions to ask yourself:

- What went well?
- What was difficult?
- Did I achieve the objectives of the session?
- How will I do it differently next time?
- What did I learn from today's session that I can apply in the upcoming sessions?

2. Observation: If you are working with another person, take turns observing how the group is working together and responding to the activities and discussions. If you are facilitating the sessions alone, you can still observe how the group is reacting and working together. Be sure to observe the following:

- Are all the participants attending the program?
- Who is actively participating? Are there any participants who are remaining quiet?
- Who talks the most and who talks the least? Are participants listening to each other?
- Are participants working together or splitting up into smaller groups?
- What is the mood of the group? Do participants seem bored or interested in the activities?
- Does anyone seem upset or embarrassed by the activities?
- How do participants respond when others voice their opinions?
- Are participants giving feedback to each other and the facilitator during the sessions?

3. Feedback from participants: Invite participants to share their views on the sessions. You could go around the room at the end of the day and ask everyone to say something, or you could invite participants to volunteer to share one thing they liked about the day's session and one suggestion for improvement.

Here are some questions for gathering feedback:

- What is the most important thing you learned in this session?
- What did you enjoy most about this session?
- What did you find difficult about this session?
- What suggestions do you have for improving the next session?
- Are there any questions or issues we did not cover that you would like to discuss?

You can also use the “Vote With Your Feet” technique and make a sign that says “Very Interesting” and another one that says “Not Interesting.” Ask people to stand along the line according to how they feel about the session. Another option is providing a “Suggestions for the Facilitator” box and asking participants to write their suggestions on pieces of paper and put them in the box at the end of each day.

FINAL TIPS FOR A SUCCESSFUL PROGRAM

- Be familiar with the entire manual before beginning the program.
- Be familiar with all the sessions before delivering the sessions and have materials prepared beforehand.
- Anticipate any issues that might arise during more emotionally demanding sessions, such as sessions that discuss sexual abuse. See the section **Supporting Participants Who Have Experienced Violence and Abuse** for more information.
- Review the objectives with participants at the beginning of each session.
- Always try to provide local examples and make the activities relevant to participants’ daily lives and concerns.
- When possible, work from the known to the unknown and from easy to difficult subjects.
- Create a “parking lot” for issues that arise during a session but are not relevant to the session objectives. These issues can be discussed at another time or linked to other activities or sessions.
- Plan for icebreakers and energizing activities. They can be a great transition from one activity to another or used when energy in the group is low.
- Capture the important points during discussions. Clearly list them on flipchart paper for use during the summary and wrap-up activities. Consider asking a participant to assist.
- Connect new content or information to what participants already know and explain its relevance to their current situation, both individually and as a collective group.
- Be sure to end sessions on a positive note, with a clear take-away message. When appropriate, identify next steps or possible solutions to challenges.
- Encourage participants to answer each other’s questions. Open questions up to other participants by saying, “Does anyone have an answer to that question?”



Suggested Schedule for Doorways III⁴

DAY 1		
Module	Session	Time
Module 1: Introduction (2 hours, 30 minutes)		
• Participants say what they most enjoy about working with young people and being a teacher.	1: Introduction and Icebreaker	1 hour, 30 minutes
• Participants discuss their expectations of the workshop and establish ground rules.	2: Expectations and Ground Rules	1 hour
Module 2: Attitudes Towards Young People (3 hours)		
• Participants examine their attitudes about working with young people.	1: What Are My Attitudes Regarding My Students?	2 hours
• Participants examine the qualities of an ideal teacher, a welcoming classroom and a safe learning environment.	2: Qualities of a Great Teacher	1 hour
DAY 2		
Module 3: Gender (5 hours, 30 minutes)		
• Participants examine gender concepts to distinguish between sex and gender.	1: Introduction to Gender	3 hours
• Building on the concepts of gender, this session examines how gender influences the school environment, students' workloads outside the classroom and teachers' behaviors and expectations.	2: Gender, Education and the Classroom	2 hours, 30 minutes
DAY 3		
Module 4: Violence and School-Related Gender-Based Violence (11 hours)		
• Participants are introduced to the definition of violence and the three different types of violence: psychological, physical and sexual.	1: Defining Violence	5 hours, 30 minutes

⁴ This is a suggested schedule; it should be adapted as necessary. Facilitator should schedule lunch, icebreakers and energizers, breaks, daily evaluations and wrap-ups as needed, keeping local customs and norms in mind.

DAY 4		
Module	Session	Time
Module 4: Violence and School-Related Gender-Based Violence (...continued)		
• Participants identify the relationship between abuse of power and SRGBV and are introduced to the concept of force, which may or may not include physical force.	2: Power, Use of Force and Consent	2 hours
• Participants discuss how to handle an SRGBV incident as a bystander.	3: What to Do if You Witness an Incident of SRGBV	2 hours
• Participants identify the role teachers can play in promoting healthy gender norms that decrease the risk of violence and exposure to HIV.	4: Gender Violence, Gender Norms and HIV/AIDS	1 hour, 30 minutes
DAY 5		
Module 5: Human Rights (5 hours, 30 minutes)		
• Participants are introduced to the Universal Declaration of Human Rights (UDHR) and examine the rights they have as human beings.	1: Introduction to Human Rights	1 hour
• Participants are introduced to the Convention on the Rights of the Child (CRC) and discuss children's rights in regard to education and the responsibilities that accompany those rights.	2: Convention on the Rights of the Child	2 hours
• Participants examine their roles and their responsibilities as educators to honor the rights of their participants.	3: Children's Rights – Whose Responsibility Are They?	2 hours, 30 minutes
DAY 6		
Module 6: Creating a Safe and Supportive Classroom Environment (5 hours, 30 minutes)		
• Participants examine harmful classroom practices and alternative discipline measures.	1: Positive Discipline	3 hours
• Participants examine punishment versus discipline.	2: Classroom Management	2 hours, 30 minutes

DAY 7		
Module	Session	Time
Module 7: Response - Support, Referral and Reporting (8 hours, 30 minutes)		
<ul style="list-style-type: none"> Participants learn what is meant by response, including reporting and referring students to the appropriate people, and establishing response and support networks. 	1: What Is Meant by Response?	3 hours
<ul style="list-style-type: none"> Participants identify ways to respond to and assist students who come to them with a problem related to SRGBV. Participants are introduced to basic listening skills. 	2: Direct Support to Students	2 hours, 30 minutes
DAY 8		
<ul style="list-style-type: none"> Participants examine their ministry's (or school's) Teachers' Code of Conduct to determine how it can be used as a tool to prevent and respond to SRGBV. 	3: Using the Teachers' Code of Conduct to Address SRGBV	1 hour
<ul style="list-style-type: none"> Participants discuss proper reporting procedures in their communities and how to respond to violations of local and national laws. 	4: Using the Legal System to Address SRGBV	2 hours
Module 8: Action Plan and Pledge (2 hours, 30 minutes)		
<ul style="list-style-type: none"> Participants recommit to their roles and responsibilities to address SRGBV by committing to an action plan and signing a personal pledge. 	1: Action Plan and Pledge	1 hour, 30 minutes
<ul style="list-style-type: none"> Participants complete an evaluation of the training and a post-training assessment to assess change in knowledge, skills and attitudes. 	2: Training Wrap-Up and Evaluation	1 hour

1

MODULE I: INTRODUCTION

WHY THIS MODULE?

The Introduction module provides participants and facilitators an opportunity to learn more about one another and to establish trust while providing an overview and the goals of *Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response*. The sessions in the Introduction will give participants an idea of the “big picture” and explain how the program is set up, including a discussion of when participants will be meeting. It will provide participants with a clear picture of what is expected of them in the program (such as optional **Reflection Activities**) and give them a chance to express their expectations of the program.

WHAT IS IN THIS MODULE?

Session 1: Introduction and Icebreaker (1 hour and 30 minutes)

Welcome participants to the training program and make introductions. Participants will say what they most enjoy about working with young people and being a teacher. Participants interview each other, learn the meaning of each other’s names and list their expectations of the program.

Session 2: Expectations and Ground Rules (1 hour)

Discuss participants’ expectations and compare them with the goal of the program. As a group, establish ground rules to be followed throughout the training. Optional: Introduce the concept of the **Reflection Activities** (see **Introduction** for more information).

HOW CAN YOU LEARN MORE?

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. (A compilation of energizers, icebreakers and games.)

Session 1: Introduction and Ice Breaker



TIME: 1 HOUR AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Name one thing about the other participants.
2. List their favorite thing about being a teacher or working with children.
3. Address all participants by their preferred name.
4. Identify an interesting hobby or skill of the other participants.



METHODS USED:

1. Interviews
2. Individual presentations



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- One notebook for each participant
- Teacher Reference Materials



FACILITATOR PREPARATION:

1. Write and post the following so that they are easily visible for reference:
 - Daily Agenda (logistics of the day and sessions)
 - Session Objectives
 - Interview questions for Activity 2
2. Make copies of the **Teacher Reference Materials**, one for each participant.



FACILITATOR NOTES:

1. In most cultures, names are important and usually have a history behind them. Participants might also have a name they prefer, which is different from their official name. By honoring participants' names and the person who named them and asking them what they prefer to be called, you acknowledge their importance and self-worth.
2. If participants know each other and have worked together for a long time, you can pick another icebreaker or introductory activity. Also,

find out how comfortable men and women are mixing together. In some situations women might want to interview only women and men might want to interview only men, especially in the beginning of the training program.

3. Although everyone has a right to pass, it is very important that every person participate in this initial session. The first sessions help to establish trust and respect that will be used throughout the entire training program. Participants might or might not be used to mixed-sex groupings or working together. The purpose of the **Introduction** is for participants to get to know each other and to begin establishing trust. It is not necessary to spend a lot of time on this activity, because participants will have another opportunity to get to know each other better in the next activity.



ACTIVITY 1: INTRODUCTIONS (30 MINUTES)

1. Welcome all of the participants and introduce yourself and all the people involved in the workshop.
2. Distribute notebooks to be used throughout the program.
3. Distribute the Teacher Reference Materials. Explain that the case studies and charts used throughout the program are located in the Teacher Reference Materials. Ask participants to bring the Teacher Reference Materials to each session.
4. Facilitate warm-up/icebreaker. Use one of your own activities or review the resource in **How Can You Learn More?** for ideas.
5. Ask participants to form a circle. Ask participants to share their favorite aspect about being a teacher or working with young people.
6. Summarize the answers; point out the commonalities among the participants while highlighting the positive aspects of working with young people.



ACTIVITY 2: EXPECTATIONS (45 MINUTES)

1. Ask participants to break into groups and interview each other and answer the following questions. (Post the questions so that participants can refer to them.)

- What is your name?
 - Who gave it to you?
 - Why was the name given to you? What is the meaning of your name?
 - What do you prefer to be called?
 - Do you have an interesting hobby or skill other than teaching?
2. Ask participants to introduce their partners and to share the answers to the questions they asked during the interview.

Session 2: Expectations and Ground Rules



TIME: 1 HOUR



LEARNING OBJECTIVES:

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

1. Explain the goal and objectives of the teacher training program.
2. Compare their expectations with the objectives of the teacher training program.
3. Compose ground rules for the program.

METHOD USED:

Group discussion



MATERIALS:



- Chalkboard or flipchart
- Chalk or markers
- Notebooks
- Teacher Reference Materials: **Goal and Objectives of the Teacher Training Program**

FACILITATOR PREPARATION:



1. Write the **Goal and Objectives of the Teacher Training Program** (see **Content Information for Session**) on flipchart paper.
2. Set up parking lot issues to be explored further or as a follow-up after the session by writing “Parking Lot Issues” on the far side of the chalkboard or on a piece of flipchart paper posted on a side wall (see the **Introduction** for more information).

FACILITATOR NOTES:



1. It is important to let participants discuss their expectations and establish their own ground rules to affirm that, as adults, they have come to the program with knowledge of what they want to get out of it and that they have valuable contributions to make. It is a good idea to compare their expectations to the goal and objectives of the program, because participants could come in with false or unrealistic expectations. It is also a good idea to clear up any misconceptions related to expectations of the program in the beginning, so that all of the

participants know why they are there and what is expected of them. You (as a facilitator) and the people in charge of logistics should also participate in these **Introduction** activities to be considered part of the group and to have a chance to express your own expectations.

2. Keep the ground rules posted somewhere they can be seen throughout the training. Refer back to them when necessary.



ACTIVITY 1: EXPECTATIONS (30 MINUTES)

1. Ask participants to form groups of two or three. Ask them to write the answers to the following questions in their notebooks:
 - a. What are your expectations of this program?
 - b. What do you like about being a teacher/working with young people?
 - c. What do you NOT like about being a teacher/working with young people?
 - d. What are some of the issues around violence that you see in your profession?
 - e. Of these examples, which ones happen at school?
2. After everyone has had an opportunity to answer the questions, come back together as a group and form a circle.
3. In a circle, have participants share their answers. Everyone should have a chance to share. If the answers are the same, ask if someone has anything to share that has not already been mentioned.
4. Refer participants to the **Goal and Objectives of the Teacher Training Program** in their **Teacher Reference Materials**.
5. Make a connection between the participants' expectations and the program's objectives.



ACTIVITY 2: GROUND RULES (30 MINUTES)

1. Explain that, as adults, the participants should develop their own ground rules.
2. Ask participants to state ground rules for the training. If they have left anything out, use the **Suggested Ground Rules** in the **Content Information for Session** to add any other important rules.

3. Have a good time! It is acceptable to have a good time. Creating a safe space is about coming together as a community and with colleagues, being mutually supportive and appreciating other people's contributions and qualities.



SESSION WRAP-UP:

1. Congratulate participants on being part of a workshop that will be interesting and participatory. Remind them that they bring knowledge to the workshop and that you look forward to hearing more from each individual.
2. Remind everyone to call participants by their preferred name.
3. Explain that some of their expectations cannot be met (e.g., increasing teachers' salaries), but you will try to meet the workshop's goal and objectives. Tell them that at the end of the program there will be an evaluation to see whether or not the objectives of the workshop were met.
4. Remind them that the ground rules should be followed throughout the workshop.
5. Reiterate that, as teachers and those working with young people, they have a very important role to play in the future of the country and in helping students in their right to education. This workshop will also help them to increase their skills in working with young people. Everyone in this room wants a better future for children.



CONTENT INFORMATION FOR SESSION

Goal and Objectives of 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.

Suggested Ground Rules

1. **Time:** What are the expectations regarding time (such as starting and ending on time)?
2. **Products:** Are participants expected to complete anything? What are the expected products (questionnaires, take-home tasks, etc.)? The Reflection Activities are one option in this manual; they are a good way for participants to reflect on some of the issues they discuss in the training and to examine possibilities for change. If you wish to incorporate this approach, participants should be aware of the time commitment and discuss how the Reflection Activities will be processed.
3. **Roles:** What is expected of the participants? What is expected of the facilitator?
4. **Respect for others:** How is respect shown in this culture and context? How can disrespect be avoided?
5. **Participation:** Who is expected to participate? How can the facilitator provide equal opportunities for everyone to participate?
 - a. **Self-monitor:** If someone is talking too much or dominates the group, remind him or her that other people may require more time and sometimes it takes a few minutes to process thoughts before speaking. Occasionally, it is necessary to ask people to think quietly for a few moments before speaking up or to write down their answers before sharing to give the quieter participants a chance to participate.
 - b. **Listen with an open mind.** Do not judge others or what they say.
 - c. **Engage in dialogue:** It is OK to disagree with what someone says. Always refer back to the ground rules and the issue of respect.
6. **Disclosure and confidentiality:** Some of the subjects in the sessions will involve stories or case studies of students. Please do not have participants mention their own students by name. What is discussed in the training should not be repeated outside the group. Do not gossip about students or other school personnel.
7. **Right to pass:** It is always acceptable to pass, meaning, “I’d rather not say” or “I don’t want to answer.”

2

ATTITUDES TOWARDS YOUNG PEOPLE

WHY THIS MODULE?

In this module, participants will examine their attitudes regarding the rights, abilities and futures of their students. Before attitudes and behaviors can change, it is necessary to examine the beliefs behind those attitudes.

Activities in this module help to identify positive traits that each participant has and to identify colleagues they can look to as role models and mentors. Activities in this module also help to establish the peer/colleague mentor relationships that can be expanded on in some of the **Reflection Activities** and throughout the training program. This module helps participants see their profession as valuable and involves self-reflection on what it means to work with young people. It also begins the process for participants to recognize themselves as protectors of children, which is essential for reducing school-related gender-based violence.

WHAT IS IN THIS MODULE?

Session 1: What Are My Attitudes Regarding My Students? (1 hour)

Participants will examine their attitudes about working with young people. They will also discuss the correlation between attitudes and actions.

Session 2: Qualities of an Ideal Teacher (2 hours)

In this session, participants examine the qualities of an ideal teacher, a welcoming classroom and a safe learning environment.

HOW CAN YOU LEARN MORE?

- 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>. (In this book, children from all over the world were asked what they thought made a good teacher. It is available in English, French and Spanish.)

Session 1: What Are My Attitudes Regarding My Students?



TIME: 1 HOUR AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Reflect on their attitudes regarding the rights, abilities and capacities of their students.
2. Analyze the consistency of their attitudes and behaviors, how it relates to their teaching practices and the impact it has on their students.



METHODS USED:

1. Small-group discussion
2. “Vote With Your Feet” exercise



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencil
- Chart stand
- Pieces of paper marked “Agree,” “Disagree” and “Not Sure”



FACILITATOR PREPARATION:

1. Write each statement on its own piece of paper: “Agree,” “Disagree” and “Not Sure.”
2. Tape each piece of paper up high on different walls of the room before the session begins.



FACILITATOR NOTES:

1. The purpose of this exercise is for participants to reflect on their attitudes, an important activity in becoming self-aware, and to question their assumptions regarding children. By examining attitudes, then later examining how these attitudes affect behavior and the impact this behavior has on students, participants can begin to identify behaviors they would like to change. This program provides participants with strategies and the knowledge to do that.
2. Remain neutral and keep participants on track. Remind participants that the purpose of the activity is to explore their own attitudes and to become comfortable listening to and understanding the opinions of

others. The goal is not to divide the group or try to convince others to think their way.

3. This is an opportunity for participants to practice the **ground rules** they developed and agreed to. Refer to the ground rules at the beginning of the session and throughout, if needed.
4. For some issues, participants will neither agree or disagree, but will be somewhere in the middle. Sometimes a participant's opinion might depend on a specific situation—e.g., “Students should respect their teachers at all times, no matter what the situation.”
5. The following activity has 10 statements, but you may choose to read and process less.



ACTIVITY 1: WHAT ARE TEACHERS' ATTITUDES REGARDING THEIR STUDENTS? (1 HOUR)⁵

1. Tell participants that this activity will ask them to express their feelings and opinions regarding their students.
2. Point out the three different pieces of paper you posted before the session on the different walls: “Agree,” “Disagree,” “Not Sure.”
3. Explain to the group that you are going to read several statements. As you read each statement, you want them to think very carefully about how they feel about that statement. Each person will move to the section of the room that best supports his or her answer: “Agree,” “Disagree” or “Not Sure.”
4. Explain that after all the participants have moved to the area that represents their opinion, you will ask for volunteers to explain why they feel that way.
5. Explain that everyone has a right to express his or her opinion, without being judged, put down or disrespected. Remind participants of the ground rules and ask for a commitment to use these ground rules while participating in this activity.

⁵ Adapted from Advocates for Youth, “Four Corners: A Values Clarification Exercise,” and Canadian Coalition for the Rights of Children, “The Rights Line Up,” in *Monitoring Children's Rights: A Toolkit for Community-Based Organizations*; see Bibliography for full citation.

6. Last and most important, tell participants that they can change their minds and move their position at any time during the activity. For example, a participant might disagree, but after hearing the opinion of someone who agrees, he or she may agree or become not sure. It is fine to move around during the activity and discussion.
7. Explain to participants that they will be asked to stand during the activity. Ask participants not to sit or vote from their seats, unless their health requires sitting. Ask for an agreement from all participants to stay on their feet and participate during the activity.
8. Read each of the following statements one at a time and ask the participants to position themselves under the piece of paper that best reflects their opinion.
9. After each statement, ask the participants: Why did you take the position (agree, disagree, not sure) you did? Ask for at least one volunteer from each opinion (agree, disagree and not sure) to say why he or she took this stand.
10. Have the participants return to their seats for a general discussion.

Statements:

1. Boys and girls have equal capacity to learn.
2. Students should respect their teachers at all times, no matter what the situation.
3. Children have rights.
4. It is more important for boys to get an education than girls.
5. Adults always know what is best for young people.
6. If I hear or see someone harassing my students, it is my responsibility to speak up and stop it.
7. Young girls bring trouble on themselves by the way they dress.
8. Only girls experience violence in school.
9. Physical punishment is OK if it helps children learn.
10. Teachers are in powerful positions and can effect change.



DISCUSSION QUESTIONS:

After all statements have been processed and the group is seated, use the following questions to guide the discussion:

1. Did any of you learn anything about your attitudes regarding young people that you didn't expect?
2. What did you learn about how you feel towards your students?
3. What shapes your opinions about your students?
4. Does your work as a teacher ever conflict with how you feel about your students (e.g., teachers are the ultimate authority in the classroom and students do not have rights)?
5. Did any of you change or alter your opinion as a result of this activity?
6. How could your opinions about young people impact your work with young people?

***Note to facilitator:** This is a very important question; be sure to write answers on flipchart paper.*



SESSION WRAP-UP:

1. Congratulate participants for expressing their opinions, however popular or unpopular.
2. Summarize the activity by pointing out that although people may have disagreed with some of the statements and the other participants, everyone is here because we want what is best for young people and can agree on certain issues—e.g., “All want the best for young people,” “Children have rights, but also must be taught responsibilities,” “All feel that young people are contributing members of the community,” and so forth.
3. Reiterate that this training program is about the need to promote safe classrooms and attitudes that promote a safe learning environment for all students.
4. Teachers' attitudes towards their students greatly affect their behavior towards them, whether it is positive or negative. Teachers should always remember the great impact they have on students and should model respect at all times.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.

Session 2: Qualities of an Ideal Teacher



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Identify qualities of an ideal teacher and reflect on how teachers influence students' hopes and dreams for the future.
2. Compare their classroom to the ideal classroom and a safe learning environment, and identify areas for improvement.



METHODS USED:

1. Reflection/Guided imagery activity
2. Small-group discussion



MATERIALS:

- Flipchart and chart stand
- Notebooks
- Markers
- Teacher Reference Materials: **Qualities of an Ideal Teacher**



FACILITATOR PREPARATION:

1. Sometimes emotions arise when people are asked to go back to their childhood. If participants become upset or emotional, advise them to take care of themselves as needed. For example, if participants need to leave the room, then they may do so quietly. If participants need to talk to someone, have people in the room available to speak with them. (See **Supporting Participants Who Have Experienced Violence and Abuse** in the **Introduction**.)
2. Label three pieces of flipchart paper: “Qualities of an Ideal Teacher,” “Hopes and Dreams” and “How Did the Teacher Positively Influence You?” (see chart in Activity 1)



FACILITATOR NOTES:

None



ACTIVITY 1: REMEMBERING (1 HOUR)

1. Explain that you are going to facilitate an activity where participants will be asked to think back to when they were students.

2. Speaking in a calm, slow and peaceful voice, ask participants to think back to the time when they were students, around 10 to 14 years old (or you can give a specific grade):
 - Where were you living?
 - What did you like?
 - What did you do for fun?
 - What was important to you at this age?
 - What sort of things did you look forward to?
 - Do you remember your hopes and dreams for your future?
 - What were some challenges you faced?

3. Now think about school and what it was like when you were a student:
 - What made you want to go to school?
 - What role did school play in your dreams?
 - What was a welcoming classroom like? Picture what the atmosphere in the classroom was like.
 - Did you have a favorite teacher? Who was it?
 - Can you picture him or her?
 - How did he or she make you feel?
 - What did you like about the teacher? Was the teacher kind, intelligent or fair? What specific qualities made him or her special?
 - What was the discipline like in the classroom?
 - How did this teacher treat you?
 - How did this teacher treat other students?
 - How did the students treat the teacher?
 - How did the students treat each other?
 - Did this teacher influence any of your hopes or dreams?

4. Ask participants to individually write down any thoughts, feelings or surprises they experienced during the activity. Participants should not speak to one another during this writing activity. Explain that this list is for their eyes only; it will not be collected or be mandatory to share (3 to 5 minutes).

5. Ask participants to form small groups of three or four to discuss **what made their favorite teacher special**. At this point, participants are talking and not writing or making lists. They should also be talking in the first person (“I”) and sharing their own thoughts and feelings they had about the teacher and the learning environment when they were students that they were reminded of through the guided imagery. Make sure everyone has an opportunity to share his or her experience, even if you have to go over the allotted time.

6. Ask each small group to discuss the **hopes and dreams** that participants had as young people and how the classroom and teacher influenced those hopes and dreams. People are still talking in first person (“I”) and are speaking, not writing.
7. Now ask each group to make a composite list (on flipchart paper) of what makes an **ideal teacher**, based on what participants said made their favorite teachers special.
8. Next, ask each small group to make a list (on the opposite side of the flipchart paper) of **hopes, dreams and desires** they had as young people.
9. Ask participants to list how their favorite teacher **positively influenced** them and their hopes and dreams.
10. Ask participants if their students have similar hopes and dreams. Do they think things are similar for their students, or have things changed? Participants will probably not have any trouble coming up with qualities that make an ideal teacher, but you can use the following suggestions for prompts if needed.⁶ Be sure to ask for concrete examples of what these qualities look like:
 - Shows moral and professional integrity
 - Is professional and responsible
 - Is integrated into the community
 - Demonstrates self-control
 - Commands respect and shows respect to others
 - Is perceptive
 - Has a sense of humor
 - Is creative
 - Provides guidance and leadership
 - Is productive, energetic and enthusiastic
 - Is patient and caring
11. Instruct each small group to pick a spokesperson to present its **qualities of an ideal teacher** to the entire group.
12. Have another person present the **hopes and dreams** and another **how the teacher influenced** them.

⁶ Adapted from UNESCO, *Inter-Agency Peace Education Programme: Skills for Constructive Living*; see Bibliography for full citation.

13. While the groups are presenting, write all of the qualities on one master flipchart paper and look for the common overall themes. If some of the same qualities are repeated, put a checkmark or tick by them. The following is an example of possible themes that might be presented:

<p>Qualities of an Ideal Teacher</p> <ul style="list-style-type: none"> • Cared about students • Did not hit students • Understood students had outside interests and responsibilities • Always available for help • Made students feel valuable and supported 	<p>Hopes and Dreams</p> <ul style="list-style-type: none"> • 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
<p>How did the teacher positively influence you?</p> <ul style="list-style-type: none"> • 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 	

14. Point out the most common qualities and how teachers profoundly influence their students. Mention that students today have similar hopes and dreams and that teachers can influence them, both positively and negatively.



ACTIVITY 2: HOW DOES YOUR CLASSROOM COMPARE TO THE IDEAL TEACHER’S CLASS? (30 MINUTES)

1. Ask participants to take a few moments to review all of the flipcharts and look for some of the common, most listed qualities.

Then ask the following questions:

- Think of some qualities you have that you identified in your ideal teacher. What are some of the qualities you have in common?
- In what areas could you improve in order to make your classroom a safe and welcoming place for all students?
- Give some examples of how you could improve those qualities (e.g., “I want to make sure all my students feel safe in my classroom. If I see students teasing one student, I will let them know that is not tolerated in my classroom.”).

2. Ask participants to talk with a partner and share their ideas in the response to the last question above, as well as how they could improve those qualities. Be sure to have participants list strategies and steps to implement their ideas. After discussing their ideas and areas for improvement, ask them to record the list in their notebooks for future reference.



ACTIVITY 3: IDEAL TEACHER AND OPEN, FRIENDLY CLASSROOM (30 MINUTES)

1. Take a moment and ask participants to reflect on Activities 1 and 2. This activity is a summary of those activities, and participants are asked to write their answers in their notebooks so they can reflect back on them. Ask participants to write a short summary in their notebooks of what the following would look like:
 - a. **Ideal teacher**
 - b. **Safe and supportive classroom** (Be sure to prompt participants to include how students contribute to a safe and supportive learning environment.)
2. Ask participants to share their answers. If there are any new answers or different answers, make sure to write them on the flipchart paper.
3. To summarize, write on a piece of flipchart paper what participants think makes an ideal teacher and a safe and supportive classroom.



SESSION WRAP-UP:

1. Review all the qualities of an ideal teacher and of a safe and supportive classroom. Tell the participants that a safe classroom and school create a positive learning environment where students are physically, mentally, emotionally and socially safe.
2. Make the connection between the teachers and the influence they have on their students. It should also be pointed out that teachers have a great impact on their students and their hopes and dreams. Point out that their students have hopes and dreams, just as the participants did when they were young.
3. Teachers have a unique role in the lives of their students. Sometimes teachers spend more time with their students than the students' parents. Teachers can serve as role models and guide students to reach their hopes and dreams.

4. The next session will build on these qualities and discuss how factors outside of the classroom and things happening in students' homes can have a profound effect on their education.



REFLECTION ACTIVITY

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.

3

MODULE 3: GENDER

WHY THIS MODULE?

This module focuses on how the gender norms that teachers have for students can interfere with student learning and well-being. Participants are asked to examine gender stereotypes that might influence the expectations they have of their students and the way they treat them.

Understanding that gender roles are socially constructed and can be changed through education is a key factor in social change and imperative to preventing school-related gender-based violence.

WHAT IS IN THIS MODULE?

Session 1: Introduction to Gender (3 hours)

The introduction to gender concepts helps participants to distinguish between sex and gender. This session includes personal reflection and first memories of being treated differently because of being a boy or girl or being told to behave in a certain way because it was masculine or feminine. Participants will also discuss how gender roles influence their expectations and behaviors and how this impacts their students.

Session 2: Gender, Education and the Classroom (2 hours and 30 minutes)

Building on the concepts of gender, this session examines how gender influences the school environment, students' workloads outside the classroom and teachers' behaviors and expectations.

HOW CAN YOU LEARN MORE?

- Centre for Development and Population Activities (CEDPA). (June 2000). Gender, Reproductive Health, and Advocacy: A Trainer's Manual. Retrieved January 7, 2008 from <http://www.cedpa.org/content/publication/detail/738>.
- Williams, S., Seed, J., & Mwau, A. (1995). *The Oxfam Gender Training Manual*. Oxford, U.K.: Oxfam Publishing. <http://publications.oxfam.org.uk/oxfam/display.asp?isb=0855982675&TAG=&CID>.

Session 1: Introduction to Gender



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Describe the differences between **sex** and **gender**.
2. Examine and discuss their attitudes, feelings and experiences with gender inequities.
3. Examine **gender roles** and define **gender equality**.



METHODS USED:

1. “Vote With Your Feet”
2. Discussion



MATERIALS:

- Flipchart
- Chart Stand
- Markers
- Teacher Reference Materials:
 - **Definitions of Sex and Gender**
 - **Statements for Gender versus Sex Activity**



FACILITATOR PREPARATION:

1. Write the definitions of **sex** and **gender** on flipchart paper (see **Content Information for Session**).
2. Make two signs, one with the word “Gender” and the other with the word “Sex.”
3. For Activity 2, review the **Statements for Gender Versus Sex Activity** (see the **Teacher Reference Materials**) and adapt them, if necessary.
4. Be familiar with gender concepts and gender definitions: **gender norms, gender equality, gender roles** and **gender stereotypes** (see **Glossary**).
5. Be sure to save the flipcharts and masculine/feminine qualities from Activity 3. They will be referred to throughout the training and specifically in Module 4.



FACILITATOR NOTES:

1. **Gender roles** affect all people at some point in their lives, and for this reason participants are going to be asked to reflect on their own personal memories and experiences. It is important to reflect on personal experiences before questioning behaviors or beliefs. Some of these memories might be painful, embarrassing and difficult to discuss. No one will be forced to share memories if he or she does not want to, but the group activity is enhanced by individual contributions and everyone's participation.
2. **Gender equality** means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and differences between men and women and the roles they play.
3. Find examples of people who have overcome **gender stereotypes** to be successful in the community or country where you are working (e.g., female pilots or male nurses).



ACTIVITY 1: FIRST MEMORIES OF GENDER AND THE DIFFERENCE BETWEEN THE SEXES ⁷ (1 HOUR)

1. Ask participants to divide themselves into small groups of four or five members. It is important for participants to form their own groups so they are comfortable; they might want to have all-female and all-male groups. Introduce the following task:
 - a. Ask the participants to recall their own earliest, most significant, most meaningful memory of an experience related to discovering they were male or female (or that there was a difference between the sexes) and, therefore, were treated differently from the other sex. Some of the stories may refer to biological differences; some may refer to societal expectations. Share a story as an example. An example from a male could be, "I played with dolls and at around five, the other children started making fun of me and telling me only girls played with dolls."
 - b. Give participants a few minutes of internal reflection to recall their story, and then ask each person to share his or her story with the group.

⁷ Adapted with permission from the Centre for Development and Population Activities (CEDPA), *Gender, Reproductive Health, and Advocacy: A Trainer's Manual*, 2000; see Bibliography for full citation.

- c. After all the members of the group have shared their memories, ask them to work together to develop a five-minute drama, role-play, poem or song, picture, story or dance that depicts the memories shared within their smaller groups.
2. Ask each group to make its presentation (35 minutes).
After the presentations, encourage discussion about the individual memories shared within the groups by asking the following questions:
 - a. What was this activity like? How did you feel when you were sharing your story?
 - b. What did the memory that you shared tell you about being female? About being male? About life?
 - c. Has there ever been a time when you felt that because you were male or female you had fewer—or more—privileges than someone else?
 - d. What were your family’s expectations of you? Society’s expectations
 - e. What were your expectations and aspirations for yourself?
 - f. Explain that some of these expectations were based on gender; some may have been related to sex. Introduce the definitions of gender and sex. Give an example of each to demonstrate the difference between the two. Explain that you are going to discuss the concept of gender in the next activities.



ACTIVITY 2: GENDER VS. SEX (1 HOUR)

1. Refer participants to the definitions of **sex** and **gender** in the **Teacher Reference Materials** or on the flipchart paper.
2. Participants are now going to do an exercise to explore concepts of gender vs. sex. Read a **Sample Statement**, and then ask participants to stand next to the sign “Sex” or “Gender,” depending on whether the statement reflects biological or socially constructed roles (or what is considered **masculine** or **feminine**).
3. The statements are meant to facilitate discussion. Read the statement twice, but do not give any explanations. Just repeat the question, “Is this related to sex or gender?”
4. If a statement is clearly related to sex, they should stand under the “Sex” sign; if the statement is related to gender, they should stand under the “Gender” sign. If the statement is related to both, they should stand somewhere in the middle. This is not an activity about

whether or not they agree with the statement, but whether the statement is related to gender or sex. Note that some of the statements are based on gender stereotypes.

5. After participants have had time to stand in the spot that demonstrates whether they believe the statements are related to gender or sex, ask the following questions, allowing participants to express their opinions and justify where they are standing (if possible, try to get people who have different answers):
 - Why do you think this statement is related to sex?
 - Why do you think this statement is related to gender?
6. If you do not have a strong background in HIV/AIDS education, you can skip statement number eight. There shouldn't be any misinterpretation that women are responsible for causing HIV/AIDS.
7. After processing the **Discussion Questions**, review the definitions of gender and sex. Remind participants that gender is socially constructed, which means it is supported by societal structures such as the legal/judicial system, religious institutions and also the educational system. Explain that they will discuss the concept of gender more in the next activity.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

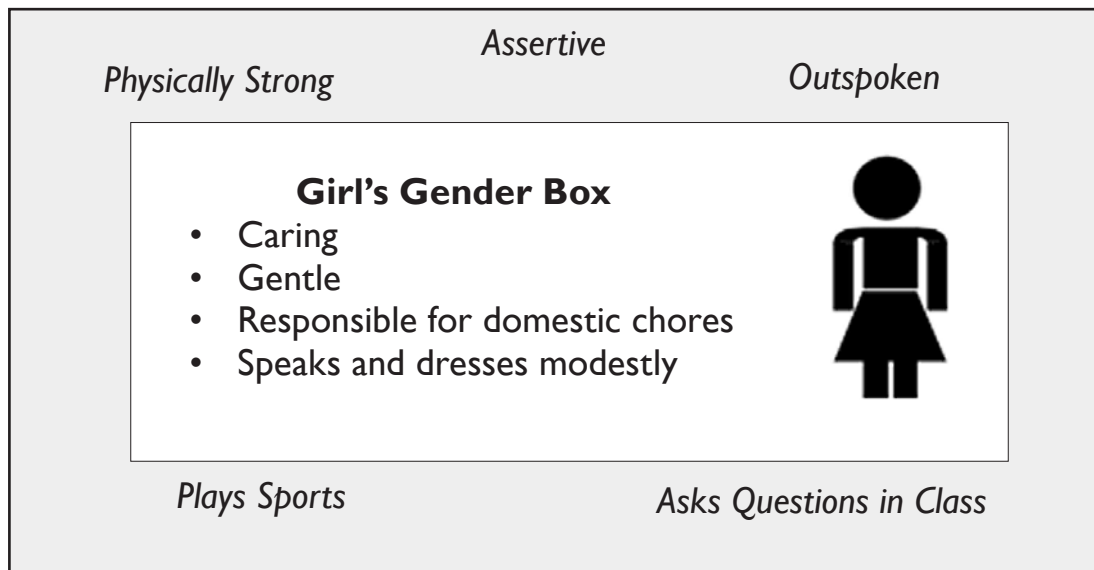
1. Why is it important to distinguish between biology (what is male and female) and societal expectations (what is perceived as masculine or feminine)?
2. How do gender roles affect you?
3. Do gender roles affect your expectations of your students? Give examples.
4. How do the notions of what is appropriate masculine and feminine behavior affect your classroom?
5. Do gender roles affect your behavior and expectations towards male and female colleagues?



ACTIVITY 3: GENDER BOX – ACT LIKE A MAN/ACT LIKE A WOMAN⁸ (1 HOUR)

1. Draw a picture of a boy on flipchart paper. Ask participants what they would like to name the boy. Write the answers to the following questions on flipchart paper around the drawing:
 - What message does your community send to this boy when he is told to act like a man?
 - What is he expected to do?
 - How is he encouraged to act? What is he discouraged from doing?
2. Now draw a picture of a girl on a separate sheet of flipchart paper. Give the girl a name. Repeat the same questions:
 - What message does your community send to this girl when she is told to act like a woman?
 - What is she expected to do?
 - How is she encouraged to act? What is she discouraged from doing?
3. Draw a box around the messages, drawings and answers from the participants; explain that this is a **gender box**. This is how we expect people to act, depending on society’s idea of what is considered masculine or feminine behavior.

GENDER BOX



⁸ Adapted from Kivel & Creighton, “Act Like a Man,” and the Oakland Men’s Project, *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People*; see Bibliography for full citation.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Compare and contrast qualities that are usually considered feminine; contrast them with qualities that are considered masculine. For example, if someone says a masculine quality is aggression, ask if there is a feminine counterpart for this quality.
2. Are there behaviors that are outside of the gender box? What happens when a man behaves in a way that is not in the box? What happens when a woman behaves in a way that is not in the box?
3. Do you know examples of men who have not conformed to the messages in the box? What about women? How did they do it? What was the community's or society's reaction to them?
4. Do you have expectations of your students in regard to how they should act, feel or behave? Are they different for boys and girls?
5. Refer to the definition of **gender equality**.
6. What can you do if you see your students calling people names because they are not “acting like a man” or “acting like a woman”?
7. Remind participants that as teachers and those who work with young people, they can serve as role models and not reinforce gender stereotypes.



SESSION WRAP-UP:

1. Both males and females are usually restricted in their behaviors, responsibilities and life choices because of culturally assigned roles and stereotypes. These are called **gender roles** and **gender stereotypes**.
2. Gender is socially constructed and can be changed. Sex is biological and cannot be changed.
3. Teachers have the power to change gender roles and treat their students with respect, regardless of their sex. This is one aspect of **gender equality** (see **Facilitator Notes**). Teachers can also serve as role models and not reinforce gender stereotypes. Participants will discuss how in the next session.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

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

Statements for Gender Versus Sex Activity

Sample Statements:

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

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

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.”⁹

⁹ WHO (World Health Organization), *Gender, Women and Health*; see Bibliography for full citation.

Session 2: Gender, Education and the Classroom



TIME: 2 HOURS AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Compare their expectations of male and female participants and examine their role as a change agent for gender equality in their classroom.
2. Recognize the challenges placed on their students, especially females, outside the classroom.
3. Examine their attitudes, beliefs and skills to teach girls and boys equitably.



METHODS USED:

1. Discussion
2. Direct Observation



MATERIALS:

- Flipchart
- Markers
- Tape



FACILITATOR PREPARATION:

If possible, develop a separate student daily schedule for girls and boys by speaking with three or four male and female students and asking them what they do from the time they wake up until the time they go to sleep. Be sure to get an accurate, hour-by-hour schedule. If possible, have male and female students come in and present their different schedules to the participants.



FACILITATOR NOTES:

1. **Exploitative labor** is work that is hazardous to students' physical, mental or emotional health. Any work that prevents children from attending school or missing class is considered against children's right to education and is abusive. This includes labor as punishment or running errands for teachers that cause the student to miss class.
2. Teachers should be aware of the obligations their students have outside the classroom. Teachers should realize that sometimes students' responsibilities to their families and household chores have an effect

on their schoolwork and other areas of their lives. For example, if a student is constantly sleeping in class, there may be something going on in his or her life that is causing this behavior.

3. In some cultural contexts, young women are expected to perform household chores in addition to their schoolwork, which often places a heavier burden on them. Boys are allowed to play or are excused from housework because that is considered girls' work. This can have a detrimental effect on girls and their educational outcomes.
4. Teachers should not always expect girls to do chores in and around the classroom. They should make an effort to make sure all students help, regardless of their sex.



ACTIVITY 1: STUDENTS' DAILY SCHEDULES (1 HOUR AND 30 MINUTES)

1. Have participants form two groups; one group is male and one group is female.
2. Tell them to think of a typical day in the life of students during the school week. Ask the female group to write the schedule for female students and the male group to write the schedule for male students. Before starting the activity, decide on a season, preferably a busier time of the year. The schedules should cover from the time students get up until the time they go to bed; write down the activities hour by hour. Put the schedule on a piece of flipchart paper.
3. Have the groups present their schedules, then compare and contrast them (45 minutes). If you spoke with students and got examples of their schedules, compare them to the schedules participants developed.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Is it important for teachers to be aware of what their students do on a daily basis? Why?
2. What kind of activities do girls do outside school, both before and after? What about boys?
3. What activities do they have in common?
4. What chores do the boys do at school?
5. What chores do the girls do?

6. Are there certain chores that you only assign to girls? Why?
7. Are there certain chores you only assign to boys? Why?
8. Are there activities one group does that the other group never does?
9. How do these schedules impact learning and what happens at school?
10. What did you learn today as a result of this activity?
11. Will this new information have an impact on your teaching or classroom? Why? How? Give specific examples.



ACTIVITY 2: WHY DO MALES AND FEMALES HAVE DIFFERENT LEARNING OUTCOMES? (30 MINUTES)

1. This activity is meant to be a large group discussion. It is better for the participants to arrive at answers based on the local context. Issues and ideas will come up that will be used in the summary. The questions below serve as prompts for a discussion, but based on the participants' answers, the questions may be asked in a different order.
2. Read the following for discussion:
A boy and a girl can come from the same mother and father and be raised in the same village. They can come to school at the same time, be in the same classroom, and have the same teachers throughout school. Are they both likely to successfully complete school at the same time?



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Who is more likely to get better grades? Boys or girls? Why?
2. Who is more likely to finish secondary school? Boys or girls? Why?
3. Who is more likely to go to tertiary school? Boys or girls? Why?
4. What are the reasons for girls dropping out of school? What about boys?
5. What happens to a girl who becomes pregnant in your school? What happens to a boy who gets the girl pregnant? Do they receive equal treatment in this situation?
6. Do you know of children living in your area who are not in school? Why is that?
7. How do gender stereotypes affect girls' and boys' ability to succeed in school?



ACTIVITY 3: WHAT CAN TEACHERS DO IN THEIR CLASSROOMS? (30 MINUTES)

1. Tell participants that now that they have identified how gender stereotypes or inequalities affect the classroom, they are going to discuss what they can do about it.
2. Have participants get into small groups of three to five people. Give each group a piece of flipchart paper.
3. Tell the participants they are going to brainstorm to identify factors that can be changed and how they can be changed. What can teachers do to make sure all students are treated equally?
4. Participants should not have any trouble coming up with their own lists, but the following can be used as prompts, if necessary.
 - Make sure chores are equitable and enhance students' educational experiences.
 - Have boys and girls take turns if a chore such as sweeping needs to be done.
 - Do not use books that contain or encourage gender stereotypes. If you have no choice, use the images to discuss gender stereotypes with students.
 - Try to balance the interests of boys and girls.
 - Be conscious of gender stereotypes and do not perpetuate them.
 - Have high expectations for all of the students and help them to reach their full educational potential.
 - Create forums, such as Girls' Clubs and Boys' Clubs, for students to share and to realize their full potential.
 - Encourage girls, giving them extra attention when needed, to enhance their potential.
 - Be conscious of students' workloads outside of school. Students come to class to learn, not to work.



SESSION WRAP-UP:

1. Teachers as change agents are essential to reforming schools and changing gender stereotypes. Changes teachers make in the classroom regarding their negative gender stereotypes can have a profound effect on students' and communities' attitudes.
2. Remind teachers that change begins slowly and with small steps. Young people should not be limited by gender norms, and teachers have the power to change gender stereotypes even if it is on a small scale.

3. Teachers' expectations have a direct and profound effect on their teaching. Sometimes teachers might not even realize that they are practicing differential treatment.
4. In some cultural contexts, girls are expected to perform household chores in addition to their schoolwork, which often places a heavier burden on them. Boys are allowed to play or are excused from housework because that is "girls' work." This can have a detrimental effect on girls and their educational outcomes.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.

4

MODULE 4:

VIOLENCE AND SCHOOL-RELATED GENDER-BASED VIOLENCE

WHY THIS MODULE?

This module deals with some of the core concepts and issues of this training program. These sessions give participants an opportunity to discuss what constitutes violence, and then narrows the focus to examining gender-based violence in and around their schools and in individual classrooms. Participants will examine causes of violence and their roles as teachers in the prevention of behaviors that lead to violence and abuse. This module examines how to handle a school-related gender-based violence (SRGBV) incident as a bystander. This module concludes by showing the relationship of gender violence and gender norms to HIV infection.

WHAT IS IN THIS MODULE?

Session 1: Defining Violence (5 hours and 30 minutes)

Participants are introduced to the definition of violence and the three different types of violence: psychological, physical and sexual. The session also introduces SRGBV, its effect on students and their learning outcomes, and the idea that teachers can prevent it.

Session 2: Power, Use of Force and Consent (2 hours)

Participants identify the relationship between abuse of power and SRGBV and are introduced to the concept of force, which may or may not include physical force. The session also examines consent and its relationship to gender violence. Participants will discuss the impact of consent, use of force and power on violence and in adult/child and teacher/student relationships.

Session 3: What to Do if You Witness an Incident of SRGBV (2 hours)

This session discusses how to handle an SRGBV incident as a bystander. Participants will also practice intervening during an incident of SRGBV.

Session 4: Gender Violence, Gender Norms and HIV/AIDS (1 hour and 30 minutes)

This session brings together what participants have learned about gender norms and gender violence to demonstrate their impact on HIV/AIDS, which has devastated communities around the world. Participants will identify the role teachers can play in promoting healthy gender norms that decrease the risk of violence and exposure to HIV. A key message of the session is that addressing harmful gender norms is an important strategy in preventing the spread of HIV infection.

HOW CAN YOU LEARN MORE?

- Interagency Youth Working Group (IYWG). (n.d.). Website. Retrieved June 18, 2008, from the Information & Knowledge for Optimal Health (INFO) Project Website. The IYWG is supported by the U.S. Agency for International Development (USAID). <http://www.infoforhealth.org/youthwg/>.
- 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>.
- 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/ebi4gbgdtwxeotyfwshe4wdqg6fsfgzvi-gnbgamvnu4mz42mjlqcftpkvtw35ry53fm2kgbczb6mcd/YL16e.pdf>.
- UNAIDS, Global Initiative on Education and HIV and AIDS (EDUCAIDS). (2008). *The EDUCAIDS Overviews of Practical Resources*. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO). <http://www.educaids.org/>.
- Vann, B. (2004). *Training Manual Facilitator's Guide: Multisectoral and 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.

Session 1: Defining Violence



TIME: 5 HOURS AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Examine their personal feelings and attitudes related to violence.
2. Recognize three types of violence: psychological, sexual and physical.
3. Define SRGBV and look at some examples of SRGBV.
4. Explain the impacts that different types of gender violence have on the educational and health outcomes of students.



METHODS USED:

1. “Vote With Your Feet”
2. Large-group and small-group discussions
3. Scenarios
4. Brainstorm activity



MATERIALS:

- Small strips of paper or index cards (that can be put up on flipchart paper)
- Teacher Reference Materials:
 - **School-Related Gender-Based Violence: Definition and Types (Appendix A)**
 - **Examples of Three Types of Violence**
 - **Examples of SRGBV**
 - **Scenarios for Types of Violence That Affect Young People**



FACILITATOR PREPARATION:

1. Prepare three pieces of paper, one with “Agree,” one with “Disagree” and one with “Not Sure.” Post the pieces of paper on the wall on different sides of the room.
2. Be familiar with the three types of violence (psychological, physical and sexual). Write some examples on flipchart paper or refer participants to their **Teacher Reference Materials**.
3. Participants should read and be familiar with the complete definition of SRGBV (located in **Appendix A**) before the session.
4. Have definitions from the session about gender available for reference.

5. Be aware of the most common forms of SRGBV in the community where participants are working. Look for examples from the local context (see the **Teacher Reference Materials** for examples of SRGBV).
6. Be familiar with the most common types of violence that participants are familiar with, and have a counselor available, if possible. In some situations and countries, participants might have witnessed severe and extreme violence (such as war), which can bring up intense emotional feelings.



FACILITATOR NOTES:

1. Some of the participants might consider the violent behaviors mentioned in this session a normal part of life and not view them as violence. This training program is intended to enable participants to question and, ultimately, change their ideas of what they consider to be violence.
2. Remind participants about confidentiality and not to mention names. Also, it is not appropriate to gossip about students, teachers or those suspected of abusing children. This is a space where everyone can speak freely and confidentially.
3. Be aware that many of the participants might have had similar experiences or know of student experiences similar to those in the scenarios. Refer to the **Introduction** at the beginning of the manual and the section **Supporting Participants Who Have Experienced Violence and Abuse**.
4. In Activity 4, use Scenario 8 to point out an example of **exploitative labor**, which is abusive.



ACTIVITY I: VIOLENCE/VOTE WITH YOUR FEET (1 HOUR)

1. Tell the group that this activity, which will be done in one large group, will ask them to express their feelings and opinions regarding violence.
2. Point out the three pieces of paper you posted before the session on different walls: “Agree,” “Disagree,” “Not Sure.”
3. Explain to the group that you are going to read several statements. As you read each statement, you want them to think very carefully about

how they feel about that statement. Each person will move to the section of the room that best supports his or her answer: “Agree,” “Disagree,” or “Not Sure.”

4. Explain that after everyone has moved to the sign that represents his or her opinion, you will ask for volunteers to explain why they feel that way.
5. Explain that everyone has a right to express his or her opinion, without being judged, put down or disrespected. Remind participants of the **ground rules** and ask for a commitment to use these ground rules while participating in this activity.
6. Last and most important, tell participants that they can change their minds and move their position at any time during the activity. For example, participants might say they disagree, but after hearing the opinion of someone in the “Agree” category, they may then agree or become not sure. It is fine to move around during the activity and discussion.
7. Explain to participants that they will be asked to stand during the activity. Ask participants not to sit or vote from their seats, unless their health requires sitting. Ask for an agreement from all participants to stay on their feet and participate during the activity.
8. Read each of the following **Sample Statements**, one at a time. Ask participants to position themselves under the sign that best reflects their opinion of that statement.
9. After each statement ask the Discussion Questions.
10. Ask participants to return to their seats for a wrap-up discussion.

Sample Statements:

1. Bullying is a normal part of growing up that students must accept.
2. Boys do not experience sexual harassment.
3. Teachers cannot change cultures that tolerate violence.
4. Teachers should not use violence to punish students.
5. Power imbalances between boys and girls contribute to violence.



DISCUSSION QUESTIONS:

Ask for volunteers from each opinion (agree, disagree or not sure) to say why he or she took that stand. Use the following questions to guide the discussion:

1. Do you think your attitudes towards gender roles influenced your opinions? Why or why not?
2. How do gender stereotypes influence how you view violence?
3. How do social customs influence your answers?



ACTIVITY 2/PART 1: TYPES OF VIOLENCE (1 HOUR)

1. Participants should form small groups of three or four people.
2. Give each group a piece of flipchart paper. Tell participants to write the word “Violence” across the top of the paper.
3. Ask each group to think about the word “violence,” and then draw as many images that come to mind.
4. Ask each group to come to the front of the room and present what they have drawn or written to the larger group.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Do you notice any recurring themes?
2. Are there images or words that appeared in all the presentations?



ACTIVITY 2/PART 2: THREE TYPES OF VIOLENCE (1 HOUR)

1. Explain that violence falls into three categories (psychological violence, physical violence, and sexual violence). Refer participants to the examples in the **Teacher Reference Materials** or on the flipchart. Have participants read each example.
2. Ask the small groups to go back to the posters they created (in Activity 2/Part 1) and determine what type of violence they drew or described.
3. Instruct small groups to write the letter “S” beside all types of sexual violence they portrayed, the letters “PHY” beside all types of physical violence they portrayed and the letters “PSY” beside all types of psychological violence they portrayed.

4. Be sure to point out that psychological violence is the least visible of the three types of violence and participants might not list examples. Be prepared to provide examples of psychological violence.
5. Keep the posters posted in the room.



DISCUSSION QUESTION:

Use the following question to guide the discussion:

Is it possible that one act of violence could actually cross over into two or more types of violence? The answer is yes. For example, girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual abilities (psychological abuse).



ACTIVITY 3: SCHOOL-RELATED GENDER-BASED VIOLENCE (1 HOUR)

1. Write “Gender-Based Violence” on flipchart paper. Refer back to the definition of gender.
2. Ask participants how they would define gender-based violence (GBV) based on what they know about gender. Record participants’ comments on the flipchart paper.
3. Refer participants to the definition of GBV in the **Glossary** of the **Teacher Reference Materials**. Compare the participants’ version with the definition:

Gender-based violence is 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.

4. Refer back to the drawings from Activity 2/Part I. Ask participants which examples could qualify as GBV.
5. Now write “School-Related Gender-Based Violence” on flipchart paper. Based on the definition of GBV and the word “school,” how would they define SRGBV? Record participants’ comments on the flipchart paper.

6. Refer participants to the definition of SRGBV in the **Glossary** of the **Teacher Reference Materials**. Compare the participants' version with the definition:

School-related gender-based violence is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or combinations 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.

7. Refer back to the drawings from Activity 2/Part 1. Ask participants which examples could qualify as SRGBV.
8. When reviewing the illustrations, ask what makes these examples of GBV. What makes these examples of SRGBV? Refer participants to the **Examples of SRGBV** in the **Teacher Reference Materials**. Have participants read each example.



ACTIVITY 4: TYPES OF VIOLENCE THAT AFFECT YOUNG PEOPLE (1 HOUR AND 30 MINUTES)

1. Ask participants to form small groups of three to four people.
2. Keeping the **Learning Objectives** in mind, give each group one of the scenarios (see the **Teacher Reference Materials**). You may want to adapt the scenarios to make them more relevant to the country and communities where the participants work.
3. Ask one person in the group to read the scenario out loud.
4. Give participants 30 minutes to read their scenario and answer the **Discussion Questions**.
5. Have groups present a summary (two or three sentences) of their scenario (3 minutes) to the whole group. Remind participants it is not necessary to reread the scenarios.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What type(s) of violence is the young person in your scenario experiencing? Discuss the gender aspects of this incident of violence.
2. What are the effects of this type of violence on the student? What are some possible consequences of this violence if it goes unchecked?
3. Is this type of violence something that has happened in your school?
4. Have you encountered this situation before? How did you counsel the student?



SESSION WRAP-UP:

1. Thank participants for their ideas and their participation. There are different types of gender violence, and they all have an impact on students and their mental well-being.
2. School-related gender-based violence has been happening for a long time. Many of the participants have probably experienced SRGBV themselves. Remind participants that they are in a great position to become agents of change and to make a difference in the lives of their students.
3. Remind participants that they are going to revisit these scenarios and discuss strategies for addressing gender violence in depth in the upcoming sessions.



CONTENT INFORMATION FOR SESSION

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

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

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 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 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 he 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: Power, Use of Force and Consent



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Identify the relationship between abuse of power and SRGBV.
2. Recognize that violence in the form of SRGBV means using some type of force, which might or might not include physical force.
3. Describe the impact of consent, use of force and power on violence and in adult/child and student/teacher relationships.



METHODS USED:

Large-group discussion



MATERIALS:

- Blank flipcharts
- Chart stand
- Markers
- Flipcharts from previous sessions on violence
- Teacher Reference Materials:
 - **Scenarios Related to Power**
 - **Use of Force and Consent**



FACILITATOR PREPARATION:

1. Have flipcharts from previous sessions on violence available.
2. Review talking points on **power, use of force and consent** (see Activities 1 and 3). Be familiar with these talking points in order to guide the discussion and make these very important points related to SRGBV. The notes on power, consent and the use of force emphasize points that should be brought out in the discussion, but do not read them or use them to lecture participants.



FACILITATOR NOTES:

The points in the following activities should come out in the discussion, but use these points to help guide the discussion, if necessary.



ACTIVITY 1: POWER (15 MINUTES)

1. Use these points to help guide the discussion on power.¹⁰
 - a. Perpetrators can have real or perceived power. Examples of different types of power and powerful people include the following:

	Types of Power	Powerful People
<i>Social</i>	Peer pressure, bullying	Leaders, teachers, parents
<i>Economic</i>	Controls access to goods/services/money/favors	Husband, father, head of household
<i>Political</i>	Implements discriminatory laws	Elected leaders, village elders
<i>Physical</i>	Strength, size, use of weapons, controls access or security	Soldiers, police, robbers, gangs
<i>Gender Based</i>	Cultural norms, traditional family structures	Males are usually in a more powerful position than females
<i>Age Related</i>	Cultural norms, traditional family structures	Young people have the least power

- b. Power is directly related to choice. The more power one has, the more choices are available. The less power one has, the fewer choices seem to be available. Disempowered people have fewer choices and are therefore more vulnerable.
 - c. Gender-based violence involves the abuse of power. Unequal power relationships are exploited or abused.
 2. On the flipchart, write “Power.”
 3. Ask the group, “What gives someone power?” Write the answers on the flipchart.
 4. What different types of power are there? What types of people have power? Give some examples of people who have power in the world, the community and the school (e.g., elected leaders, village elders, head teachers).

¹⁰ Adapted from B. Vann, *Training Manual Facilitator’s Guide*; see Bibliography for full citation.

5. Who has power in relationships between adults and children? Is this based on cultural norms? Please explain.
6. Do all people with power abuse their power? (no)
7. Explain that SRGBV is about the abuse of power. Whether the power is real or perceived, the victim of the abuse believes the power is real.
8. Leave the “Power” flipchart paper up on the wall so that it can be seen and referred back to.



ACTIVITY 2: USE OF FORCE (30 MINUTES)

1. Use these points to help guide the discussion on force. Refer participants to the definition of **force** in the **Glossary** of the Teacher Reference Materials.
 - **Force** can be physical, emotional, social or economic in nature. It might also involve coercion or pressure. Force also includes 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.
 - Violence consists of the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person.
 - Using violence involves making someone do something against his or her will, using force.
2. Write “Use of Force” on a piece of flipchart paper. Ask how use of force is related to violence. Write the answers on the flipchart paper.
3. Summarize by explaining that violence in this context involves the use of some type of force.



ACTIVITY 3: CONSENT (15 MINUTES)

1. Write “Consent” on a piece of flipchart paper.
2. Ask participants what consent means to them. Write their responses on the flipchart paper. Discuss their answers. Ask someone to describe or explain the relationships among **violence, power, use of force** and **consent** (see the following suggestions).

Consent means saying “yes” or 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.

3. Ask participants if they can think of any examples. One of the most common examples is relationships with older men, who are sometimes called “sugar daddies.” Be sure to make the following points:
 - Some adults prey on young people who are economically challenged. For example, if a man asks a young girl to have sex with him in exchange for paying her school fees, it is unacceptable because he is the adult, and he is taking advantage of her vulnerability because she has no money to pay for school.
 - Teachers are always responsible for their actions. For example, the notion that a teacher has a “love affair” with a student is not acceptable. Sex between a teacher and a student is unprofessional conduct and in most countries considered defilement when the girl is under age.



ACTIVITY 4: ANALYSIS OF SCENARIOS RELATED TO POWER, FORCE AND CONSENT (1 HOUR)

1. Divide the participants into small groups of three to four people. Assign each group a scenario (see Teacher Reference Materials). Some groups may have the same scenario.
2. In small groups, have participants discuss the scenario and answer the questions.
3. Have each group summarize their scenario and present their responses to the whole group.



SESSION WRAP-UP:

1. School-related gender-based violence is an abuse of power. Even though situations like “sugar daddies” occur, they are still wrong because of the unequal power relations, the use of force and subtle use of coercion.

2. Consent is a very important factor in SRGBV. A child cannot consent to a sexual relationship with an adult. Reiterate that a teacher must never have a sexual relationship with a student because in most cases it is illegal and against any professional code of ethics.
3. Adults should always keep in mind that they are the ones who have the power in relationships between adults and children and should never abuse that power. A child agreeing to an adult's request does not always mean that the child is freely consenting; the child may be bowing to very subtle pressure, unspoken threats or acting out of fear.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

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?

Session 3: What to Do if You Witness an Incident of SRGBV



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Discuss how to handle an SRGBV incident as a bystander.
2. Practice intervening during an incident of SRGBV.



METHODS USED:

1. Brainstorming
2. Small-group discussion
3. Role-play



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Teacher Reference Materials: **Bystander Diagram**
- **Bystander Scenarios** (See **Content Information for Session**)



FACILITATOR PREPARATION:

1. Review and familiarize yourself with the Bystander Scenarios.
2. Make copies of Bystander Scenarios to give each small group one scenario.



FACILITATOR NOTES:

Bystanders are people who are at the scene of an unsafe interpersonal (between two or more people) action but are neither the aggressor nor the victim.



ACTIVITY 1: WHAT IS A BYSTANDER? (1 HOUR)

1. Looking back at the incidents of violence that were drawn on flipchart paper (see Module 4, Session 1, Activity 2), ask participants if they have ever witnessed a violent or abusive situation between two people, either adults or children, and wanted to intervene or were not sure if they should intervene. It could have been between family members, friends, students or even their own children.

2. Ask for examples and list them on flipchart paper.
3. Introduce the definition of bystander.
4. Divide participants into four small groups. Give each group one of the bystander scenarios (see **Content Information for Session**) and have them answer the questions.
5. Ask the groups to share their scenarios and answers with the larger group.
6. Tell participants that bystanders frequently outnumber aggressors and victims. Bystanders should act when they see an incident of SRGBV. By doing nothing, they do not help the problem or change the outcome of the situation. In fact, if bystanders do nothing, the perpetrator (person doing the act of violence) may interpret the lack of action as sign of approval.
7. Refer to the **Bystander Diagram** in the **Teacher Reference Materials**. Explain that the diagram applies to verbal harassment, teasing, abusive language and acts of physical aggression.
8. Remind participants that when they interfere, they should keep two important things in mind:
 - Personal safety. If personal safety is jeopardized, seek the assistance of a community leader or authorities (head teacher, discipline committee chair, village elder or police) immediately.
 - Defuse violence rather than escalate it.
9. Share the other steps for intervening:
 - Stay calm.
 - State your position clearly and calmly.
 - Listen to and understand the points of view of the victim and the aggressor.
 - Define the problem in a way that will prevent or stop a fight and defuse the tension.
 - Communicate positive messages.
 - Identify the problems and possible solutions with the victim and the aggressor.
 - Propose alternatives and work out a compromise.



ACTIVITY 2: BYSTANDER ROLE-PLAY (1 HOUR)

1. Using the same small groups and scenarios as in Activity 1, tell participants to prepare a 5-minute role-play intervening as a bystander. In each role-play there should be at least one aggressor, one victim and two bystanders. Give groups about 10 minutes to prepare their role-plays.
2. Ask each group to perform its role-play.
3. Then, answer the **Discussion Questions** as a whole group.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What do you think about the way the characters handled the problem?
2. Do you think they resolved the problem? Do you think the perpetrator will change his or her behavior? What about the victim?
3. Are there any other things the bystander could have done?
4. What should the bystander do differently next time?



SESSION WRAP-UP:

1. Use points brought out in the activities to emphasize specific actions participants can take to prevent acts of SRGBV. Remind participants that they should always consider their personal safety and use their best judgment.
2. State that if you see someone who is in physical danger or a physical altercation, you should intervene (with help when necessary) immediately. Keep in mind that sometimes it is best to speak to the perpetrators in private or when they have calmed down. The point is to defuse the situation; you do not want to embarrass anyone in front of colleagues or other students.
3. Emphasize the important role participants play in preventing violence and SRGBV. Remind them that by taking action, they serve as role models for young people and will help to inspire others to take action.

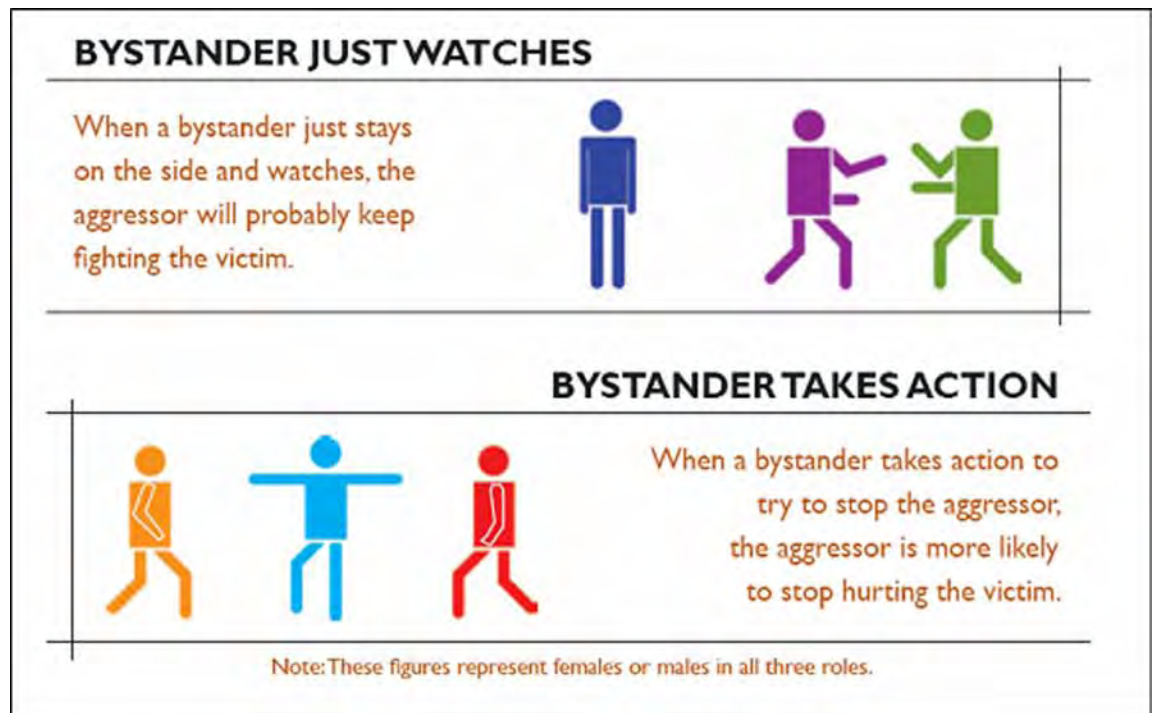


CONTENT INFORMATION FOR SESSION

Bystander Scenarios

1. You have just found out a colleague (another teacher) is having a sexual relationship with a student. You think students and teachers frequently have sexual relationships and you do not wish to get involved.
 - If you believe you should not get involved, how will that affect the behavior of your colleague?
 - How will that affect the behavior of the student? What could happen to the student?
2. You witness male students harassing female students, teasing them about their breasts and menstruation. You think that sort of teasing is normal.
 - As a bystander, how will your not interfering affect the behavior of the male students?
 - How will not interfering affect the behavior of the female students?
3. You see a group of female students harassing a male student about being a virgin. You see that the male student is upset. You approach the students in private and tell them their behavior is unacceptable.
 - How will your actions affect the behavior of the female students?
 - How will your actions affect the behavior of the male student?
4. You see a teacher belittling a student and calling her “stupid.” You know that it is wrong for teachers to belittle students, so you decide to speak to the teacher privately to discuss this behavior.
 - How will your actions affect the behavior of the teacher?
 - How will your actions affect the behavior of the student?

Bystander Diagram¹²



¹² This session and the “bystander” concept were adapted from Pulizzi & Rosenblum, *Building a Gender Friendly School Environment*; see Bibliography for full citation.

Session 4: Gender Violence, Gender Norms and HIV/AIDS



TIME: 1 HOUR AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Recognize the relationship between gender violence and gender norms and HIV/AIDS.
2. Identify the role of teachers in promoting gender norms that reduce the risk of violence and HIV infection.



METHODS USED:

1. Brainstorming
2. Group discussion
3. Role-play



MATERIALS:

- Chalkboard, chalk and eraser
- Flipchart
- Markers
- Chart stand
- Teacher Reference Materials:
 - **What Is AIDS? What Is HIV?**
 - **Global Statistics on Women and HIV/AIDS**
 - **Key Messages on the Linkages Between Gender Violence and Gender Norms and HIV/AIDS**



FACILITATOR PREPARATION:

1. This session makes the link between gender norms and gender violence and HIV/AIDS. You will need to refer back to the issues discussed in previous sessions (gender and SRGBV) to effectively make that connection.
2. You should be able to answer basic information on HIV/AIDS and modes of transmission. See **What is AIDS? What is HIV?** in the **Content Information for Session** as a reference. It is assumed that participants know what HIV/AIDS is and are able to explain in simple terms how the virus is spread. It is important that you give accurate and up-to-date information and are able reinforce factual information

and dispel myths. If necessary, call in an expert to help you facilitate.

3. Participants should also be familiar with issues surrounding HIV/AIDS in the country and context where they are working. Be sure to reinforce factual information and dispel myths surrounding HIV/AIDS.
4. **Global Statistics on Women and HIV/AIDS** in the Teacher Reference Materials gives some global statistics on violence against women and girls and HIV/AIDS. While these statistics provide a global overview, it is important for participants to understand the HIV/AIDS pandemic in the local context as well. Providing a global overview and local statistics prepares participants for the realization that HIV/AIDS is a global pandemic and they have a role in helping to mitigate and prevent the spread of HIV.
5. Prepare accurate and current statistics for your country (see UNAIDS website in **How Can You Learn More?**). Pay particular attention to statistics about young people and women. If possible, you may want to make photocopies of HIV/AIDS statistics from your country (e.g., infection rate, prevalence, gender data and the like) and include them in the Teacher Reference Materials. This information is important so participants have accurate information pertaining to their country and situation. You can use the **Global Statistics on Women and HIV/AIDS** as an example for making your own country-specific materials.
6. Be familiar with the **Key Messages on the Linkages Between Gender Violence and Gender Norms and HIV/AIDS** in the **Content Information for Session**. Use the information to guide the activities and discussions.
7. Identify sources of information on HIV and AIDS prevention and education. This is a great opportunity to share resources such as people living with HIV/AIDS (PLWHA) groups, teacher support groups, health care centers, where to get antiretroviral drugs (ARVs) and voluntary counseling and testing (VCT) clinics.



FACILITATOR NOTES:

1. Society expects certain behaviors from men and women that can contribute to violent behavior and exposure to HIV infection. Addressing these expectations, or gender norms, is recognized as an important strategy for HIV prevention. Some participants may already

be contributing to HIV prevention by teaching life skills classes or incorporating HIV education prevention messages in their lessons. It is important for them to know that all teachers can assist in preventing the spread of HIV by encouraging healthy, respectful relationships among students and between students and teachers.

2. The issues of sexuality and HIV/AIDS can be sensitive. In some cultures, sex or sexuality are regarded as taboo subjects and can cause feelings of embarrassment or even shame when openly discussed. You should be aware of these issues, particularly when working with males and females together. Remind participants that being change agents to support and protect children will sometimes require them to discuss subjects they may find uncomfortable.
3. Be sure to point out that factors that contribute to HIV/AIDS are often related to behavioral practices that can be changed. Some forms of behaviors that put people at risk of HIV/AIDS have cultural and economic origins (e.g., relationships with older men, early marriages, forced marriages and forced sex).
4. Be aware that some participants could be living with HIV or may have been impacted by HIV and AIDS. Be sure to use language that is inclusive and not isolating. For example, “those of us who have been affected by HIV,” not “people with HIV” with a negative connotation or as if they are different from you or the group of participants.



ACTIVITY 1: GENDER BEHAVIORS THAT INCREASE RISK OF VIOLENCE AND HIV/AIDS (1 HOUR)

1. Refer back to Module 3, Session 1, Activity 3, **Gender Box – Act Like a Man/Act Like a Woman**. Ask participants to review the qualities that they listed as masculine and feminine. Go around the room and ask for examples.

For example:

Feminine

Passive

Soft Spoken

Dependent

Weak

Masculine

Aggressive

Adventurous

Independent

Forceful

2. After participants have given examples, go around the room and assign each person one of the feminine or masculine stereotypes.

3. Ask them how this feminine/masculine stereotype or behavior could put people at risk for HIV infection. Give an example using one of the examples below.

Feminine	Masculine
Passive: Unable to negotiate safer sex.	Aggressive: Dominates female partners, using force to exert control.
Soft Spoken: Afraid to say “no” to sex or takes more of a passive role in relationships.	Adventurous: Has many sexual partners.
Dependent: Is financially vulnerable.	Assertive: Makes unilateral decisions about sex (e.g., whether or not to use protection).
Weak: Relies on others to make decisions.	Forceful: Uses physical and emotional violence to express feelings and thoughts.

4. Using **Key Messages on the Linkages Between Gender Violence and Gender Norms and HIV/AIDS** found in the **Content Information for Session**, walk around the room and help participants make the links, if necessary.
5. After everyone has had time to come up with a risk linked to a gender stereotype, share with the larger group.
6. Conclude the session by asking what would happen if people chose to step out of gender roles or stereotypes. Ask what support they would need. Use the answers to link to the next activity.



ACTIVITY 2: SCHOOL AND HIV PREVENTION (30 MINUTES)

1. Ask what the participants’ schools are currently doing to prevent the spread of HIV. Go around the room and let participants share their answers. Point out that in addition to the existing programs and their current level of participation, there are other things they can do as well.
2. Ask what they can do on an individual level to help prevent HIV. Be sure to bring out the following points and ask participants for specific examples of how teachers can be role models and what gender-equitable behaviors they can model:

- Teachers serve as role models for students. Teachers play an important role in the community and the school.
- Teachers can help students by modeling gender-equitable behaviors.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Why is being a good role model important for reinforcing HIV prevention messages?
2. How could a teacher's behavior have a negative effect on reinforcing HIV prevention messages?
3. What behaviors or messages are important to demonstrate to your students? How can you do that?
4. How can you demonstrate gender equality in your classroom? Give examples.
5. How can you demonstrate gender-equitable behaviors outside the classroom?



SESSION WRAP-UP:

1. Gender violence puts students at a higher risk of contracting HIV.
2. Gender, gender inequalities and gender stereotypes contribute to the spread of HIV. Girls are more vulnerable to HIV infection owing to biological and societal factors.
3. Schools play an important role in preventing the spread of HIV among students.
4. Teachers can be role models for promoting positive behavior change to prevent the spread of HIV among school children. They can also help to change negative gender stereotypes.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

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 AIDS-causing virus—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.
 - Through 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.

Global Statistics on Women and HIV/AIDS ¹³

- 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.

¹³ UNAIDS, *The Global Coalition on Women and AIDS*; see Bibliography for full citation.

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.

5

MODULE 5: HUMAN RIGHTS

WHY THIS MODULE?

This module introduces participants to basic human rights concepts that will equip them with the attitudes and skills to help children claim their rights. Participants will be encouraged to reconsider traditional notions of power between adults and children to create a more protective environment for students and to look at how to balance their rights and responsibilities with those of children. In these sessions, participants examine their roles and responsibilities to protect children's rights. Participants also examine children's rights as they relate to children's responsibilities in achieving a safe school and classroom.

WHAT IS IN THIS MODULE?

Session 1: Introduction to Human Rights (1 hour)

This session begins with an introduction to the basic concept of human rights and the Universal Declaration of Human Rights (UDHR). Participants examine the rights they have as human beings.

Session 2: Convention on the Rights of the Child (2 hours)

This session examines the articles in the Convention on the Rights of the Child (CRC) that relate directly to education and the school environment. It also looks at the relationship between the rights and responsibilities of adults and children. Participants discuss children's rights in regard to education and the responsibilities that accompany those rights.

Session 3: Children's Rights - Whose Responsibility Are They? (2 hours and 30 minutes)

Participants will discuss children's rights. They will also examine their roles and their responsibility as educators, as well as the responsibilities of others, to honor the rights of their students. This session makes the link between gender violence and children's rights, stressing that all forms of gender violence are violations of children's rights.

HOW CAN YOU LEARN MORE?

- African Union. (July 1990). *African Charter on the Rights and Welfare of the Child*. Addis Ababa, Ethiopia: African Union. <http://www.africa-union.org/root/au/Documents/Treaties/Text/A.%20C.%20ON%20THE%20RIGHT%20AND%20WELF%20OF%20CHILD.pdf>. (Useful in Africa and outlines the responsibilities of children.)
- Child Rights Information Network (CRIN). (n.d.). Website. Retrieved January 7, 2008, from <http://www.crin.org>. (Extensive information on children's rights.)
- Save the Children. (n.d.). Website. Retrieved January 7, 2008, from <http://savethechildren.org>. (Numerous resources and publications on children's rights.)
- 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.
- United Nations (UN). (n.d.). *Human Rights Documentation*. Retrieved January 7, 2008, from <http://www.un.org/Depts/dhl/resguide/spechr.htm>. (A comprehensive list of all conventions from the United Nations.)
- United Nations Children's Fund (UNICEF). (2005). *UN Study on Violence Against Children*. Retrieved January 7, 2008, from http://www.unicef.org/protection/index_27374.html. (This resource can be used to examine violence in the local context.)
- United Nations. (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.

Session I: Introduction to Human Rights



TIME: 1 HOUR



LEARNING OBJECTIVES:

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

1. Identify human rights as universal, inalienable and indivisible.
2. Describe the importance of rights as it relates to them.
3. Recognize the Universal Declaration of Human Rights (UDHR).



METHODS USED:

Small Group Discussion



MATERIALS:

- Flipchart
- Chart stand
- Markers
- Presentation materials
- Teacher Reference Materials: **Simplified Version of the Universal Declaration of Human Rights**



FACILITATOR PREPARATION:

Write the definition of human rights on flipchart paper:

Human rights are “the rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, or abilities; human rights become enforceable when they are codified as conventions, covenants, or treaties or as they become recognized as customary international law.”¹⁴



FACILITATOR NOTES:

1. Background information on the UDHR: Rights for all members of the human family were first articulated in 1948 in the UDHR. The 30 articles of the declaration cover economic, social, cultural, political and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one’s humanity). A declaration, however, is not a treaty and lacks any enforcement provisions. It is a set of principles to which United Nations (UN) member states commit themselves in an effort to provide all people their human dignity. The influence of the UDHR has

¹⁴ N. Flowers, (Ed.), Glossary of Human Rights; see Bibliography for full citation.

been substantial; it has achieved the status of customary international law because people regard it as a common standard of achievement for all people and all nations.¹⁵

2. The UDHR has been criticized because it lacks a gender focus and most of the language centers on men, with no special regard given to women or children.
3. Refer to the previous session on power, use of force and consent. Remind participants that the fact that everyone has the same human rights does not mean that adults have unchecked power over children. The principle of human rights is a powerful tool to try to balance the power that one group might have over others.
4. When discussing human rights, be sure to emphasize the concept of **accountability**. Central to the idea of human rights is the relationship between the **rights holder** or person who has the right and the **duty bearer**. A **duty bearer** is a person or institution with the obligation to fulfill (or uphold) human rights. States (and other duty bearers) have a primary responsibility to ensure that the rights of all people are equally respected, protected and fulfilled.¹⁶



ACTIVITY I: NEW COUNTRY (1 HOUR)

1. Write on flipchart paper: “What Are Human Rights?” Ask participants, as a large group, to brainstorm answers to this question.
2. Compare their list to the standard definition of human rights on the flipchart.
3. Form small groups of five or six people and read the following scenario: Imagine that you have discovered a new country, where no one has lived before and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. You do not know what social position you will have in the new country.
4. First, ask participants to **individually** list three rights that they think should be guaranteed for everyone in this new country.

¹⁵ N. Flowers, (Ed.), *Human Rights Here and Now*; see Bibliography for full citation.

¹⁶ Save the Children Sweden, *Child Rights Programming, Second Edition*; see Bibliography for full citation.

5. Ask each group to give its country a name.
6. Have each group present their list to the whole group and make a **master list** that includes all the different rights from the group lists. If some rights are mentioned several times, write them once, and tick them each time they are repeated.
7. When all the groups have presented their lists, identify rights on the master list that overlap or contradict one another.



DISCUSSION QUESTIONS:

When the master list is completed, refer to the **Simplified Version of the Universal Declaration of Human Rights** in the Teacher Reference Materials. Use the following questions to guide the discussion:

1. What are the differences and similarities between your list and the UDHR?

2. Does everyone have the same rights? Do some people have more rights than others?

Note to facilitator: Use this question to introduce the concept that human rights are **universal**. Human rights are the same for all human beings regardless of race, sex, religion, political or other opinion, or national or social origin. Everyone is born free and equal in dignity and rights; therefore, human rights are universal.

3. If people do not know what human rights are or a country does not inform its citizens about their human rights, does that mean they do not have any?

Note to facilitator: Use this question to introduce the concept that human rights are **inalienable**. Human rights cannot be taken away; no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognize them or violate them—e.g., when slavery is practiced, slaves still have rights even though these rights are being violated. Human rights are inalienable.

4. Do people have the right to pick and choose what rights they have? Can you have just some rights, but not all (e.g., the right to education, but not freedom of expression)? No; rights are interconnected and indivisible.

Note to facilitator: Use this question to introduce the concept that human

rights are **indivisible**. This refers to the equal importance of each human right. A person cannot be denied a right because someone else decides it is less important or nonessential.

5. How does gender relate to human rights? Do women in your country have the same rights as men? Are women's rights universal, inalienable and indivisible?
6. Are there any rights that you now want to add to the final list?
7. Did anyone list a right individually that was not included on any of the lists?
8. Look at some of the rights mentioned. What are the responsibilities that come with those rights?

Note to facilitator: Use this question to introduce the concept that rights always come with responsibilities; this is why rights are also interconnected. This will be explored in greater depth in the following sessions.

9. How does the concept of human rights relate to the previous session on power, consent and use of force?
10. Did the rights you listed include rights of children? Why or why not?
Note to facilitator: This is a very important question. If participants did not include or mention rights for children, ask why children should have their own set of human rights.



SESSION WRAP-UP:

1. Because human rights are inalienable and indivisible, they cannot be taken away from people, nor can the government or individuals decide that some rights are not important or are unnecessary.
2. In order for individuals to claim their rights, they must also realize the responsibilities that come with those rights. For example, everyone has the right to express an opinion and the responsibility to let others express their opinions as well.
3. Building on the answers in the previous activity about whether or not children should have their own rights, point out that human rights are important for everyone, including children. Use this to link to the next session.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

Simplified Version of the Universal Declaration of Human Rights¹⁷

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.

A 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.

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.

¹⁷ Adapted from Human Rights Education Associates (HREA), *Simplified Version of the Universal Declaration of Human Rights*; see Bibliography for full citation.

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: Convention on the Rights of the Child



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Identify the articles in the Convention on the Rights of the Child (CRC) that relate to school and education.
2. Identify the responsibilities children have in addition to their rights.
3. Explain how the rights and responsibilities of children and adults relate to each other.



METHODS USED:

1. Group activity
2. Small-group discussion
3. Brainstorming



MATERIALS:

- Flipchart
- Chart stand
- Markers
- Master list of human rights from Session 1
- Teacher Reference Materials: **Summary of the UN Convention on the Rights of the Child (Summary of the CRC)**



FACILITATOR PREPARATION:

Review the **Summary of the CRC** to be able to talk about the articles in your own words. Pay special attention to the articles that are important for educators and schools.



FACILITATOR NOTES:

1. In some countries there has been a backlash against children's rights because adults have misunderstood the topic. Some adults worry that if children have rights, then they will be free to do whatever they wish while disregarding their parents or other authority figures. Some of the participants might share this fear, so make sure this possible misinterpretation is thoroughly discussed in Activity 2.

2. Children's rights help teach children respect and are not a threat to the authority of adults. Children have rights, but they also have responsibilities. Children's rights encourage children to be respectful, not only of themselves, but also of their teachers and other children. For example, because children have the right to be protected from abuse, they also have the responsibility not to bully or harm each other. Children also have a responsibility for their own learning—e.g., to respect the rules in the classroom and their teacher. Be sure to stress that rights and responsibilities are inseparable.
3. Worldwide, children are taught to listen to adults and do as they are told. Given that fact, adults should always act in the best interests of the child. Refer back to the issues of consent, power and use of force.



ACTIVITY 1: CONVENTION ON THE RIGHTS OF THE CHILD (30 MINUTES)

1. Ask participants to quickly review the master list of human rights completed in Session 1. Ask participants whether the list specifically includes the rights of children.
2. Introduce the UN Convention on the Rights of the Child, stating that it was developed because world leaders felt that children often needed special care and protection that adults did not. They also wanted to make sure that the world recognized that children have human rights, too.
3. Refer participants to the **Summary of the CRC** in the Teacher Reference Materials. Ask participants to circle the articles that relate to school and to them as educators.
4. Write the rights/articles that participants have circled on flipchart paper.

Note to facilitator: *The following articles are related to teachers, schools and SRGBV:*

- **Article 1:** *This article pertains to teachers because they work with people younger than 18 years of age, who all have these rights.*
- **Article 2:** *This article relates to teachers because they should treat all their students equally and not discriminate between girls and boys.*
- **Article 3:** *As adults and teachers, they should always make decisions that are in the best interest of the child.*
- **Article 12:** *Children have the right to express themselves; adults should listen and take children seriously.*

- **Article 16:** Teachers should respect the privacy of their students and ensure confidentiality at all times.
- **Article 19:** Adults should never hurt or mistreat children—in body or mind. The school has a responsibility to protect students from all forms of maltreatment.
- **Article 28:** Children have the right to a good quality education and should be encouraged to go to school to the highest level possible. Discipline in schools should respect children’s human dignity. Schools must review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.
- **Article 31:** Children have a right to leisure, play and to participate in cultural and artistic activities. Teachers should make sure that both boys and girls have equal opportunities to play and are not discriminated against.
- **Article 34:** Children have the right to be free from sexual abuse. Because teachers work with students and the state, they have a responsibility to ensure that students are not sexually abused.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. As an educator, do you have the potential to affect some rights more than others? Which ones?
2. Which rights relate to education?
3. What rights relate to gender violence?
4. Which rights relate to gender equality?
5. How can you use children’s rights and responsibilities in your classroom to help students realize their full educational potential?



ACTIVITY 2: RIGHTS AND RESPONSIBILITIES – CHILDREN AND ADULTS (30 MINUTES)

1. Explain that with rights come responsibilities. For example, with the right to be treated equally comes the responsibility to treat others equally.
2. Ask participants what responsibilities children have to other children and adults. After a brief discussion, draw their attention to articles in the CRC that specifically talk about the responsibilities children have.
3. Refer to **Article 29:** Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for the values and culture of their parents.

4. Ask participants which rights parents and guardians have regarding their children. How does CRC support the rights of adults? Provide the following examples, if necessary.
 - **Article 5:** The CRC respects the responsibilities, rights and duties of parents or legal guardians in the upbringing of the child.
 - **Article 14:** Governments are instructed to respect the rights and duties of parents and legal guardians to provide direction to the child in exercising his or her right of expression.
5. Ask participants if there a conflict between the rights of adults and those of children. If so, ask participants how they reconcile that as teachers.

Note to facilitator: Allow time for participants to discuss this issue as experience has shown that balancing rights and responsibilities can take time for some adults to fully appreciate. This is also an opportunity to reinforce Article 3, which states that the best interest of the child is the primary consideration in all actions concerning children.



ACTIVITY 3: CHILDREN'S RIGHTS AND RESPONSIBILITIES RELATED TO EDUCATION (1 HOUR)

1. Refer back to Module 2, Session 2, Activities 2 and 3, when participants discussed what made an ideal teacher and a safe and supportive learning environment. A safe classroom and school create a positive learning environment where students are physically, mentally, emotionally and socially safe.
2. Keeping the CRC and children's rights in mind, come up with rights that are necessary to have a safe classroom, school and learning environment. On a piece of paper, write "What Makes a Good Learning Environment?" In a large group, brainstorm and write down the rights on flipchart paper. If necessary, use the following as prompts:
 - Right to a clean classroom
 - Right to basic learning materials
 - Right to an education and to learn
 - Right not to be subject to harmful punishment
 - Right to be treated equally
 - Right not to be subjected to psychological abuse such as bullying, teasing or sexual harassment
 - Right to be treated with respect by teachers and other students

3. Divide the participants into smaller groups of three to five people and assign each group several rights. For each right, they should come up with a corresponding responsibility.
4. When groups have come up with a responsibility for each right, have them report out to the whole group. Beside each right, write the corresponding responsibility. If necessary, use the following as examples:
 - Right to a clean classroom—Responsibility to keep the classroom clean.
Note to facilitator: Remind participants that this should be done in a gender-equitable way, dividing schools tasks equally among boys and girls.
 - Right to basic learning materials—Responsibility to take care of learning materials.
 - Right to an education and to learn—Responsibility to be a good student and complete classroom assignments.
 - Right not to be subjected to harmful punishment—Responsibility not to hurt or harm others.
 - Right to be treated equally—Responsibility to treat others as they would like to be treated.
 - Right not to be subjected to psychological abuse such as bullying, teasing or sexual harassment—Responsibility not to psychologically abuse others.
 - Right to be treated with respect by teachers and other students—Responsibility to treat teachers and other students with respect by obeying classroom rules.
5. Remind participants that they can use children’s rights and responsibilities to help them achieve a good learning environment and make sure all students claim their right to education.



SESSION WRAP-UP:

1. Teachers should use what is in the best interests of the child to guide their actions.
2. Respecting children’s rights is compatible with the rights of adults. Teachers can respect children’s rights and teach them about responsibilities that come with those rights.
3. Both children and adults have responsibilities in addition to rights.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

Summary of the UN Convention on the Rights of the Child (CRC)¹⁸

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.

¹⁸ 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 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: Children’s Rights – Whose Responsibility Are They?



TIME: 2 HOURS AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Identify violations of children’s rights related to school and education.
2. Recognize SRGBV as a violation of children’s rights.
3. Explain their roles and responsibilities as educators, and the responsibilities of others to honor the rights of children.



METHODS USED:

1. Small-group activity
2. Discussion



MATERIALS:

- Flipchart
- Chart stand
- Markers
- Presentation materials
- Teacher Reference Materials:
 - **Scenarios for Violation of Children’s Rights**
 - **Alpha’s Story**



FACILITATOR PREPARATION:

1. Review the definition of gender equality.
2. Write the following on flipchart paper for reference:
 - The student: Alpha
 - The teacher
 - Family: father, grandmother, aunt
 - Community member: Mrs. Uchere
 - School administration
3. Write the questions for Activity I on flipchart paper.
4. Write each of the following on its own piece of paper: “Violence,” “Gender,” “Power” and “Rights of the Child.”



FACILITATOR NOTES:

1. In Activity 2, point out that although Alpha was talking in class, the punishment he received from his teacher was too harsh and abusive. The teacher has the responsibility to uphold children's rights and could have used this as an opportunity to speak to Alpha and the class about children's responsibilities in class, rather than punish him too harshly.
2. In Activity 2, look for links that come up and can be later referred to in Module 7. Write the list in the "parking lot." Note obstacles such as lack of reporting procedures and lack of repercussions regarding SRGBV. For example, some people might say that when the school administration is aware that children's rights are being violated, it does not do anything. These obstacles can be discussed when trying to identify how to create an effective response network in Module 7.
3. The responses in Activity 3 serve as a good comprehension check to see if key messages are being internalized and participants are shifting their attitudes. Use this activity to guide the discussions and reemphasize points that participants might not comprehend.



ACTIVITY 1: VIOLATION OF CHILDREN'S RIGHTS (1 HOUR)

1. Have participants look at scenarios involving violations of children's rights to review what they learned about the CRC in the previous session. Refer to the **Summary of the CRC** in the **Teacher Reference Materials**.
2. Divide the participants into small groups of three or four. Assign each group one of the four scenarios (see Teacher Reference Materials). Some groups may have the same scenario.
3. Have the groups read and discuss their scenario and answer the following questions:
 - Have the student's rights been violated?
 - Which right has been violated? (Participants should reference the article number; there could be more than one right.)
 - How does this violation affect the student?
 - What can the student do in this situation? Are there any options to get help?
 - What would you do if this student came to you for help?

4. It is not important for participants to memorize the article numbers; the most important point to make is that SRGBV is a violation of children's rights.

5. Note to Facilitator:

Scenario 1

- Richard is being deprived of his right to an education. (Article 28)
- He is also being deprived of his right to play. (Article 31)
- He is being deprived of his right to freedom from harmful work. (Article 32)
- Reinforce that children do have a responsibility to do chores at school, but not when the chore has a negative impact on a student's health or education as in the case here.

Scenario 2

- Gloria is being deprived of her right to an education and right to live free of abuse. (Articles 19, 28 and 34)
- No one has the right to touch children in a way that makes them feel uncomfortable. Adults should always act in the best interests of children, and this means not violating them in any way or making them feel uncomfortable.

Scenario 3

- Mary is being discriminated against because she is a female. (Article 2) Refer back to the definition of gender equality.
- All children should be treated equally and encouraged to reach their full educational potential. (Article 28)

Scenario 4

- Thomas is being deprived of his right to an education and to live free from abuse and demeaning punishment. (Articles 19 and 28)
- Thomas is also being deprived of his right to play. (Article 31)
- He is being deprived of his right to freedom from harmful work; the work is affecting his schoolwork and health because he does not get enough sleep. (Article 32)

6. After participants have discussed the scenarios and answered the questions, they should report out to the whole group.



ACTIVITY 2: ALPHA'S STORY - WHO HAS THE RESPONSIBILITY TO UPHOLD THAT RIGHT? (1 HOUR)

1. Link to the previous session in which the rights and responsibilities of adults and children were discussed. Inform participants that this activity will examine the special responsibilities adults have to uphold children's rights.
2. Divide participants into small groups of four people and have them read **Alpha's Story** in the Teacher Reference Materials.
3. Ask participants to answer the **Discussion Questions**. They can also refer to the **Summary of the CRC** to see if Alpha's rights have been violated.
4. As a whole group, have participants share their responses to the **Discussion Questions**.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Which of Alpha's rights were violated?
2. What was each person's responsibility to uphold each right that was violated? What did they do to uphold his rights? What did they not do to uphold his rights?
3. What responsibility does Alpha have? (Be sure to emphasize that although Alpha was talking and has a responsibility to be respectful to his teacher and classmates, the punishment was excessive and abusive.)
4. In addition to the people mentioned in question 2, what is the government's responsibility to uphold Alpha's rights?
5. What are some possible obstacles to helping students claim their rights? What are some solutions in helping students claim their rights?
6. What can be done to help people carry out their responsibilities to uphold children's rights?



ACTIVITY 3: SELF-REFLECTION ACTIVITY (30 MINUTES)

1. This activity is a synthesis of this entire module on human rights, so refer back to previous activities where participants discussed their roles and responsibilities.

2. Explain that this is a self-reflection activity. Participants should think back on the different concepts that they have learned about in this training: **violence, gender, power and rights and responsibilities of the child.**
3. Ask participants to write statements declaring one thing they have learned about violence, gender, power and rights and responsibilities of the child. The statements should be written on four pieces of paper, one for each concept. Tell participants they do not have to put their names on their statements. Let participants know that their statements can include something new they learned, something that surprised them about any of the concepts, a new understanding they gained, a shift in opinion, etc. They are not being asked to repeat facts but to express what struck them the most in each of the four major themes of the training program.
4. While the participants are writing, put each of these concepts on a separate piece of paper and post them around the room: “Violence,” “Gender,” “Power,” “Rights and Responsibilities of the Child.”
5. Ask each participant to post his or her statements on the wall under the appropriate concept. When participants have finished, invite them to go around the room to look at the statements that have been posted.
6. After the session, take down the statements and review them. If there appear to be any misunderstandings of the material, take time in the next session to review. If possible, put the statements back on the walls for the remainder of the training.



SESSION WRAP-UP:

1. SRGBV is a violation of children’s rights, and teachers can help students claim their rights while also using children’s rights to teach them to be responsible students.
2. Teachers are responsible for upholding children’s rights, helping their students claim their rights and, especially, not violating children’s rights.



CONTENT INFORMATION FOR SESSION

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.

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.

6

MODULE 6:

CREATING A SAFE AND SUPPORTIVE CLASSROOM ENVIRONMENT¹⁹

WHY THIS MODULE?

The first five modules of this manual dealt with exploring participants' personal attitudes towards gender, violence and children's rights to better understand gender violence and its effect on young people. This module addresses the issues of corporal punishment and cruel and degrading punishment, which are considered harmful classroom practices.

This module introduces teaching strategies that support a safe, child-friendly classroom. One strategy is **positive discipline**, where teachers and administrators correct behavior without harming students. Participants will also learn classroom management techniques, including creating classroom rules to give students clear guidelines for their behavior.

WHAT IS IN THIS MODULE?

Session 1: Positive Discipline (3 hours)

This session looks at harmful classroom practices and alternative discipline measures. Participants examine the difference between punishment and discipline and brainstorm alternative strategies for classroom management.

Session 2: Classroom Management (2 hours and 30 minutes)

This session examines the terms **punishment** and **discipline** and gives participants practical strategies. Participants also discuss classroom management and alternatives to corporal punishment and harmful classroom practices.

HOW CAN YOU LEARN MORE?

- Child Advocate. (n.d.). Website. Retrieved January 31, 2008, from <http://www.childadvocate.org/>. (Resources on positive discipline.)
- Community Law Center. (n.d.). *Children's Rights Project*. Retrieved January 7, 2008, from <http://www.communitylawcentre.org.za/Childrens-Rights>.

¹⁹ This module was adapted from UNESCO, *Positive Discipline in the Inclusive, Learning-Friendly Classroom*; see Bibliography for full citation.

(Extensive information on corporal punishment and alternative forms of discipline.)

- Global Initiative to End All Corporal Punishment of Children. (n.d.). Website. Retrieved January 31, 2008, from <http://www.endcorporalpunishment.org/>. (Research on violence against children and resources on positive discipline.)
- 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/Whatisagoodschool_RV.pdf. (Information on whole-school approach to discipline and quality education.)
- United Nations Children’s Fund (UNICEF). (n.d.). *Child Protection*. Retrieved January 7, 2008, from <http://www.unicef.org/teachers/protection/violence.htm>. (Resource for teachers on discipline and research on violence against children.)
- United Nations Children’s Fund (UNICEF). (2005). *UN Study on Violence Against Children*. Retrieved January 7, 2008, from http://www.unicef.org/protection/index_27374.html.
- 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. (Provides extensive information on alternatives to corporal punishment and nonviolent ways to deal with students’ behavioral challenges.)

Session I: Positive Discipline



TIME: 3 HOURS



LEARNING OBJECTIVES:

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

1. Identify harmful classroom practices and their impact on students.
2. Differentiate between **discipline** and **punishment**.
3. Recognize corporal punishment as it relates to the Convention on the Rights of the Child (Articles 19, 28 and 37) and identify alternative disciplinary methods.
4. Assess their responses to behavior challenges and the effectiveness of their responses.



METHODS USED:

1. Group discussion
2. Role-play
3. Case studies



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers
- Teacher Reference Materials:
 - **Behavior Challenge Chart**
 - **Discipline vs. Punishment**



FACILITATOR PREPARATION:

1. Be familiar with local norms for punishing children. What are the most common forms of punishment in this society? How do teachers punish students? What is and is not culturally acceptable?
2. Investigate national and local laws, policies, social norms and attitudes regarding corporal punishment. Be familiar with what the laws are versus how they are enforced. For example, in many countries corporal punishment is against the law, but many teachers still use it in the classroom.
3. Be aware of the rules at the schools where the participants teach. If the participants are from different schools or communities, ask some of the participants informally for an idea of what is accepted in schools.

4. During Activity 3, you might want to turn the case studies of John and Mary into a role-play. There are several case studies in this module; you should adapt as necessary to make it interactive for participants.



FACILITATOR NOTES:

1. Children have the right to protection from corporal punishment and other cruel or degrading forms of punishment (CRC Articles 19, 28 and 37). Corporal and physical punishment are defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
2. There are other nonphysical forms of punishment that are also cruel and degrading and thus incompatible with the CRC. These include, for example, punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
3. Be sensitive to the realities that teachers face every day and be prepared to address them realistically. For example, some teachers have as many as 100 students in their classroom and sometimes see punishment as the only way to control students.
4. In most cases, adults think corporal punishment is good for children and do not see it as abuse. Many adults were beaten or psychologically abused as children and they think it is “for their own good.” Teachers and parents might not know any other way to discipline children.
5. Disciplinary measures should correct the behavior and teach students to regulate their own behavior.
6. Acknowledge that many teachers have not been trained in alternative discipline measures, and this new way of thinking will take some time for them to accept and integrate into their teaching practice.



ACTIVITY 1: IDENTIFYING HARMFUL CLASSROOM PRACTICES (1 HOUR)

1. Read the following case study about Daniela:
Daniela goes to school every day and really enjoys it. However, the days she dreads are the days she has an English test. For every word that she gets wrong on her tests, her teacher makes her climb the hill behind the school and carry down five bricks. The bricks are being used to build a wall for the girls’ latrines so the boys won’t peep in when they are going to the bathroom.

Daniela doesn't understand how carrying bricks will help her learn English, but she has no choice but to do the labor. Sometimes when she finishes, her clothes are very dirty, and when she gets home her mother scolds her harshly. Her mother then makes her wash all the clothes, which leaves her little time to study or to do her schoolwork.

2. Ask participants the following questions:
 - Is this an example of corporal punishment? (Daniela is not being physically abused by the teacher, but it is an example of cruel and harmful punishment.)
 - What is Daniela learning?
3. Ask participants to refer to the CRC in the **Teacher Reference Materials**. Ask if there are articles that refer to the harmful punishment of children. (Articles 19, 28 and 37)
4. Ask participants what is meant by **cruel and degrading punishment**. (Any punishment that is harmful, humiliates, denigrates, scapegoats, threatens, embarrasses, mocks or frightens students.)
5. Ask participants for examples they consider to be harmful or cruel and degrading punishment. Point out that harmful punishment is not limited to corporal punishment. If participants have trouble coming up with examples, use the examples below to prompt them. For example, “What about making a student stand for a long time without sitting? Is that harmful?” (This is where your knowledge of local classroom punishment practices will be very useful.)

Make sure all of the following examples are mentioned:

- a. **Cruel and Degrading Punishment** - Any punishment that humiliates, denigrates, scapegoats, threatens, embarrasses, mocks or frightens students.

***Note to facilitator:** It is important to make the point that because this type of punishment does not inflict physical pain, it is not always considered harmful. Such punishment can, however, have serious consequences and is a violation of children's rights.*

- b. **Exploitative or Harmful Child Labor** - Some forms of child labor are considered harmful. While in some countries children are responsible for maintaining clean classrooms, this should not take away from their education. The following guidelines should be applied to ensure that labor around school is not harmful:

- There should be an equal distribution of chores or tasks that are done at school.
- A student should not miss class to run an errand for a teacher or to do work for the school.
- The work should not cause students harm or negatively affect their health.
- All chores should be age appropriate.

c. **Corporal Punishment**

- Hitting, including with a switch or other object
- Slapping
- Caning
- Punching
- Shaking
- Choking
- Painful body postures
- Excessive exercise drills
- Preventing students from using the toilet

6. Why would a teacher use these methods to punish a student? What does it teach the student?
7. How do these methods make students feel (sad, reluctant to come to school, embarrassed, diminished self-esteem, etc.)?
8. Refer back to Module 4, Session 1, Scenario 8, the story of Kofi. Point out that what Kofi was experiencing was abusive because he was missing class to work for the teacher.
9. Refer to Module 4, Session 2, on power. Point out that when students are made to feel powerless, they learn that the best way to protect themselves is to have power over other people. This can lead to violence directed at other students.



ACTIVITY 2: BEHAVIOR CHALLENGES (1 HOUR)

1. Write the words “Behavior Challenges” on flipchart paper. Tell participants to write down the five most common behavior challenges they see in the classroom and their school (e.g., speaking out of turn, coming to class late, not having homework).

2. Go around the room and have participants share their lists. Write the behavior challenges on flipchart paper as participants list them. If a behavior challenge is repeated, put a tick by it. After everyone has shared, list the five most common behavior challenges participants see in their classroom or school.
3. Divide the participants into small groups of three to five people. Give each group one of the behavior challenges. Tell participants to fill out the **Behavior Challenge Chart** (see **Content Information for Session** and **Teacher Reference Materials**) individually, and then share and discuss in their groups.
4. Tell participants to think back to when they were in primary school. Keeping in mind the behavior challenge they were given, answer the following questions. Tell them to write their answers in the chart:
 - How did your teacher respond to this behavior challenge?
 - Why do you think your teacher responded this way?
 - How did this make you feel? Do you think it was effective in the long term?
5. Have participants think about their classrooms and answer the following questions, which are meant to encourage them to examine their behaviors and not to be accusatory:
 - How do you respond to this behavior challenge?
 - Why do you think you respond this way?
 - How do you think this makes the student feel? Do you think your response is effective in the long term?
6. After participants have filled out the chart, let them share their answers in small groups. After discussing, all the groups should share their answers with the large group.
7. Some of the answers under “Why did the teacher respond this way?” will include, “to punish the student for misbehaving” or “to stop the behavior.” Under the column for “Was this method effective?” most people will answer, “No, especially not in the long term because the student often did it again.” Ask participants why they think that is. Point out that the answer lies in the difference between **punishment** and **discipline**, which will be discussed in the next activity. Before moving to the next activity, ask the following questions:

- Do boys and girls have the same behavior challenges? Give examples of challenges that differ between boys and girls.
- Are boys and girls punished in the same way? Describe how boys are punished and how girls are punished.
- Why are boys and girls punished differently? Is this because of gender roles or different expectations teachers have based on gender stereotypes?
- Is the teacher's response in any way a violation of students' rights?



ACTIVITY 3/PART 1: DISCIPLINE VS. PUNISHMENT (30 MINUTES)

1. Tell participants they are going to look at the difference between discipline and punishment so they can learn to help correct behavior without harming students.
2. Using two pieces of flipchart paper, write the word “Discipline” on one and “Punishment” on the other.
3. Have participants say what they think the differences are between **discipline** and **punishment** and write them on flipchart paper. When they are done, compare the responses to the following definitions:
 - a. **Punishment** is an action that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behavior through negative means. Two types of punishment are typically used with children:
 - Punishment involving negative verbal reprimands and disapproval.
 - Punishment involving psychological or physical pain, as in corporal punishment. Some forms of child labor are considered harmful.
 - b. The term **discipline** is often used interchangeably with **punishment**. However, punishment is meant to **control** a student's behavior, whereas discipline is meant to **develop** a student's behavior, especially in matters of personal conduct. It is meant to teach a student self-control and confidence by focusing on what the student should learn. The ultimate goal is for students to understand and correct their own behavior.
4. Read the following examples, and ask participants to think about which one is an example of **discipline** and which one is an example of **punishment**:

Case Study 1

John comes late to class every single morning. The teacher asks him why he is late, but John just looks down at the ground and kicks the dirt. One morning the teacher screams at him in front of the entire class, “If you can’t speak up, you are probably too stupid to be in school. Now go outside and clean the girls’ lavatories.”

Case Study 2

Mary has a lot of energy and constantly talks out of turn or turns around and talks to her friends during class time. Every day the teacher has to reprimand Mary and ask her not to talk out of turn or talk while he is teaching. One day the teacher asks Mary to stay after class. The teacher tells Mary he understands that she has a lot of friends in the class, but he feels as though it is very disrespectful to him and the other students for her to talk while he is teaching the class. He asks Mary if she thinks her behavior is disrespectful to him. He then tells her to take a few moments and think of a way they can solve this problem together. Mary takes some time to think and then says maybe she should be moved away from her friends so she is not tempted to talk to them. She also apologizes to the teacher and says she did not mean to disrespect him. The teacher says that tomorrow when she comes to class she should choose a seat that is not near her friends.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Which example is discipline and which is punishment? (The example with John is punishment; the example with Mary is discipline.)
2. What does the teacher’s response teach the student?
3. How do you think the student feels?
4. Will the teacher’s response correct the behavior or reinforce the behavior? Note that the example with Mary takes more time and requires some extra effort on the teacher’s part. It is worth the extra effort because the teacher has communicated to Mary that he cares about her and her education, but feels as though she is being disrespectful to him and the other students in the classroom. There is also a greater chance that the changes in Mary’s behavior will remain over time.
5. In the example with John, what is another way the teacher can correct his behavior?



ACTIVITY 3/PART 2: DISCIPLINE VS. PUNISHMENT (30 MINUTES)

1. Ask participants to refer to **Discipline vs. Punishment** in the Teacher Reference Materials.
2. Ask participants to get into pairs. Each pair should take two examples—one from the discipline column, one from the punishment column—and explain what it means and give an example. For example, “Give children positive alternatives vs. being told what to do.” This means instead of saying, “Don’t come late to class anymore,” tell the student, “If you continue to be late to class, you are going to have to stay late after school or come to school on Saturday. Which one would you like to do?”
3. Conclude with the following comments, and let participants know the next session will provide them with concrete tools for effective classroom management:
 - a. Disciplinary measures should always correct the behavior, allowing the student to reflect on what he or she is doing wrong and correct his or her own behavior.
 - b. New behaviors can always be challenging to learn; however, there are alternative methods to harmful classroom practices.
 - c. Teachers are in a powerful position to serve as role models for students and other teachers.



SESSION WRAP-UP:

1. Be sure to acknowledge the important work that teachers do and the difficulties they face in maintaining discipline with large classes. They should be commended because while teaching is not an easy job, it is a very important job, and they have the power to influence children’s lives in a profound way.
2. Teachers should always try to teach respect and honor children’s rights to an education and freedom from harmful and cruel punishment. Teachers should always be mindful of students’ dignity and self-esteem.
3. Teachers should always demonstrate nonviolence and respect for the rights of the student.
4. Learning new techniques for discipline can take time, especially if it is a new concept.

5. Teachers should always examine the behavior they are trying to correct and apply appropriate disciplinary measures.
6. Disciplinary measures should always correct the behavior and not humiliate the student.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

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			

Discipline vs. Punishment ²⁰

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” ²¹ 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

²⁰ Adapted from L. Couture, *Discipline vs. Punishment*; see Bibliography for full citation.

²¹ 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: Classroom Management



TIME: 2 HOURS AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Define **classroom management**.
2. Identify positive discipline alternatives to harmful classroom practices, including corporal punishment.
3. Examine positive and negative responses to behavior challenges.
4. Develop classroom rules with students that emphasize rights and responsibilities.



METHODS USED:

1. Case studies
2. Group discussion



MATERIALS:

- Chalkboard and chalk or flipchart and markers
- Teacher Reference Materials:
 - **Case Studies for Examining Behavior Challenges**
 - **Positive Discipline Steps**
 - **Positive Discipline Techniques**
 - **Activity to Create Classroom Rules/Guidelines**



FACILITATOR PREPARATION:

1. Review the case studies in the **Content Information for Session**.
2. Write the questions for Activity 2 on flipchart paper.



FACILITATOR NOTES:

1. In order for classroom management to be successful, it should be reinforced by a **whole-school approach to discipline**. A whole-school approach to discipline involves all members of the school community and anyone who comes in contact with students. It means having a shared vision and common language and practices.
2. *Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators* is especially useful for teachers, school administrators and education officials to deal with students' behavior challenges positively and proactively. See **How Can You Learn More?** for more resources.

3. It is suggested that all schools have a School Constitution, Teachers' Code of Conduct, Students' Code of Conduct and Disciplinary Policy.
4. This session will deal directly with classroom management styles. Participants are encouraged to share best practices with each other.
5. Activity 4, **Creating Classroom Rules**, is an activity that participants can use with students. The activity should be done with participants as an example.



ACTIVITY 1: DEFINING CLASSROOM MANAGEMENT (15 MINUTES)

1. Explain that in order for students to develop good behavior, they must be in a classroom that is well managed and well organized.
2. Ask participants what they think of when they think of **classroom management**. Some may answer that it means controlling the class or controlling student behavior.
3. In a well-managed classroom, the teacher uses positive discipline with as little interruption to the lesson as possible. Students know what is expected of them and what the consequences of misbehavior are; and sometimes teachers can correct a student's misbehavior with "just a look."
4. **Classroom management** means procedures, strategies and instructional methods that teachers use to create a classroom environment that promotes learning, as well as to develop and manage student behavior. Effective classroom management creates an environment that is conducive to teaching for the teachers and to learning and positive development for the students.
5. Ask participants what they think is **ineffective classroom management**. Point out that ineffective classroom management is an unprepared teacher, students who are not engaged, a chaotic class room or students who aren't aware of teachers' expectations. The students don't know their limits and don't know the consequences for misbehaving.
6. **Effective classroom management** can be one of the most challenging aspects of teaching. Teachers, no matter how many years

they have taught, are faced with challenges in effectively managing a classroom, especially large classes. Creating a safe classroom that is conducive to learning is not easy, but teachers can do it with some thought and preparation.



ACTIVITY 2: EXAMINING BEHAVIOR CHALLENGES (45 MINUTES)

1. Divide participants into small groups of three to five people, and give each group one of the **Case Studies for Examining Behavior Challenges**. (See **Content Information for Session**.) Some groups may have the same one. Tell them to identify all the positive and negative ways Ms. Garcia handled Peter’s challenging behavior.
2. Come together as a whole group and have each group share their scenario and their positive and negative observations.
3. Discuss the following questions:
 - What happened when Ms. Garcia responded negatively to Peter?
 - How did Peter respond?
 - What happened when Ms. Garcia responded positively to Peter?
 - How did Peter respond?
 - How do you think this made Peter feel? Answers will vary, but they should include humiliated, scared, embarrassed, threatened, mad, etc.
 - What are some examples? Below are some prompts, if needed.

Note to Facilitator:

Negative examples:

Case Study 1

- Both Ms. Garcia and the head teacher show anger. They also threaten Peter by saying, “Wait until class is over” and “Do you want me to show him who is boss with this cane?”
- Ms. Garcia also uses unreasonable and meaningless punishment by making Peter stand in the corner and face the wall.

Case Study 2

- Ms. Garcia uses sarcasm: “I guess someone can’t remember the rules around here.”
- The head teacher also stops in and threatens Peter.

Positive examples:

Case Studies 1, 2, 3

- Ms. Garcia asks for a specific behavior to occur (be quiet) and states the reason why (the math lesson is beginning and everyone needs to listen closely). She also uses polite and respectful language (“please”).

Case Study 2

- In response to the head teacher’s question, Ms. Garcia asks why the head teacher would say that, giving Peter a chance to think about his behavior. She asks him why he thinks his behavior is wrong and gives him a chance to correct it.
- She demonstrates that she can handle her own classroom and does not need the head teacher’s reinforcement at the present moment.
- She reinforces Peter positively by giving him a chance to answer the math question correctly. She praises him and smiles. This lets him know that she still likes him, despite the fact that he was misbehaving. It was the behavior that was the problem, not Peter.

Case Study 3

- Ms. Garcia is gentle, yet firm, in dealing with Peter’s misbehavior. She offers him a choice in directing his behavior. This gives Peter a chance to be responsible for his own behavior and what happens next.
- Ms. Garcia has classroom rules that are displayed in the classroom for everyone to see.

4. Tell participants to refer to the **Positive Discipline Steps** in the Teacher Reference Materials. Review the steps and check for comprehension by asking for other examples.



ACTIVITY 3: POSITIVE DISCIPLINE TECHNIQUES (30 MINUTES)

1. Using the same behavioral challenges discussed earlier, and in the same small groups, tell participants to brainstorm alternative positive discipline techniques.
2. Remind them that sometimes students just want attention, and nonverbal cues may work as well as a verbal reprimand.
3. After groups have had a chance to brainstorm, have participants look at the list of **Positive Discipline Techniques** in the Teacher

Reference Materials. Add any new techniques and put a tick by the ones participants mention that are also on the list.

4. Go through the list and give examples of each technique (when possible) and when it can be used most effectively.
5. Encourage participants to document behaviors and their responses, noting what works and what doesn't work. They should also look for opportunities to observe colleagues who have successful classroom management and share successes with one another.



ACTIVITY 4: CREATING CLASSROOM RULES (1 HOUR)

1. Successful classroom management should have clearly outlined guidelines²² for acceptable and unacceptable behavior. Teachers can serve as mentors and guides for appropriate behavior by modeling respectful behavior towards students.
2. Teachers should create classroom guidelines with students. This provides students with ownership and the responsibility for carrying out the rules.
3. If students have learned about children's rights, establishing classroom guidelines is a great way to reinforce responsibilities that come with their rights. Explain that the following is an activity participants can use in their classrooms to establish **Classroom Rules/Guidelines**. Tell the participants you are going to lead them through an activity they can do in their own classroom. Ask them to role-play students. The activity is included in the **Teacher Reference Materials**.
4. 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.
5. Ask each group to develop five guidelines they consider important to promote this kind of classroom environment.
6. 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

²² "Guidelines" and "rules" are used interchangeably. Some people may prefer to use "guidelines" because it is less authoritative.

had the same or similar rule. List each rule that has a consensus on flipchart paper.

7. Ask if any groups developed rules that have not yet been mentioned and add these to the list if most people agree with them.
8. 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.
9. 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.
10. Ask everyone to copy the class list of rules on a clean sheet of paper. 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.
11. 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.

12. Compare “students” lists of corresponding responsibilities. Draw up a list that combines their ideas.
13. 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 be promote learning.



SESSION WRAP-UP

1. Creating a safe classroom that is conducive to learning can be challenging, especially when teachers have a large number of students. Teachers can work together with the administration, school personnel, parents and community members to ensure that everyone helps to enforce consistent and positive discipline procedures.
2. Having a well-managed classroom and good classroom management skills can cut down on discipline problems. Remind teachers of the solutions they discussed regarding behavior challenges.
3. Teachers should always use positive discipline measures and never use harmful classroom practices such as corporal punishment.
4. Developing classroom rules with the students can help teach them responsibility for their own behavior and make them feel as though they are involved in their own learning process. Remind teachers that they may refer to the activity to develop classroom rules with the students in the **Teacher Reference Materials**.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

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.

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.

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.

7

MODULE 7:

RESPONSE – SUPPORT, REFERRAL AND REPORTING

WHY THIS MODULE?

This module focuses on responding to gender violence, complementing the previous modules that looked at prevention. Participants increase their capacity to respond to children's immediate emotional and physical needs through skill building in active listening; making referrals for counseling, medical support and legal aid; and reporting abuse through appropriate channels (such as the school, police, local chief, and so on).

Participants also start to develop their own response network, identifying local resources that will assist them in referring students to services and reporting violations of the Teachers' Code of Conduct or national/local laws. Participants will also discuss barriers and solutions for reporting. The sessions in this module need guidance from a local legal expert or someone familiar with national laws and policies, especially as related to the education sector and reporting violence.

WHAT IS IN THIS MODULE?

Session 1: What Is Meant by Response? (3 hours)

Participants learn what is meant by response, including reporting and referring students to the appropriate people and establishing response and support networks.

Session 2: Direct Support to Students (2 hours and 30 minutes)

Participants identify ways to respond to and assist students who come to them with a problem related to SRGBV. Participants will be introduced to basic listening skills.

Session 3: Using the Teachers' Code of Conduct to Address SRGBV (1 hour)

Participants examine their ministry's (or school's) Code of Conduct to determine how it can be used as a tool to prevent and respond to SRGBV.

Session 4: Using the Legal System to Address SRGBV (2 hours)

Participants will discuss proper reporting procedures in their communities and how to respond to violations of local and national laws.

HOW CAN YOU LEARN MORE?

- Education International (EI). (n.d.). *EI Declaration on Professional Ethics*. Retrieved March 17, 2008, from http://www.ei-ie.org/worldcongress2004/docs/WVC04Res_DeclarationProfEthics_e.pdf. (This may be used in Session 3 if a local Teachers' Code of Conduct is unavailable.)
- Keeping Children Safe Coalition. (n.d.). Website. Retrieved January 31, 2008, from <http://www.keepingchildrensafe.org.uk/>. (Coalition of international donor and member agencies, including Save the Children United Kingdom.)
- 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.
- 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>.

Session 1: What Is Meant by Response?



TIME: 3 HOURS



LEARNING OBJECTIVES:

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

1. Differentiate among the three types of response to SRGBV: direct support, referral and reporting.
2. Identify points of a response network within their community.
3. Demonstrate ways to make an appropriate referral for a SRGBV incident.
4. Demonstrate ways to report a SRGBV incident.
5. Strategize how to gain the support and encouragement needed to report a SRGBV incident.



METHODS USED:

1. Discussion
2. Brainstorming
3. Game



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers
- Nametags with points of referral
- Ball of string
- Teacher Reference Materials:
 - **Response Network**
 - **Illustration for the Three Types of Response**
 - **Illustration for Reporting and Referral**
 - **Tips for Effective Response**



FACILITATOR PREPARATION:

1. Review the **Response Network** in the **Content Information for Session** for Activity 1.
2. Review illustrations for Activities 1–3.
3. Read through Activity 4, prepare a role-play and identify participants/actors. Additional characters may also be added based on people mentioned in Activities 2 and 3.

- Female student
- Teacher
- Police
- Head teacher
- Midwife
- Doctor
- Female student’s mother and father
- Religious leader
- Village leader



FACILITATOR NOTES:

None



ACTIVITY I: THE THREE TYPES OF RESPONSE (20 MINUTES)

1. Draw a large circle in the center of the chalkboard. (See **Illustration for the Three Types of Response** in the **Content Information for Session**.)
2. At the top of the large circle on the chalkboard, write “Response.” Ask participants what they think **response** means in the context of the teacher’s role. Explain that students who have experienced violence will need a wide range of support; participants will need to develop a response plan and network in order to support the young people who come to them.
3. Draw another circle in the larger circle that says “Direct Support.” Ask participants what they think is meant by **direct support** in the context of the teacher’s role. Explain that direct support includes all the following skills that will be examined in this module: **listening, using open-ended questions, assessing the situation, helping students develop a plan, being empathetic and referring students to services** when necessary.
4. Next, draw another small circle in the larger “Response” circle. In this circle write “Reporting.” Ask participants what they think is meant by **reporting** in the context of the teacher’s role. Explain that within the larger response system, there is a need to report so that the perpetrator will be held accountable for his or her actions—through criminal prosecutions, public inquiries, compensation programs, civil actions, community-based settlements or customary legal systems. The

act of reporting also works to ensure that the perpetrator does no more harm to students and the community.

5. Draw another small circle in the larger “Response” circle. In this circle write the word “Referral.” Ask participants what they think is meant by **referral** in the context of the teacher’s role. Explain that within a referral system, teachers direct or **refer** students to the services they need, such as emotional support and counseling, medical treatment and services, and legal aid for victims and their families.
6. Summarize by stating that students who have experienced violence will need a wide range of support; participants will need to develop a response network 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. Refer participants to the **Response Network** in their **Teacher Reference Materials**.
7. All these circles under “Response” are important; participants will assess each situation individually to determine whether or not a student needs a referral or a situation needs reporting. In some cases participants may engage all three types of response; in other cases, perhaps only one or two.



ACTIVITY 2: REPORTING (1 HOUR)

1. Draw a circle in the center of the chalkboard and write “Student” in the circle (see the **Illustration for Reporting and Referral** in the **Content Information for Session**). Draw at least 10 to 15 arrows extending from the circle. Explain that for the next activity the participants are going to focus on reporting. Explain that in order to report an incident of SRGBV, a teacher needs to know where to report.
2. Ask participants, as a whole group, where they could report an incident of SRGBV. They should identify all points—both in and outside the community—to whom they would report an incident of SRGBV.

3. Instruct participants to write next to each reporting network point the person's title, place to be found, and the type of violation they would report to this person. They will write this information on the reporting point at the end of each line extending from the circle. For example:
Police
 - Police inspector
 - Police station
 - SRGBV that is in violation of the law
4. Next, ask the group to go through each reporting network point, one by one, and identify possible strengths and weaknesses of this reporting point. For example:
Police
 - Police station
 - SRGBV that is in violation of the law
 - Strength: Is familiar with laws related to SRGBV
 - Weakness: Very intimidating and may not take SRGBV incidents seriously
5. Allow the group to work on this task for 20 minutes.
6. Ask the participants to look at the work done in the activity above and discuss the reporting network points within a community.
***Note to facilitator:** Participants might not have the same individuals in mind, so strengths and weaknesses may be different.*
7. Ask participants why it is important to identify the potential weaknesses and strengths of a reporting network point.
8. Explain that reporting can feel risky and scary. It is not easy to approach some of the people on the list. What if a reporting network point is intimidating or people fear retaliation for reporting? What can a teacher do? Ask the participants for ideas.
9. Explain that participants cannot do this alone. They need support from each other, the community and other referral and reporting network points.
10. Explain that often teachers want to report and know they should report, but barriers keep them from doing so. Ask participants what they think are the most common barriers that would keep a teacher

from reporting. Instruct participants to come up with something that is difficult to deal with (e.g., fear of retaliation, loss of job). Write this barrier up on the chalkboard. On the left side of this barrier, write the word “Teacher” and on the right side of the barrier write the word “Report.” Ask participants to brainstorm as a group for ways that the teacher can get to the other side of the barrier and actually report. Ask for strategies. Record these strategies on the chalkboard.

Note to facilitator:

Strategies include:

- a. *Going to report with another trained teacher(s) or youth advocate.*
- b. *Creating greater community support for reporting by raising its importance with the local Parent Teacher Association or School Management Committee.*
- c. *Creating greater protection for those who report by getting the support of influential community members.*

11. Ask participants to brainstorm ways in which they can support each other or get support from the community in order to make reporting easier. Add these to the list of strategies.



ACTIVITY 3: REFERRAL (1 HOUR)

1. Revisit the circles on the chalkboard and remind participants of the response action called “Referral.”
2. Draw a circle and at least 15 to 20 additional arrows extending from the circle. This illustration is the same as it was for Activity 2.
3. Ask participants to again approach the chalkboard and, as a large group, identify all points—both within the community and outside the community—to whom they could refer a student for additional support (such as emotional, physical or legal). Allow plenty of time for participants to discuss and write on the chalkboard.
4. Instruct participants that next to each referral point they will write a person’s title, place to be found and the purpose for which this person can accept referrals. They will write this information on the referral point at the end of each arrow (point) extending from the student’s body. For example:
Hospital
 - Nurse
 - Pregnancy/STI/HIV test

5. Next, ask the group to go through each referral point, one by one, and identify possible strengths and weaknesses of this referral. For example:

Hospital

- Nurse
- Pregnancy/STI/HIV test
 - Strength: Understands the need to be sensitive
 - Weakness: Often gossips about who has visited her at the hospital

6. Allow the group to work on this task for 20 minutes.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Were any of the people or organizations listed in both the referral and reporting network? Some organizations and people might fall into both categories of response.
2. Why it is important to identify the potential weaknesses and strengths of a referral?
3. In the case of the nurse, what could a teacher do to compensate for her weakness? For example, the teacher could emphasize the sensitive nature of the case and ask the nurse to agree to maintain confidentiality.



ACTIVITY 4: THE CHAOS OF RESPONSE (40 MINUTES)

1. Inform participants that you are going to walk them through an SRGBV scenario to demonstrate what reporting and referral might be like for a student.
2. Ask participants to make and wear nametags for each of the response points from Activities 2 and 3 until all the response points are presented by actors/participants. If there are more participants than response points, some participants can be observers.
3. Ask all participants who are wearing nametags of response points to sit in a circle. Put the chairs close together. Ask the observers to stand outside the circle.
4. Ask one participant to volunteer to represent the teacher of a 12-year-old girl. Give the participant a second nametag that says “Direct Support,” because this is one of the three categories of a response system. Explain to participants that the **direct support** participant

is now going to activate and engage the other two categories of the response system: **reporting** and **referral**.

5. Ask the **direct support** participant to stand close to the circle (on the outside) and hold the ball of string.
6. Explain that the string represents a 12-year-old girl who was raped by a man who was waiting for her as she walked to school.
7. Instruct the participant to hold the end of the string and to toss the ball of string (being sure not to let go of the end) to a designated **resource point** (use the script below to tell participants where to throw the ball next).
8. Instruct the resource point who receives the ball of string to wrap the string around his or her finger and then throw the ball of string to the next resource point that is named, and so on.
9. Read the story of the student (see the **Resource Point Activity** in the **Content Information for Session**). As you name a resource point, make sure the “resource point actor” is throwing the ball of string to the next resource point mentioned.
10. Stop the activity when each resource point has taken part in at least two exchanges.
11. There will be a large web of string in the center of the circle, with each resource point holding parts of the string.
12. Ask resource points to stand up, drop the string web on the floor in front of them, step back and have a seat. Make sure the string web is in a place where all participants can see the confusing mess.
13. Remind participants that it is their job to reduce the chaos—and re-victimization—during the response process. Refer participants to the **Tips for Effective Response** in the **Teacher Reference Materials**.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Ask participants what they see in the middle of the circle.
2. Ask if this process was helpful to the girl. Why? Why not?
3. How many times did the girl have to repeat her story?
4. Even if a girl has high self-esteem or is very resilient, what must it be like for her to repeat such a traumatic story over and over?
5. What could have been done to avoid making this complicated web of string?
6. What role can participants play to minimize the complicated web?
7. As a resource point, how many times did each participant talk to this girl? Is there a way they could have been a more effective resource point for this girl?
8. Ask participants to get into groups of two and brainstorm ways in which this girl's teacher could have minimized the chaotic mess this response process became. Ask participants to share and write their ideas on the chalkboard.
9. Remind participants of their role in reducing the chaos of reporting and referral. Remind them of the list of ways to do this (see Activity 3).



SESSION WRAP-UP:

1. Explain that there will always be challenges in reporting and referral, but it is the teacher's job to make these challenges as minimal and infrequent as possible.
2. Review what participants can do to reduce the chaos of reporting and referral.



CONTENT INFORMATION FOR SESSION

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.

Illustration for the Three Types of Response

RESPONSE

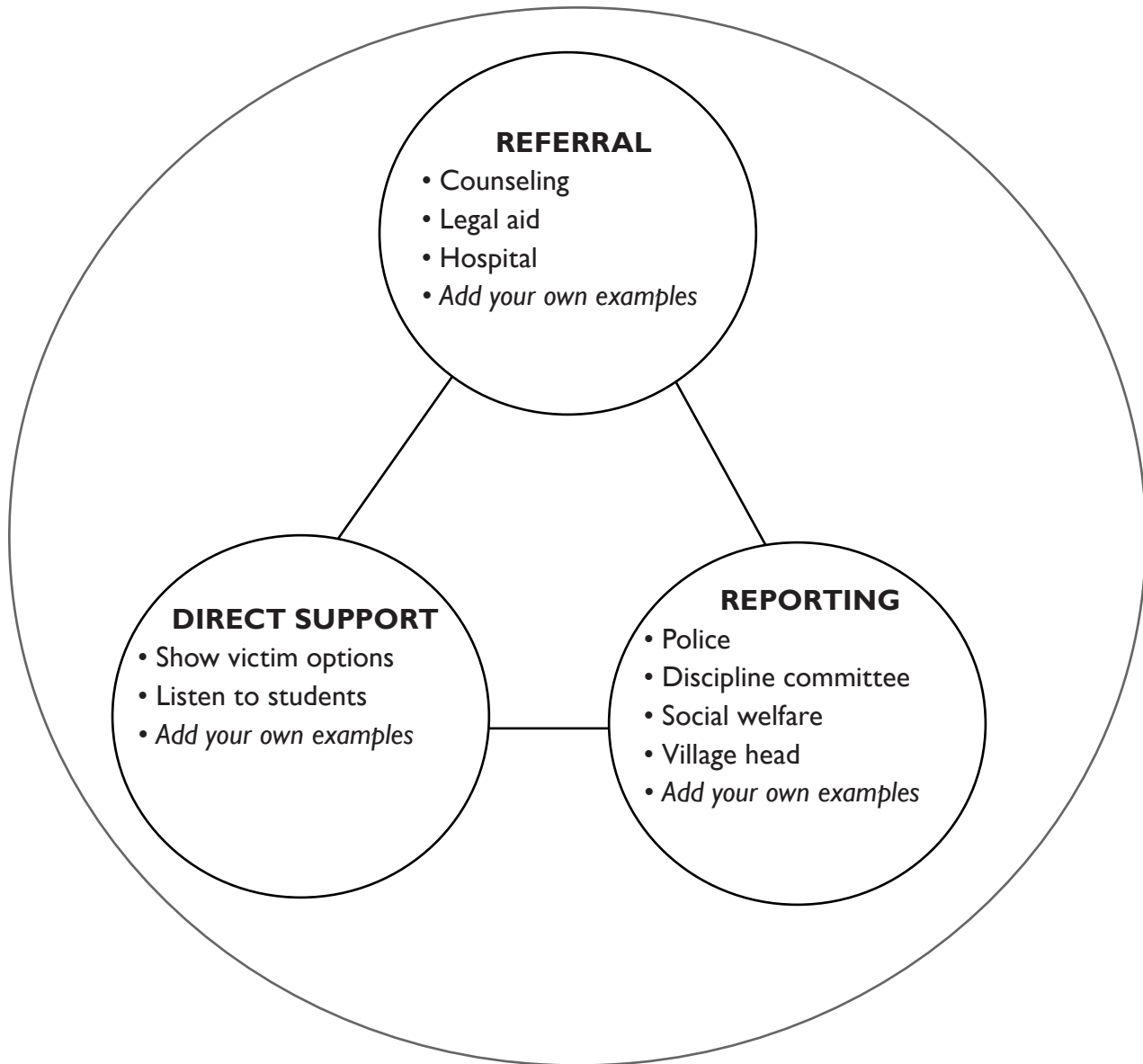
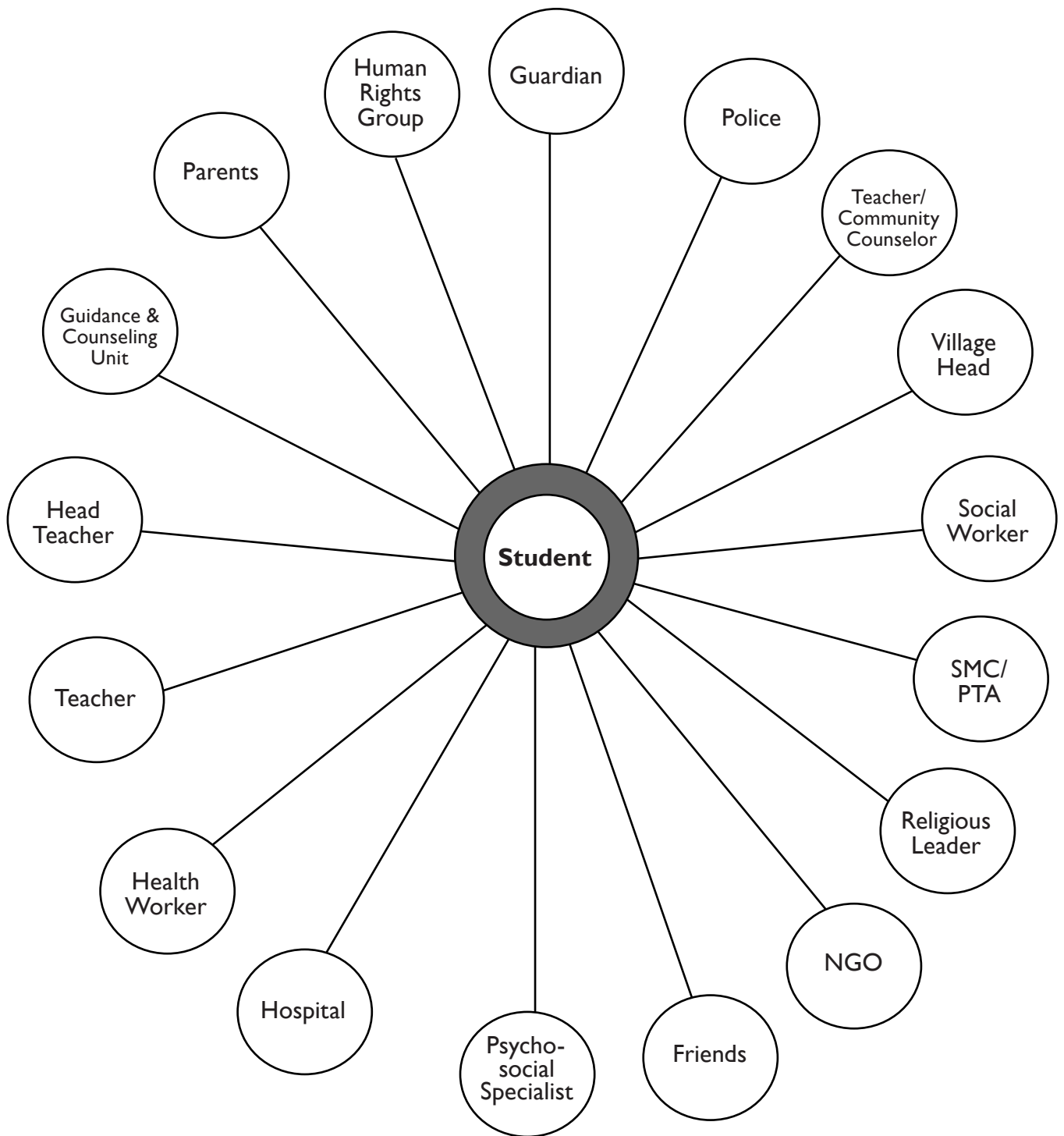


Illustration for Reporting and Referral



Resource Point Activity

Read the following story as the participants toss the ball of string to each resource point:

- The teacher goes with the girl to the police to report the crime.
- The police say to report it to the school.
- The teacher refers the girl to the head teacher.
- The head teacher refers the girl to the hospital and doesn't make a report.
- The girl sees the midwife at the hospital, who asks her to tell her story to the doctor.
- The midwife calls in the doctor, who asks her to tell her story again.
- The doctor treats the girl and calls in the parents.
- The girl tells the parents what happened.
- The parents take the girl to the religious leader.
- The religious leader contacts the head teacher, who cannot remember the details, so the girl tells the story again.
- The head teacher calls the police.
- The police are busy with another case, and they ask the girl and her parents to come back later.
- The parents go to the village elder.
- The village elder asks the girl to tell her story.
- The village elder goes with the girl and parents back to the police.
- The police hear her story and write a report.
- The doctor meets with the parents, the girl and the police to discuss further treatment and evidence.
- The village elder calls the community together.

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 teacher 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: Direct Support to Students



TIME: 2 HOURS AND 30 MINUTES



LEARNING OBJECTIVES:

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

1. Illustrate basic listening skills when talking with students.
2. Recognize the importance of providing a supportive environment for their students.
3. Demonstrate respect and ensure students' safety and confidentiality if students come to them with a problem.



METHODS USED:

1. Role-play
2. Discussion
3. Brainstorming
4. Small-group work



MATERIALS:

- Pieces of paper, tape
- Teacher Reference Materials:
 - **Scenarios for Types of Violence That Affect Young People** from Module 4, Session 1, Activity 4
 - **Basic Listening Skills**
 - **Active Listening Skills**
 - **DOs and DON'Ts of Effective Listening**
 - **Extra Resources for Teachers**



FACILITATOR PREPARATION:

Write the following statements on separate pieces of paper (one per participant), then fold the paper:

- Ignore me.
- Only pretend to listen.
- Turn your back on me.
- Smile at me and listen intently to what I am saying.
- Shake my hand and listen to me.
- Let other things distract your attention away from me.
- Pay attention to what I am saying.
- Refuse to look at me.
- Look at me with respect.

- Listen to me, but look down on me.
- Pity me.



FACILITATOR NOTES:

1. This session is meant to enhance listening skills for teachers. Be sure to adapt the listening skills to what is culturally appropriate. Counseling is another skill that requires more training. For more information on listening and counseling skills, refer to ***Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response***. Sessions can be expanded and facilitated with a trained counselor.
2. In the Teacher Reference Materials, there are extra resources to which teachers can refer to help them provide direct support to students: **What is Basic Counseling?, Assisting a Student You Suspect Has Been The Victim of SRGBV** and **Symptoms of an Abused Child**.²³



ACTIVITY I: BASIC LISTENING SKILLS (45 MINUTES)

1. Give a folded piece of paper to each participant with a statement written on it (see list in **Facilitator Preparation**). Tell participants not to look at their piece of paper, but to tape it to the back of their shirts so that others can read it. These pieces of paper can also be made into hats or pinned onto hats. Participants should not see the writing on their piece of paper.
2. Instruct participants to walk around the room and try to interact with their peers. Each person should tell the peer a brief one-minute story about something that has happened to him or her this year. They should walk around the room, interacting randomly with each other for 10 minutes. Participants should conduct their interactions with each other based on the statement on the other person's piece of paper.
3. At the end of 10 minutes, ask the participants to form a circle for the **Discussion Questions**. Ask the participants to remove their piece paper and read it.

²³ 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.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Ask participants how they felt during this activity. Note that some responses will be positive and others will be negative.
2. Ask participants to raise their hands if they felt listened to. Then ask participants to raise their hands if they felt they were not listened to.
3. How did it feel to be listened to? How did it feel not to be listened to?
4. Explain that listening to young people is so important that it is listed under CRC, Articles 12, 13 and 14. Refer to the **CRC Summary** in the **Teacher Reference Materials**.
5. Ask participants why they think listening to young people is so important that it is included in the CRC.
6. Ask participants how this activity is related to their responsibility to assist young people. Refer back to their answers in Session 1, Activity 1 of this module. Ask participants how basic listening skills help them respond to gender violence.



ACTIVITY 2: DOs AND DON'Ts OF EFFECTIVE LISTENING (45 MINUTES)

1. Refer participants to Teacher Reference Materials: **Basic Listening Skills, Active Listening Skills** and **DOs and DON'Ts of Effective Listening**. Tell participants they will have an opportunity to practice those skills in Activity 2.
2. Referring to the **DOs and DON'Ts of Effective Listening**, assign each participant a **DO** and the corresponding **DON'T**. Ask participants to take a moment to read the **DO** and the **DON'T** and to think about why it is important and what it looks like or how they would demonstrate it.
3. Go over the first **DO** and **DON'T** to demonstrate the activity. For example, “Do believe the child, don’t ask accusing questions.” Ask why it is important to believe the child.
4. Ask what this statement means: “Don’t ask accusing questions.” If necessary, explain that this means teachers should not make students feel guilty or as if they have done something wrong. Teachers should not ask questions such as, “What were you doing by going to that teacher’s house?” or “Why were you walking alone?” Teachers should never make a student feel bad about coming to them for help.

5. After every **DO** and **DON'T** has been discussed, ask participants if there are any that are not clear or need further explanation.
6. Remind participants of Activity 1 and what it felt like when someone wasn't listening. Refer participants to the **Basic Listening Skills** and **Active Listening Skills** in the Teacher Reference Materials. Give them a few minutes to review the listening skills. Explain that these are very basic and are useful techniques they can use if a student comes to them.



ACTIVITY 3: PRACTICING BASIC LISTENING SKILLS AND THE DOs AND DON'Ts OF EFFECTIVE LISTENING (1 HOUR)

1. Tell participants to keep in mind the **Basic Listening Skills, Active Listening Skills** and **DOs and DON'Ts of Effective Listening** during the role-play. This can be a lot of information, and the skills require practice. Write on a flipchart paper these three basic principles when dealing with students: “Safety,” “Confidentiality,” “Respect.”
 - **Safety:** Make sure the student is not in danger; do everything possible to prevent further harm.
 - **Confidentiality:** Students have a right to confidentiality.
 - **Respect:** Always respect the student and maintain professionalism.
2. Use the scenarios from **Module 4, Session 1, Activity 4**, as a guide for the role-play.
3. Participants had a chance to examine the scenarios and discuss what they would do. Now they will use the scenarios to practice listening skills and actions they would take if a student came to them.
4. Divide the participants into groups of three: one “student,” one “teacher” and one “observer.” Give each group one of the scenarios; some groups may have the same scenario.
5. Using their listening skills, one participant should play the role of the teacher. Another participant should play the role of a student who goes to a teacher for help. The third participant should observe and note what the teacher did well and what the teacher could improve. Tell participants to really imagine that they are playing the roles and to try to feel what the student and teacher are feeling.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. How do you imagine the student felt? Comfortable, scared, intimidated?
2. For those who played the teacher, how did you feel listening to the young person tell his or her story?
3. For those who played the observer, what were some things the teacher could have done differently?
4. Were the listening skills and DOs and DON'Ts easy or challenging? Ask for some examples.



SESSION WRAP-UP:

1. If there is an emergency situation, a teacher should always act immediately to ensure the safety of the student.
2. The most important points to remember when a student comes to a teacher with a problem are:
 - The student's **safety** comes first.
 - Students have the right to **confidentiality**.
 - You should **respect** your students and act in their best interests at all times.



CONTENT INFORMATION FOR SESSION

Basic Listening Skills²⁴

(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 Skills²⁵

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

²⁴ Adapted from Family Health International (FHI), *HIV Voluntary Counseling and Testing: Skills Training Curriculum Facilitator’s Guide*; see Bibliography for full citation.

²⁵ Ibid.

asking a question. Paraphrasing does not add any new perspective or interpretation beyond what the student said.

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.”

DOs and DON'Ts of Effective Listening²⁶

The following are the DOs and DON'Ts of effective listening when dealing with a student who has come to report that 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).

²⁶ 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 3: Using the Teachers' Code of Conduct to Address SRGBV



TIME: 1 HOUR



LEARNING OBJECTIVES:

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

1. Examine professional behavior that is expected of a teacher, as expressed in the Teachers' Code of Conduct.
2. Explain how the Teachers' Code of Conduct is a tool for preventing and responding to SRGBV.
3. Report violations of the Teachers' Code of Conduct.



METHODS USED:

1. Group discussion
2. Report out



MATERIALS:

- Copies of the Teachers' Code of Conduct (CoC) for each participant
- Teacher Reference Materials:
 - **Education International (EI) Declaration on Professional Ethics**²⁷ (Use if a local CoC is not available.)
 - **Using the Code of Conduct to Reduce SRGBV**



FACILITATOR PREPARATION:

1. Have copies of the national code of conduct regarding proper student–teacher relationships and reporting procedures for infractions.
2. Write each question from **Using the Code of Conduct to Reduce SRGBV** on pieces of paper or photocopy the questions, cut them apart, and give one question to each group. Alternatively, read the questions aloud to each group and have them write the question.
3. In this session, be prepared to reflect on some of the very important issues and discussions of the previous sessions. Have the notes and flipcharts from all the previous training sessions and be able to synthesize the important points that came out of the discussions

²⁷ This is an illustrative example and does not constitute endorsement by USAID.

regarding SRGBV and teachers' responsibilities in preventing and responding to SRGBV.



FACILITATOR NOTES:

1. Try to end all sessions with solutions or actions that leave participants empowered to make changes to help prevent and respond to SRGBV and to ensure that their students are safe.
2. Remind participants that the next sessions will be about strategies and action plans to prevent and respond to SRGBV. Acknowledge how challenging teaching can be, but remind them of the importance they can have in a young person's life.



ACTIVITY 1: TEACHERS' CODE OF CONDUCT (1 HOUR)

1. This activity requires copies of the CoC or national/local laws and regulations regarding SRGBV. Ideally, have one copy for each person, but at least a few per group. If not, use the **Education International Declaration on Professional Ethics** located in the Teacher Reference Materials.
2. Ask participants to get into small groups of three to five people. Give each group a question from **Using the Code of Conduct to Reduce SRGBV** (see the Teacher Reference Materials). Groups will answer the questions orally and indicate the page number where the answer can be found so other groups can follow along for reference purposes.
3. Have one person from each group report to the whole group.
4. Next, ask the participants how the Teachers' Code of Conduct can be used to prevent and respond to gender violence.
5. If participants were unable to find the answer to any of the questions, write that question on a sheet of flipchart paper labeled "Gaps in the Teachers' Code of Conduct." The gaps should be listed and addressed in Module 8, Activity 1.



SESSION WRAP-UP:

1. The CoC exists to ensure that teachers act in an ethical manner and maintain their professionalism at all times.
2. The CoC also reinforces the concept of accountability. Teachers have a responsibility to create a safe and respectful learning environment for all students.
3. The CoC serves as an important tool for a quality education and should be well understood by teachers, community members, parents and students.
4. The CoC should reinforce teachers' obligation as protectors of young people and their rights. Teachers have a responsibility to respond to SRGBV, to report the incident to the appropriate people and to make sure the student does not face further harm.



CONTENT INFORMATION FOR SESSION

Education International (EI) Declaration on Professional Ethics²⁸

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 participant 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.

²⁸ Education International (EI), *EI Declaration on Professional Ethics*; see Bibliography for full citation.

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.
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.

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: Using the Legal System to Address SRGBV



TIME: 2 HOURS



LEARNING OBJECTIVES:

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

1. Identify laws pertaining to SRGBV.
2. Identify how to report violations of the law.
3. Identify their legal and ethical duty to report SRGBV.



METHODS USED:

1. Case studies
2. Brainstorming



MATERIALS:

- Chalkboard or flipcharts
- Chalk or markers
- Copies of the supplemental handout, **Laws, Regulations and Reporting Procedures**
- Teacher Reference Materials:
 - **Scenarios for Reporting Requirements**
 - **Reporting: Example of Psychological Abuse**
 - **Reporting: Example of Sexual Abuse**



FACILITATOR PREPARATION:

Review the materials prepared by a legal expert. Per the instructions in the **Introduction** of the manual, you should have researched and studied the local laws regarding SRGBV and created the supplemental handout, **Laws, Regulations and Reporting Procedures**, to include with the Teacher Reference Materials.



FACILITATOR NOTES:

In this session, actors such as the police, head teacher and village headman/ chief are used. Use terms that are relevant to the participants, as long as there is one representative each from the education sector and the formal and traditional justice systems.



ACTIVITY 1: LAWS AND POLICIES (1 HOUR)

1. Ask participants if they are aware of the community and national laws and regulations pertaining to SRGBV.
2. Refer participants to the supplemental materials created for this session on national and customary laws. Review the laws and regulations that protect students from abuse under each category.
3. Take questions from participants and clarify information, where needed.



DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What information was new to you today?
2. What national laws in this country protect a student from SRGBV (physical, psychological and sexual abuse)?
3. What customary or local laws protect a student from SRGBV?
4. What exists within the Teachers' Code of Conduct that protects a student from SRGBV?



ACTIVITY 2: REPORTING REQUIREMENTS (1 HOUR)

1. This activity will fully address the country's legal requirements when reporting SRGBV. Ask participants to work in small groups to develop a process with concrete steps for reporting the scenarios found in the Teacher Reference Materials.
2. Imagine that the student in each scenario has come to the teacher for direct support. What does the teacher do to report? To which jurisdiction (e.g., the police, education authorities or local chief)? For each scenario, the group will create a step-by-step process for reporting. Write these steps on the chalkboard as the groups present them. Depending on the number of groups, some groups may have two scenarios.
3. Have each group report on each scenario. Then, ask the following questions:
 - Were the steps to reporting unclear in any of the scenarios?
 - Was it difficult to identify the appropriate jurisdiction/actor to which the teacher was supposed to report?
 - Did you identify any barriers or constraints to reporting in any of the scenarios?

4. Remind participants of the strategies for reporting developed and presented in previous sessions of this module.
5. Discuss the ethical responsibility to report. Write “Ethical Responsibility” on the chalkboard or flipchart and ask participants what comes to mind when they see these words. Allow brainstorming and then explain that ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Everyone is ethically responsible for the human rights of others. As teachers, they are ethically responsible for the rights of the child and to report violations of these rights, whether it is a legal requirement or not.
6. Are there ever cases where the teacher should not report? If reporting will do more harm to the student than good, short and long term, then perhaps reporting is not the best thing. If not reporting means a perpetrator is going to do more harm to other young people, then reporting is the most ethical thing to do. Let participants know that reporting issues and questions are not easy. They should seek the advice and counsel of professionals in a response network within their community to help them make these difficult decisions. Ask the participants if there are other institutions that can support teachers in their efforts and potential struggles of reporting (such as women’s organizations, legal organizations, youth rights organizations, etc.). Ask participants to add these resources to their response network.
7. Be sure to emphasize the following points. The participants should:
 - Assist the student and make sure he or she is not in immediate danger. If the student is in immediate danger, contact the nearest authority or hospital.
 - Offer all the necessary assistance directly by reporting the matter to the police and taking all necessary action, if possible.
 - Advise the student on steps to follow to file criminal charges, which may also mean involving parents.
 - If all these actions are not possible or are difficult, get in touch with the nearest NGO dealing with children’s rights or try to identify a national organization in your country that deals with children’s rights issues or issues of GBV.



SESSION WRAP-UP:

1. Refer back to **Session 1, Activity 1**. Mention that because of possible challenges and lack of resources, it is important to set up a response network. Remind participants of the strategies they came up with and people they identified in the country and community who could also provide links for an effective support network.
2. Remind participants that it is a reality that sometimes no action is taken or the student could experience more harm from reporting. It is important that they communicate to the student that “the incident was not your fault, you did nothing wrong.” Teachers should always follow the guideline to “do no harm.”
3. Review and provide copies of laws and the Teachers’ Code of Conduct pertaining to SRGBV and SRGBV-related areas (such as age of consent, cultural practices, etc.). Refer back to the activity in Session 3 on the Teachers’ Code of Conduct.
4. Review places in the community and country where participants can go to get help in navigating the legal system.



REFLECTION ACTIVITY:

Remind participants to take a look at the Reflection Activity in their **Teacher Reference Materials**. This is an optional exercise for participants to do on their own if they wish. If they have any questions about the activity, they should feel free to ask you.



CONTENT INFORMATION FOR SESSION

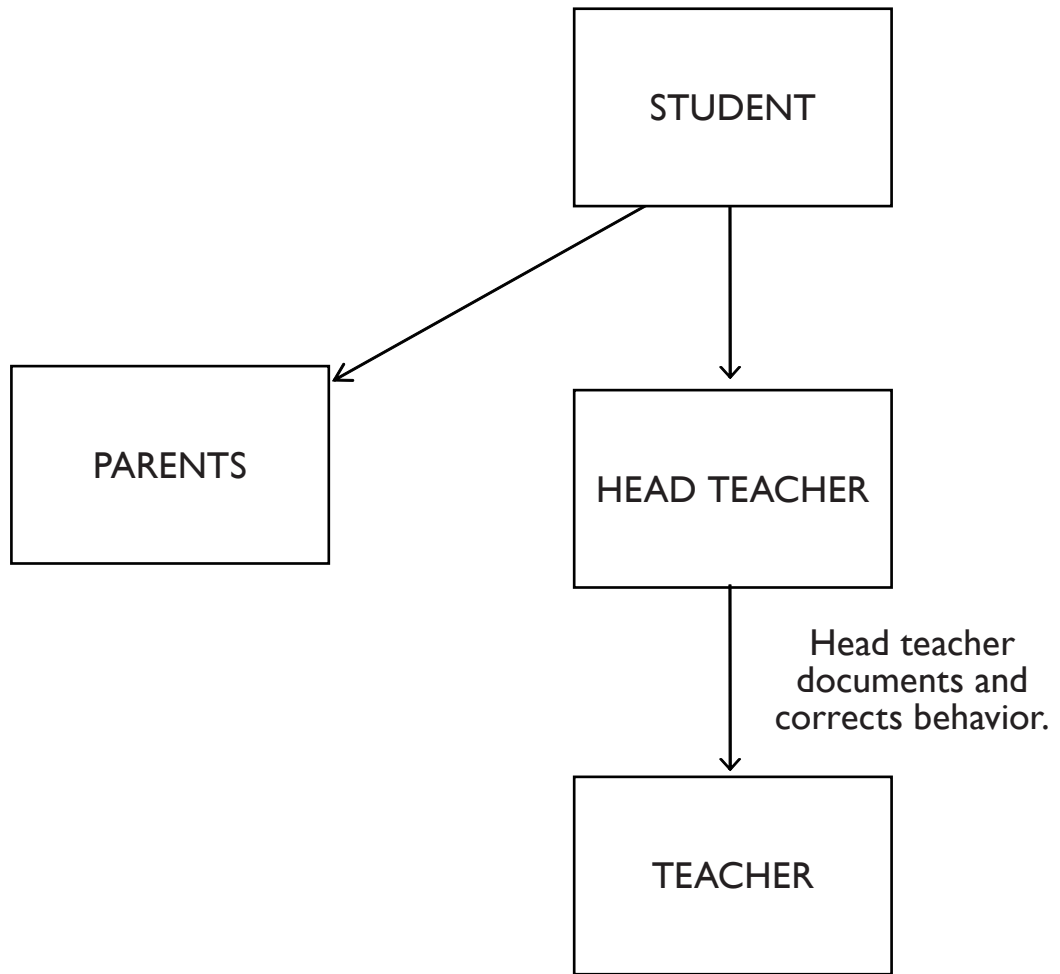
Scenarios for Reporting Requirements

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 school-yard 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)

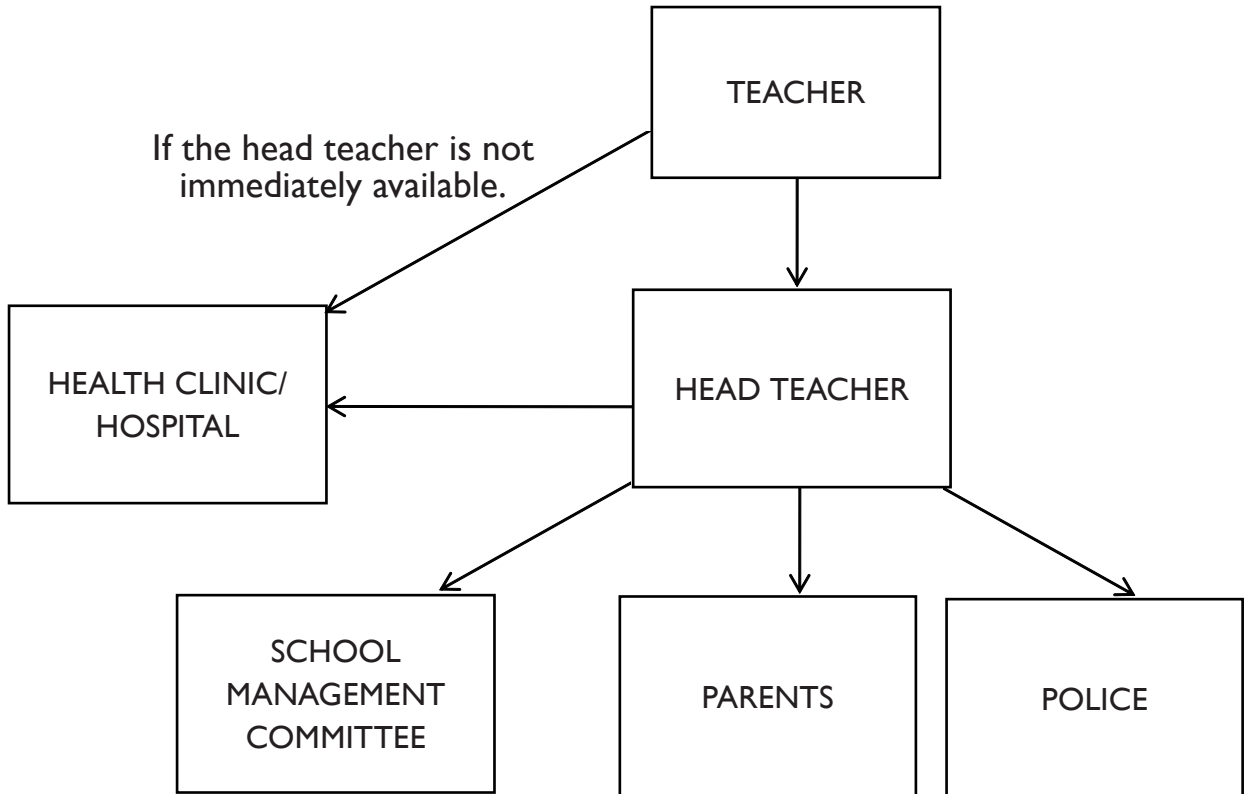
Reporting: Example of Psychological Abuse

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



Reporting: Example of Sexual Abuse

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



8

MODULE 8:

ACTION PLAN AND PLEDGE

WHY THIS MODULE?

This is the final module in Doorways III and gives participants a chance to identify ways in which they can contribute to preventing and responding to SRGBV. Thinking about an action plan and discussing “next steps” with their colleagues also helps participants think about how they can work together to prevent SRGBV.

The activities in this module give participants a chance to discuss a tangible plan to help address SRGBV. Participants also have an opportunity to formally commit to decreasing SRGBV and its harmful effects by writing a pledge to help prevent and respond to SRGBV in their classrooms and schools. The last activity gives participants an opportunity to reflect on the training and how it will influence their teaching, their classrooms and their roles in the lives of their students.

WHAT IS IN THIS MODULE?

Session 1: Action Plan and Pledge (1 hour and 30 minutes)

Participants will recommit to their roles and responsibilities to addressing SRGBV by committing to an action plan and signing a personal pledge.

Session 2: Training Wrap-Up and Evaluation (1 hour)

This session summarizes key themes of the training program and wraps up the program. Participants will complete an evaluation of the training and a post-training assessment.

Session 1: Action Plan and Pledge



TIME: 1 HOUR AND 30 MINUTES



LEARNING OBJECTIVES:

By the end of this session, participants will be able to create an action plan and personal pledge to prevent and respond to SRGBV in their classrooms and schools.



METHODS USED:

1. Group work
2. Self-reflection activity



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers
- Notebooks
- Certificates for participants
- Teacher Reference Materials:
 - **Guidelines for an Action Plan**
 - **Pledge to Prevent and Respond to SRGBV**



FACILITATOR PREPARATION:

1. If possible, prepare a certificate for each participant.
2. Write an example of the **Pledge to Prevent and Respond to SRGBV** on flipchart paper. If possible, make copies of the pledge on high-quality paper so participants can leave the training with it.



FACILITATOR NOTES:

Participants are encouraged to come up with their own plans to meet and share ideas and strategies outside the program. Ideally, they would set up something similar to a “Colleague Club,” a place where they could get together and share teaching strategies and help each other with ongoing professional development.



ACTIVITY I: CREATING AN ACTION PLAN (1 HOUR)

1. Look at the list of “Parking Lot” issues or challenges that have been mentioned in the program. Determine which issues need to be addressed by participants. Refer back to any issues or gaps that came

up during the program. For example, if during the session on the Teachers' Code of Conduct, participants noticed that they have not seen a Teachers' Code of Conduct in their school or were not aware of a Teachers' Code of Conduct, then they can take this problem and follow the steps in the **Guidelines for an Action Plan** to examine the problem of not having access to a Teachers' Code of Conduct.

2. Let participants form their own groups based on an issue of mutual concern.
3. In small groups, participants should choose one issue. Participants should follow the steps in the **Guidelines for an Action Plan** to identify strategies they can take pertaining to that issue or an issue to help prevent SRGBV in their classrooms and in their schools.

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:

4. Ask participants to also think about next steps.
 - When will teams meet to reflect on activities and progress of action plans?
 - What opportunities do teachers have to share successes and problems? Are there weekly staff meetings?
 - When is there an opportunity to share with parents and community members?

- Are there opportunities to meet with teachers from other schools? How about other regions? With district or regional education officials?



ACTIVITY 2: MY PLEDGE TO MY STUDENTS (30 MINUTES)

1. Distribute copies of the Pledge to Prevent and Respond to SRGBV, or refer students to their copy in their **Teacher Reference Materials**.
2. Ask participants to complete the pledge with details of what they can personally do to ensure that they are working towards preventing and responding to SRGBV and providing students with a safe learning environment.
3. Have a colleague sign the pledge as a witness.

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: _____

Session 2: Training Wrap-Up and Evaluation



TIME: 1 HOUR



LEARNING OBJECTIVE:

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

1. Complete an evaluation of the Doorways III program.
2. Complete a post-training assessment to measure learning regarding SRGBV.



METHODS USED:

Large-group activity



MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- **Doorways Training Program Evaluation (Appendix B)**
- **Post-Training Assessment and Answer Key (Appendix C)**



FACILITATOR PREPARATION:

None



FACILITATOR NOTES:

None



ACTIVITY 1: PROGRAM WRAP-UP (15 MINUTES)

1. Congratulate the participants for all their hard work, attention and participation during the program.
2. Remind them that they hold a very important role in the community, school and in the lives of young people. Their efforts will go a long way to prevent and respond to SRGBV and to help all their students receive a quality education, while honoring the rights of young people.
3. Go around the room and have all the participants share one new thing that they learned. Write these points on flipchart paper. People can repeat the same concepts; just put a check mark if more than one person says it.

4. Remind them of their action steps, making connections between what they have learned and how it applies to some of the action steps they might have outlined.



ACTIVITY 2: EVALUATION OF THE TRAINING PROGRAM (15 MINUTES)

1. Give each participant an evaluation form of the training program to fill out. An example is provided in **Appendix B** of the manual.
2. Collect all forms and give them to the appropriate person on the training team.



ACTIVITY 3: POST-TRAINING ASSESSMENT (30 MINUTES)

1. Give each participant a post-training assessment to fill out. An example of the assessment and answer key are provided in **Appendix C** of the manual.
2. Collect all forms and give them to the appropriate person on the training team. If possible, inform participants of their results as follow-up.
3. Be sure to end with any other housekeeping details or other important items.

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.

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 includes 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.).

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 A](#) 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.



School-Related Gender-Based Violence: Definition and Types²⁹

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

²⁹ 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.



Doorways Training Program Evaluation

I. TRAINING TEAM

Please rate the following:

Trainers/facilitators

	Very Good	Good	Fair	Below Average
NAME	[]	[]	[]	[]

Comments:

	Very Good	Good	Fair	Below Average
NAME	[]	[]	[]	[]

Comments:

	Very Good	Good	Fair	Below Average
NAME	[]	[]	[]	[]

Comments:

Comment on number of trainers, their roles and interactions:

2. TRAINING FACILITIES

Please rate the following:

	Very Good	Good	Fair	Below Average
Training Room	[]	[]	[]	[]
Food	[]	[]	[]	[]
Accommodations/Housing	[]	[]	[]	[]
Transportation Service	[]	[]	[]	[]

Comments or suggestions for improvement:

3. REFERENCE MATERIALS

Please rate the following:

	Very Good	Good	Fair	Below Average
Module 1	[]	[]	[]	[]
Module 2	[]	[]	[]	[]
Module 3	[]	[]	[]	[]
Module 4	[]	[]	[]	[]
Module 5	[]	[]	[]	[]
Module 6	[]	[]	[]	[]
Module 7	[]	[]	[]	[]
Module 8	[]	[]	[]	[]

Comments or suggestions for improvement:

4. TRAINING SCHEDULE

Please rate the following:

	Too long	Just right	Too short
Length of days	[]	[]	[]
Hours per day	[]	[]	[]
Evening session	[]	[]	[]
Free time	[]	[]	[]

Comments or suggestions for improvement:

5. OTHER COMMENTS AND SUGGESTIONS

1. What are three specific things you learned that will help you to be more effective in protecting and supporting children?
2. Which sessions/topics do you think should be dealt with more thoroughly or added to this workshop?
3. Which sessions/topics do you think should be dropped from the workshop? Why?
4. How have your attitudes changed during this workshop and how will these changes affect you in the future?

APPENDIX C



Post-Training Assessment and Answer Key

(30 minutes to complete the assessment)

Name: _____ Date: _____ Final Score: _____ out of 100

No.	Question	Yes	No	Don't Know
1	Is it acceptable for students to disagree or challenge what a teacher says in class?			
2	Is it more important for boys to get an education than girls?			

No.	Question	Yes	No	Don't Know
	Are the following statements examples of violence or abuse?			
3	Shouting at a child in class			
4	Pinching the ear of a student who is not listening			
5	Sending a child to the head teacher for talking in class			
6	A boy touching the breast of a female student			

No.	Question (circle one answer)
7	Under which of the following circumstances is it appropriate to take action and intervene? A. If you witness two students arguing over fashion or sports B. If you hear of a teacher having sexual relations with a student C. If you see a group of female students harassing a male student about being a virgin D. If you see a teacher belittling a student and calling her stupid E. All of the above F. None of the above G. Answers B, C and D

8	Which of the following behaviors put a student at risk of HIV? A. A girl being afraid to say “no” to sex B. A boy making unilateral decisions about when to initiate sex or to use a condom during sex C. A boy being encouraged or being expected to have multiple sexual partners D. All of the above E. None of the above F. Answers A and C
9	Which of the following are principles of good classroom management? A. Clearly defining classroom rules B. Teachers and students working together to create and maintain a safe and welcoming classroom C. Students being given the opportunity to self-monitor and correct their own behavior D. All of the above E. Answers A and C F. Answers A and B
10	When a student comes to a teacher with a problem, it is important that the teacher: A. Ensures there is a supportive environment B. Calms the student by saying the problem is not important C. Ensures the student’s safety D. Ensures the student’s problem is told to other teachers E. Shows respect towards the student F. All of the above G. Answers A, C and E
11	The Code of Conduct aims to provide: A. A tool to prevent and respond to SRGBV B. Guidelines for professional and ethical behavior C. Outline of the consequences of violating rules D. Guidelines for reporting violations E. All of the above F. None of the above G. Answers A, B and D

No.	Question	Adult	Child	Both
	Which of the following human rights relate to an adult, a child or both?			
12	Right to be treated with respect and dignity			
13	Right to live free from harm and abuse			

No.	Question	True	False	Don't Know
	Which statements are true or false?			
14	Teachers have no obligation to protect the rights of students.			
15	Students have the responsibility to protect the rights of fellow students.			
No.	Question	True	False	Don't Know
16	The government has the responsibility to establish and enforce the rights of students.			
17	Caning can be an effective method to help children behave and learn in class.			
18	Sometimes it is necessary to shout at students or call them names to get their attention.			
19	It is acceptable for a teacher to request students to run personal errands during class.			
20	A teacher should assign boys hard physical labor and girls domestic chores.			
21	There are situations when it is acceptable for a child to consent to having sex with an adult.			

No.	Question (mark all appropriate referrals)					
		Head teacher or PTA	Health provider	Police	Community or religious leader	Parent
	To whom should a student be referred when he or she has been:					
22	Raped or sexually assaulted by a fellow student					
23	Offered grades in exchange for sex by a teacher					
24	Threatened or feels endangered by a fellow student					

No.	Essay Question
25	How can teachers prevent violence in schools?

Answer Key for the Post-Training Assessment

This assessment should be administered on the final day of training. All participants should take the test. There are 25 questions in the test. Each correct response is worth four points. The maximum score is 100, and a satisfactory score is 80 or above. Participants have 30 minutes to complete the test.

No.	Question	Yes	No	Don't Know
1	Is it acceptable for students to disagree or challenge what a teacher says in class?	X		
2	Is it more important for boys to get an education than girls?		X	

No.	Question	Yes	No	Don't Know
	Are the following statements examples of violence or abuse?			
3	Shouting at a child in class	X		
4	Pinching the ear of a student who is not listening	X		
5	Sending a child to the head teacher for talking in class		X	
6	A boy touching the breast of a female student	X		

No.	Question (circle one)
7	Under which of the following circumstances is it appropriate to take action and intervene? A. If you witness two students arguing over fashion or sports B. If you hear of a teacher having sexual relations with a student C. If you see a group of female students harassing a male student about being a virgin D. If you see a teacher belittling a student and calling her stupid E. All of the above F. None of the above G. Answers B, C and D
8	Which of the following behaviors put a student at risk of HIV? A. A girl being afraid to say "no" to sex B. A boy making unilateral decisions about when to initiate sex or to use a condom during sex C. A boy being encouraged or being expected to have multiple sexual partners D. All of the above E. None of the above F. Answers A and C

9	<p>Which of the following are principles of good classroom management?</p> <p>A. Clearly defining classroom rules</p> <p>B. Teachers and students working together to create and maintain a safe and welcoming classroom</p> <p>C. Students being given the opportunity to self-monitor and correct their own behavior</p> <p>D. All of the above</p> <p>E. Answers A and C</p> <p>F. Answers A and B</p>
10	<p>When a student comes to a teacher with a problem, it is important that the teacher:</p> <p>A. Ensures there is a supportive environment</p> <p>B. Calms the student by saying the problem is not important</p> <p>C. Ensures the student's safety</p> <p>D. Ensures the student's problem is told to other teachers</p> <p>E. Shows respect towards the student</p> <p>F. All of the above</p> <p>G. Answers A, C and E</p>
11	<p>The Code of Conduct aims to provide:</p> <p>A. A tool to prevent and respond to SRGBV</p> <p>B. Guidelines for professional and ethical behavior</p> <p>C. Outline of the consequences of violating rules</p> <p>D. Guidelines for reporting violations</p> <p>E. All of the above</p> <p>F. None of the above</p> <p>G. Answers A, B and D</p>

No.	Question	Adult	Child	Both
	Which of the following human rights relate to the adult, child or both?			
12	Right to be treated with respect and dignity			X
13	Right to live free from harm and abuse			X

No.	Question	True	False	Don't Know
	Which statements are true or false?			
14	Teachers have no obligation to protect the rights of students.		X	
15	Students have the responsibility to protect the rights of fellow students.	X		

No.	Question	True	False	Don't Know
16	The government has the responsibility to establish and enforce the rights of students.	X		
17	Caning can be an effective method to help children behave and learn in class.		X	
18	Sometimes it is necessary to shout at students or call them names to get their attention.		X	
19	It is acceptable for a teacher to request students to run personal errands during class.		X	
20	A teacher should assign boys hard physical labor and girls domestic chores.		X	
21	There are situations when it is acceptable for a child to consent to having sex with an adult.		X	

No. Question (mark all appropriate referrals)						
	To whom should a student be referred when he or she has been:	Head teacher or PTA	Health provider	Police	Community or religious leader	Parent
22	Raped or sexually assaulted by a fellow student	X	X	X		X
23	Offered grades in exchange for sex by a teacher	X				
24	Threatened or feels endangered by a fellow student	X			X	X

No.	Essay Question
25	<p>How can teachers prevent violence in school?</p> <p><i>All correct answers are acceptable and awarded the full points.</i></p> <p><i>You should quickly read through the responses and mention to participants some of the more practical and most innovative responses before they are dismissed.</i></p>

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