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DOORWAYS II

COMMUNITY COUNSELOR TRAINING MANUAL

On School-Related Gender-Based Violence Prevention and Response

Doorways II: Community Counselor Training Manual

On School-Related Gender-Based Violence Prevention and Response

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LIST OF ABBREVIATIONS

AIDS	Acquired immunodeficiency syndrome
CoC	Code of Conduct
CRC	Convention on the Rights of the Child
CRIN	Child Rights Information Network
EI	Education International
DEVTECH	DevTech Systems, Inc.
GBV	Gender-based violence
HIV	Human immunodeficiency virus
ILO	International Labor Organization
NGO	Non-governmental organization
SRGBV	School-related gender-based violence
STI	Sexually transmitted infection
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
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 VIOLENCE [3]

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.

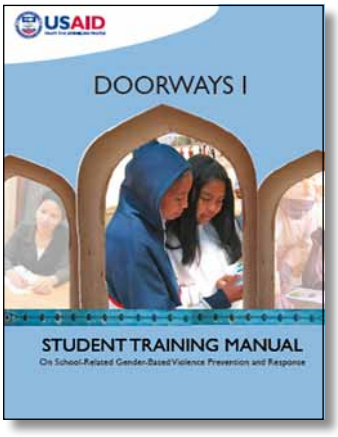
Educational institutions ranging from the central ministry to teacher training colleges, teacher unions and individual schools can take action to reduce gender violence. Codes of conduct that guide the behavior of teachers and other school personnel must be enforced. The Teachers' Code of Conduct should 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.

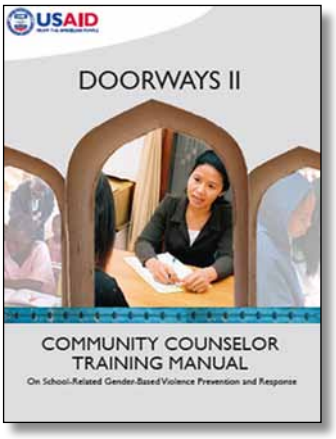
[3] This definition of school-related gender-based violence is based on the Safe Schools Program conceptual framework and includes a synthesis of internationally recognized UN and UN specialized agency (such as the World Health Organization) definitions from the fields of education, health and child protection; see Appendix for definition.

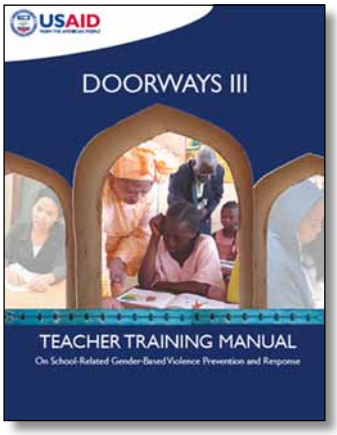
At the classroom level, teachers need to be trained in the use of nonviolent teaching and discipline practices. Curriculum can be revised to promote respect and gender equality. Rights-based life skills programs need to be available to help both girls and boys break free of harmful gender stereotypes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

Doorways II was designed for community counselors to prevent and respond to violence in schools. It includes this training manual and ***Doorways II: Community Counselor 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 provide community counselors with basic knowledge and skills to respond to young people who have experienced school-related gender-based violence (SRGBV).

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

1. Support the rights of young people.
2. Provide emotional support to young people.
3. Assist young people to report SRGBV incidents.
4. Refer young people who have experienced SRGBV to the medical, psychosocial, legal or safety services they may need.
5. Conduct follow-up with young people who have sought help.
6. Help young people who have been abused to plan for the future and be resilient.

Materials Needed for the Program

- ***Doorways II: Community Counselor 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 49.5 hours of training time and is designed to be delivered in approximately nine days (see **Suggested Schedule for Doorways II**).

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 II manual has nine modules. There is a **Glossary** for clarification of terms. All glossary terms are highlighted in blue and hyperlinked to the Glossary. Resources are in the **Bibliography** at the end on the manual. The nine 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: Community Counselors
Module 7: Response – Support, Referral and Reporting
Module 8: More Skills for Community Counselors
Module 9: Training Wrap-Up and Evaluation

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.

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.

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 II: Community Counselor 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 student 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/Icebreaker:
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 II 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

Module 7 needs to be customized before the training program starts.

Preparation for Module 7, Session 3: 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 community counselor 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 community counselors go about reporting?
- What is the role of the customary or traditional legal system in reporting?
- Should the community counselor 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 community counselor makes it?
- What if the student does not want the community counselor to report the incident, but the law says the community counselor 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 II: Community Counselor Reference Materials on School-Related Gender-Based Violence Prevention and Response*** and should be given to participants at the beginning of Module 7, Session 3.

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 training?
   - 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 II[4]

DAY 1		
Module	Session	Time
Module 1: Introduction (2 hours, 30 minutes)		
• Participants say what they most enjoy about working with young people.	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 Young People?	2 hours
• Participants reflect on hopes and dreams and challenges they faced as young people and compare them to those of young people today. Participants also examine the qualities of a trusted adult.	2: Qualities of a Trusted Adult	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, young people's workloads outside the classroom and community counselors' behaviors and expectations.	2: Gender and the Community Counselor	2 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 3		
Module	Session	Time
Module 4: Violence and School-Related Gender-Based Violence (8 hours, 30 minutes)		
• 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
DAY 4		
• 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 consequences of SRGBV and how it impacts the community.	3: Consequences of SRGBV	1 hour
Module 5: Human Rights (5 hours)		
• 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 examine the articles in the Convention on the Rights of the Child (CRC) that relate directly to education and the school environment and also look at the relationship between the rights and responsibilities of adults and children.	2: Convention on the Rights of the Child	1 hour 30 minutes
DAY 5		
• Participants discuss children's rights. This session makes the link between gender violence and children's rights.	3: Children's Rights – Whose Responsibility Are They?	2 hours, 30 minutes
Module 6: Community Counselors (6 hours)		
• Participants are introduced to basic listening skills, also giving them an opportunity to practice and demonstrate basic listening skills.	1: What Is a Community Counselor?	2 hours

DAY 5 (continued)		
Module	Session	Time
• Participants are introduced to basic listening skills, also giving them an opportunity to practice and demonstrate basic listening skills.	2: Basic Listening Skills	1 hour
DAY 6		
• Participants will build on the basic listening skills learned in the previous session by adding active listening skills.	3: Active Listening Skills	2 hours
• Participants demonstrate the listening skills in this module. They also have an opportunity to observe and provide feedback to other participants.	4: Practicing Basic and Active Listening Skills	1 hour
Module 7: Response – Support, Referral and Reporting (5 hours, 30 minutes)		
• 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?	2 hours, 30 minutes
DAY 7		
• 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.	2: Using the Teachers' Code of Conduct to Address SRGBV	1 hour
• Participants discuss proper reporting procedures in their communities and how to respond to violations of local and national laws.	3: Using the Legal System to Address SRGBV	2 hours
Module 8: More Skills for Community Counselors (12 hours and 30 minutes)		
• Participants will be introduced to the GARD SF Tool and practice the first three steps of the GARD SF Tool: Greet the student, Assess the situation, offer Resources.	1: Introducing the GARD SF Tool, Part 1	2 hours, 30 minutes

DAY 8		
Module	Session	Time
Module 8: More Skills for Community Counselors (continued)		
• Participants demonstrate Steps 4–6 of the GARD SF Tool: Develop a plan with the student, Summarize, Follow up.	2: Introducing the GARD SF Tool, Part II	2 hours 30 minutes
• Participants demonstrate all the steps in the GARD SF Tool.	3: Practicing the GARD SF Tool	3 hours
DAY 9		
• In a mock counseling session, participants demonstrate listening skills and all the steps in the GARD SF Tool to assess their skills.	4: Putting It All Together–Listening Skills and the GARD SF Tool	4 hours, 30 minutes
Module 9 : Training Wrap-Up and Evaluation (1 hour)		
• Participants recommit to their roles and responsibilities to address SRGBV by committing to an action plan and signing a personal pledge.	Training Wrap-Up and Evaluation	1 hour

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MODULE 1:
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 II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response***. Participants share their expectations of the program and learn about the goals and objectives of the training program. In addition, participants gain an understanding of what is expected of them in the program.

What Is in This Module?

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

This session welcomes participants to the training program and introduces them to one another. 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 with the goals of the program. As a group, establish ground rules to be followed throughout the training.

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. Address all the participants by their preferred name.
3. Identify an interesting hobby or skill of the other participants.
4. State what they like about working with young people.

METHODS USED:

1. Interviews
2. Individual presentations

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- **Community Counselor Reference Materials (CCRM booklet)**

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 CCRM booklet, 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 (45 MINUTES)

1. Welcome all 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 **CCRM booklet**. Explain that the case studies and charts used throughout the program are located in the CCRM booklet. Ask participants to bring the CCRM booklet to each session.

4. Facilitate warm-up/icebreaker.

5. Ask participants to form a circle. Ask participants to share their favorite aspect about 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.
   - 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?
   - What experience do you have working with young people?

2. Ask participants to introduce their partners and to share the answers to the questions they asked during the interview.

SESSION WRAP-UP:

1. Remind participants to call each other by their preferred names.

2. Acknowledge the talent and skills that participants bring with them to the program and emphasize that in the program they will be building on that strength and gaining new skills.

3. Review some of the different experiences participants have working with young people and how participants can learn from one another.

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 community counselor training program.
2. Compare their expectations with the objectives of the community counselor training program.
3. Know the ground rules of the program.

METHOD USED:

Group discussion

MATERIALS:

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

FACILITATOR PREPARATION:

1. Write the **Goal and Objectives of the Community Counselor 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 **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 are some of the issues around violence that you see in your community?
   c. 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 Community Counselor Training Program** in their CCRM booklet.

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 program that will be interesting and participatory. Remind them that they bring knowledge to the program 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., buying vehicles to transport students to school), 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 community counselors 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 the Community Counselor Training Program

Goal of the Community Counselor Program

The overall goal of the training program is to provide community counselors with basic knowledge and skills to respond to young people who have experienced school-related gender-based violence (SRGBV).

Objectives of the Community Counselor Training Program

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

1. Support the rights of young people.
2. Provide emotional support to young people.
3. Assist young people to report SRGBV incidents.
4. Refer young people who have experienced SRGBV to the medical, psychosocial, legal or safety services they may need.
5. Conduct follow-up with young people who have sought help.
6. Help young people who have been abused to plan for the future and be resilient.

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.)?

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 any student 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

MODULE 2:
ATTITUDES TOWARDS YOUNG PEOPLE

Why This Module?

In this module, participants will examine their attitudes regarding the rights, abilities and futures of young people. It is essential for participants to examine the beliefs behind their attitudes because it could affect how they counsel young people. This module helps participants see their roles as community counselors 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 by serving as trusted adults, which is essential for reducing and responding to school-related gender-based violence.

What Is In This Module?

Session 1: What Are My Attitudes Regarding Young People? (1 hour and 30 minutes)

Participants will examine their attitudes about working with young people.

Session 2: Qualities of a Trusted Adult (1 hour and 30 minutes)

In this session, participants reflect on hopes and dreams and challenges they faced as young people and compare them to those of young people today. Participants also examine the qualities of a trusted adult.

Session 1: What Are My Attitudes Regarding Young People?

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 young people.
2. Analyze the consistency of their attitudes and behaviors and how it relates to working with young people as a community counselor.

METHODS USED:

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

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencil
- Chart stand
- Tape
- 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 young people, 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., "Young people should respect adults at all times, no matter what the situation."

ACTIVITY 1: WHAT ARE COMMUNITY COUNSELORS' ATTITUDES REGARDING YOUNG PEOPLE? (1 HOUR AND 30 MINUTES)[5]

1. Tell participants that this activity will ask them to express their feelings and opinions regarding young people.

2. Point out the three different 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 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.

6. 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, they may agree or become not sure. It is fine to move around during the activity and discussion.

[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.

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 to return to their seats for a general discussion.

Statements:

1. Boys and girls have equal capacity to learn.
2. Young people 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. Young girls bring trouble on themselves by the way they dress.
7. Only girls experience violence in school.
8. Physical punishment is OK if it helps children learn.

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 young people?
3. What shapes your attitudes and opinions about young people?
4. Did any of you change or alter your opinion as a result of this activity?
5. How could your opinions about young people impact your work as a community counselor?

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 young people.

4. Participants' attitudes towards young people greatly affect their behavior towards them, whether it is positive or negative. Community counselors should always remember the great impact they have on young people and should model respect at all times.

Session 2: Qualities of a Trusted Adult

TIME: 1 HOUR 30 MINUTES

LEARNING OBJECTIVES:

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

1. Compare experiences when they were young to those of young people today.
2. Recall a time in their lives when they needed the help of a trusted adult.
3. Identify qualities of a trusted adult and how community counselors can help young people who face problems.

METHODS USED:

1. Reflection activity
2. Small-group discussion

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils

FACILITATOR PREPARATION:

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**.)

FACILITATOR NOTES:

None

ACTIVITY 1: COMPARING THEIR CHILDHOOD TO THOSE OF YOUNG PEOPLE TODAY (1 HOUR)

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

2. Speaking in a calm, slow and peaceful voice, ask participants to think back to the time when they were young, 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. 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).

4. Ask participants to form small groups of three or four to discuss the **hopes and dreams** that participants had as young people. People are still talking in first person ("I") and are now speaking, not writing.

5. Next, ask each small group to make a list on flipchart paper of **hopes, dreams** and **desires** they had as young people.

6. Next, ask each small group to make a list on flipchart paper of **challenges they faced as young people.**

7. Ask participants if young people today have similar hopes and dreams. Ask if they think young people today have similar challenges, or have things changed?

8. Looking at the two flipcharts, make a link between things that participants faced as young people and the problems that young people today face. Use the following issues faced by today's young people as prompts to make links:
   - Negative peer pressure to engage in unhealthy behaviors
   - Lack of basic needs
   - Abuse by teachers
   - People not respecting their rights
   - Imposed traditional practices
   - HIV and AIDS

9. Summarize the sessions by pointing out that young people today have hopes and dreams just as they did when they were young, but young

people today also face more serious problems and at times need the support of adults.

ACTIVITY 2: WHAT MAKES A TRUSTED ADULT? (30 MINUTES)

1. Ask participants to think of a time when they were younger and went to an adult for help or to discuss a problem.

2. Have participants share their example with a partner.

3. Next, ask for volunteers to share their examples with the whole group.

4. Explain that, at times, young people need a **trusted adult** in their lives whom they can go to for help. Some problems faced by young people, if they go unsolved, can result in depression, dropping out of school and inability to realize their hopes and dreams.

5. Ask participants what they think makes a trusted adult. The following are examples of what young people think make a trusted adult:
   - Someone they know who will help them if they need help.
   - Someone they can talk to about anything, especially their problems, or if they are feeling scared, confused or uncomfortable.
   - Someone they feel happy being around.
   - Someone who listens to them and cares about their problems.
   - Someone who has helped them before.
   - Someone who would help them solve a problem, be understanding, get help and work to keep them safe.

6. Explain that as community counselors, participants will be better equipped to serve as a trusted adult when a young person comes to them with a problem. This program will give them the knowledge and skills to be able to support young people, especially if they experience violence at school.

SESSION WRAP-UP:

1. Review issues that came up in the activity and point out that young people today have similar hopes and dreams as they did when they were young. Some of the challenges are the same, while some are different and more serious.

2. Point out that as community counselors they can serve as trusted adults for young people and help young people resolve problems and face challenges so that they may realize their hopes and dreams for the future.

3

MODULE 3:
GENDER

Why This Module?

This module focuses on how gender norms held by community counselors can influence the way they interact and counsel young people. Participants are asked to examine gender stereotypes that might influence the expectations they have of young people and the way they treat them.

Understanding that gender roles are socially constructed and can be changed through education and action 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 young people.

Session 2: Gender and the Community Counselor (2 hours and 30 minutes)

Building on the concepts of gender, this session examines how gender influences the school environment, young people's workloads outside the classroom and community counselors' behaviors and expectations.

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
- Community Counselor 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**) or refer participants to the CCRM booklet.
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 **Content Information for Session**) 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, Session 1.

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[6] (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

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

story, and then ask each person to share his or her story with the group.

c. After all the members of the group have shared their memories, work together to develop a five-minute drama, role-play, poem or song, picture, story or dance that depicts the memories shared within the smaller group.

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 anyone 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 CCRM 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 from the **Statements for Gender Versus Sex Activity** page (in the **Content Information for Session**), 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 children? Give examples.
4. How do the notions of what is appropriate masculine and feminine behavior affect your interactions with young people?

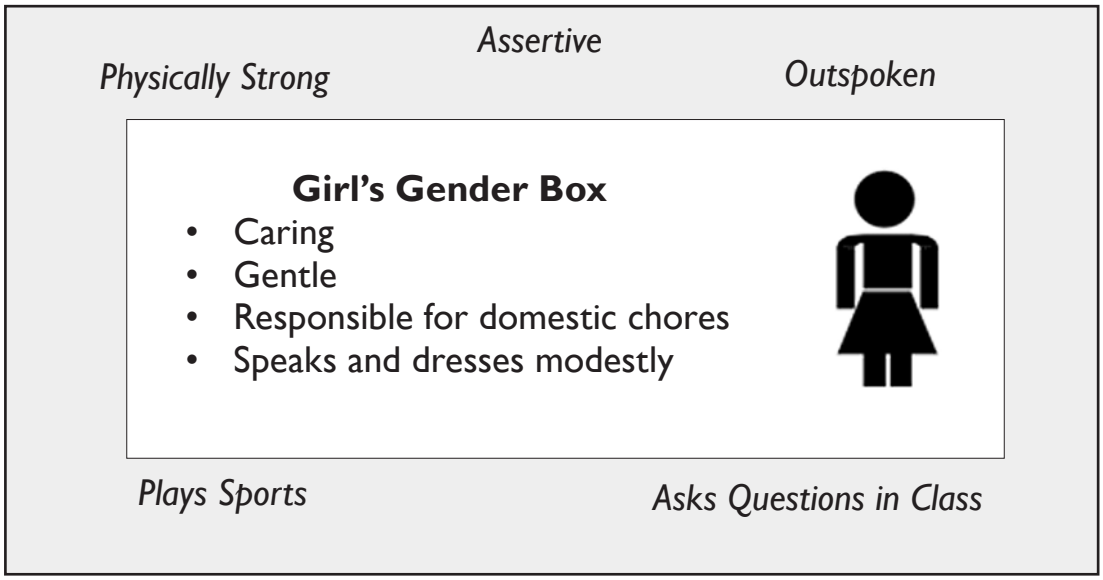
ACTIVITY 3: GENDER BOX – ACT LIKE A MAN/ACT LIKE A WOMAN[8] (1 HOUR)[7]

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



[7] 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 for young people 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 someone calling people names because they are not "acting like a man" or "acting like a woman"?
7. Remind participants that as community counselors 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. Community counselors have the power to change gender roles and treat young people with respect, regardless of their sex. This is one aspect of **gender equality** (see **Facilitator Notes**). Community counselors can also serve as role models and not reinforce gender stereotypes. Participants will discuss how in the next session.

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."[8]

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

Session 2: Gender and the Community Counselor

TIME: 2 HOURS AND 30 MINUTES

LEARNING OBJECTIVES:

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

1. State how gender roles can influence them as community counselors.
2. Recognize the challenges placed on children, especially females, outside the classroom.
3. Analyze their ability to counsel girls and boys equitably.

METHODS USED:

1. Discussion
2. Direct Observation

MATERIALS:

- Flipchart
- Markers
- Tape

FACILITATOR PREPARATION:

If possible, develop separate daily schedules for girls and boys by speaking with three or four males and females 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 young people come in and present their different schedules to the participants.

FACILITATOR NOTES:

1. Community counselors should be aware of the obligations young people have outside the classroom. Community counselors should realize that sometimes young people's 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 disrupting class, there may be something going on in his or her life that is causing this type of behavior.

2. 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.

ACTIVITY 1: YOUNG PEOPLE'S DAILY SCHEDULES (1 HOUR AND 30 MINUTES)

1. Have participants form two groups, one group of males and one group of females.

2. Tell them to think of a typical day in the life of a young person during the school week. Ask the female group to write the schedule for females and the male group to write the schedule for males. Before starting the activity, decide on a season, preferably a busier time of the year. The schedules should cover from the time young people 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. If you spoke with young people prior and got examples of their schedules, compare them to the schedules participants created.

DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Is it important for community counselors to be aware of what young people 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 activities one group does that the other group never does?
7. How do these schedules impact learning and what happens at school?
8. What did you learn today as a result of this activity?
9. Will this new information have an impact on how you treat young people? Why? How? Give specific examples.

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

This activity is meant to be a discussion, done in the large group. 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.

Read the following:
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: GENDER ROLES AND EXPECTATIONS (30 MINUTES)

1. Read the following case study:
   Mariama was walking home from school when a man in a nice car approached her. He asked her if he could buy her a gift or some school supplies. Mariama was very confused and did not know what to do. On one hand, she felt uncomfortable accepting gifts from someone she did not know, but on the other hand, she really needed new school supplies. She thought about it and asked different people what she should do.

   Here is the advice Mariama received from different people:
   - Her mother told her to go ahead and let the man buy her gifts. Her mother also told her if the man gave her any money, she should come back and share it with the family.
   - Her grandmother told her that she could accept a gift from the man, but that she should never be alone with him. She told Mariama that she should quit school and marry this man, especially since he had a lot of money.
   - Her girlfriend told her it was OK, that most young girls had older men who supported them and it was not looked upon unfavorably by their other friends.

- Her brother told her she should not go with the man because if she did, no one would be her boyfriend because she would be "spoiled" (or unfit for marriage).

2. Remind participants of gender stereotypes or inequalities that have been discussed. Ask how gender roles and expectations influenced the advice Mariama received from different people.

3. Have participants get into small groups. Give each group a piece of flipchart paper. Tell the participants to list all the examples of gender stereotypes that were mentioned in the advice given.

4. Give groups a chance to share their lists.

5. Explain how being aware of gender stereotypes or inequalities is important for community counselors and that they should keep this in mind when a young person comes to talk to them about a problem.

SESSION WRAP-UP:

1. Any gender stereotypes community counselors may have can influence they way they counsel boys and girls. It is important for community counselors to be aware of how gender stereotypes influence them so that they may overcome them and counsel boys and girls equally.

2. Boys and girls face a lot of challenges outside the classroom that can affect their schoolwork and educational outcomes. Community counselors can help students overcome some of these challenges and help them when they face problems.

3. Understanding gender roles will also help in the next module in the discussion of school-related gender-based violence (SRGBV).

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 schools.

Participants are asked to examine their own attitudes towards violence. All forms of violence are a part of a continuum that operates in both children's and adults' lives, often condoned by cultural practices and beliefs that prevent adequate intervention into such abuse. The process of normalizing violence, particularly against women and children, and equating aggression and violence with masculinity can be effectively minimized if dealt with in childhood. For example, if the sexual harassment practiced by boys is not properly dealt with by teachers and parents, they will carry these behaviors and attitudes with them into adulthood. Conversely, if girls are routinely subjected to violence in their childhood, they will expect it and accept it as normal when they grow up.

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 student learning.

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 on relationships between adults and children.

Session 3: Consequences of SRGBV (1 hour)
This session discusses consequences of SRGBV and how it impacts the community.

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. Define and recognize three types of violence: psychological, sexual and physical.
3. Define SRGBV.
4. Examine the impact of gender violence on young people.

METHODS USED:

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

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Small strips of paper or index cards that can be put up on flipchart paper
- Flipcharts and definitions of gender from Module 3, Session 1
- Community Counselor Reference Materials:
  - **School-Related Gender-Based Violence: Definition and Types** (also in **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 CCRM booklet.

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 **Content Information for Session** 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.**

ACTIVITY 1: 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 all statements have been read and processed (use the following **Discussion Questions** after each statement), ask participants to return to their seats for a wrap-up discussion.

Sample Statements:

1. *A husband has the right to punish his wife even if it means he has to hit her.*
2. *Bullying is a normal part of growing up that young people must accept.*
3. *Boys do not experience sexual harassment.*
4. *Some cultures are violent, and that cannot be changed.*
5. *Teachers should not use violence to punish students.*

DISCUSSION QUESTIONS:

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

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 CCRM booklet 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 (see **Glossary**).

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 CCRM booklet. 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 1. 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 CCRM booklet. 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 CCRM booklet. 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 CCRM booklet). 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. Does this type of violence happen in schools?
4. Have you encountered this situation before? How did you counsel the young person?

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 an ideal position to become agents of change and to make a difference in the lives of young people.

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 was in then was 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. State the meaning of consent and its relationship to SRGBV.
3. Describe the impact of consent, use of force and power on violence and on relationships between adults and children.

METHODS USED:

Large-group discussion

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Flipcharts from previous sessions on violence
- Community Counselor 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 talking points to help guide the discussion on power.[9]
   - Perpetrators can have real or perceived power. Examples of different types of power and powerful people include the following:

[9] Adapted from B. Vann, *Training Manual Facilitator's Guide*; see Bibliography for full citation.

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

- 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.

- 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).

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 talking points to help guide the discussion on force. Refer participants to the definition of **force** in the **Glossary** of the CCRM booklet.
   - **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"; 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 gi.rl 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 **CCRM booklet**). 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.

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 schools?

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 schools?

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 schools?

Session 3: Consequences of SRGBV

TIME: 1 HOUR

LEARNING OBJECTIVES:

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

1. Examine the consequences of SRGBV.
2. Examine case studies and discuss options for young people.

METHODS USED:

1. Large-group and small-group discussions
2. Brainstorm activity

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers, pens or pencils
- Community Counselor Reference Materials: **Scenarios Related to Power, Use of Force and Consent** from Session 2

FACILITATOR PREPARATION:

None

FACILITATOR NOTES:

Use the statements for Activity 2, "I can help prevent SRGBV by…," as a comprehension check at the end of sessions to make sure participants understand the concepts of the program. Be sure that participants include tangible items and realistic things they can do as community counselors to help prevent and respond to SRGBV.

ACTIVITY 1: CONSEQUENCES OF SRGBV (30 MINUTES)

1. Divide participants into groups of two to three people. Use the **Scenarios Related to Power, Use of Force and Consent** from Session 2. Some groups may have the same scenario.

2. Tell participants to re-read the scenarios and think of some possible consequences of what could happen to the young person in the scenario if the violence they are experiencing goes unchecked (e.g., dropping out of school, becoming depressed, becoming pregnant or becoming infected with HIV).

3. Give each group a piece of flipchart paper and have them brainstorm all the possible consequences.

4. When groups have finished, post the flipchart paper on the wall.

5. Tell participants to walk around the room and look at all the different consequences that violence can have on young people.

6. As a whole group, allow participants to share their thoughts on what they have read on the charts.

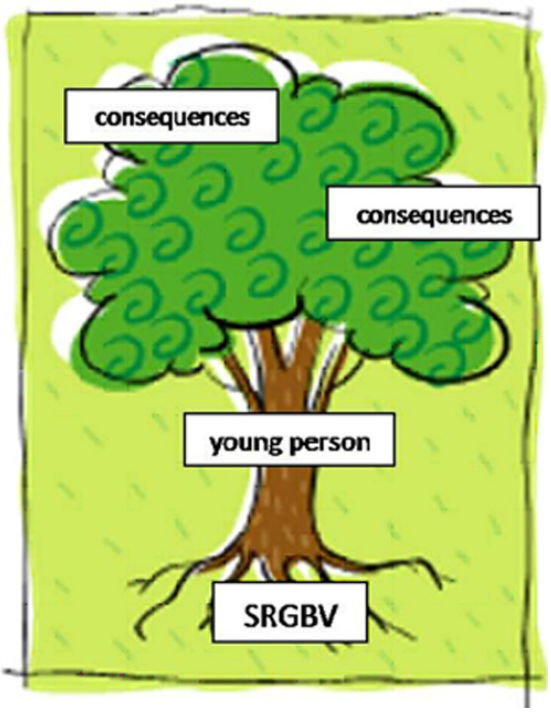
ACTIVITY 2: SRGBV TREE (30 MINUTES)

1. Draw a tree with roots coming out of the bottom. On the trunk of the tree, write "Young Person."

2. On the roots of the tree, write "SRGBV."

3. Now draw several branches and have participants call out some of the consequences of SRGBV. Remind them to think of both short-term and long-term consequences. Write these consequences on the branches. Add branches as needed.

Illustration: SRGBV Tree



4. Referring to the illustration of the tree, ask participants how they think a forest full of trees would affect their community. Emphasize that if young people continue to experience violence, it can have a detrimental effect on everyone.

5. Ask participants what some of the solutions to the problems mentioned could be. Write their answers on flipchart paper.

6. Be sure to emphasize that as community counselors, they are agents of change and have a very important role in their community and in the lives of young people.

7. Tell participants to reflect on some of the issues discussed in this session and in the previous sessions. Have them write one thing in their notebook that they can do to help prevent and respond to SGRBV. They should title the page, "What I Can Do to Prevent and Respond to SRGBV." For their first entry, they should complete the following statement: "I can help prevent and respond to SRGBV by _____."

8. Have participants read their statement. Tell them that they will be adding other statements to this page throughout the training.

SESSION WRAP-UP:

1. Remind participants that SRGBV can have detrimental effects on young people and impact the whole community.

2. Remind participants that they can be agents of change in their community and that they have the power to make a difference in the lives of young people.

3. Gender violence and its harmful consequences do not have to be passed on to future generations.

4. In this program, community counselors will learn skills and tools to empower them to help young people who have experienced violence.

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 knowledge to help support the rights of young people. Participants will be encouraged to reconsider traditional notions of power between adults and children. In these sessions, participants examine their roles and responsibilities to protect children's rights.

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 (1 hour and 30 minutes)

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.

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

Participants will discuss children's rights. 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.

Session 1: 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
- Community Counselor 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."[10]

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 been substantial; it has achieved the status of customary international

[10] N. Flowers, (Ed.), *Glossary of Human Rights;* see Bibliography for full citation.

law because people regard it as a common standard of achievement for all people and all nations.[11]

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.[12]

ACTIVITY 1: 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.

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[11] N. Flowers, (Ed.), *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights;* see Bibliography for full citation.

[12] 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 CCRM booklet. 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.

CONTENT INFORMATION FOR SESSION

Simplified Version of the Universal Declaration of Human Rights[13]

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 in skin color, sex, religion or language, for example.

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

Article 4: No one has the right to treat you as a slave, nor should you make anyone your slave.

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

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.

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[13] Adapted from Human Rights Education Associates (HREA), S*implified Version of the Universal Declaration of Human Rights*; see Bibliography for full citation.

Article 9: No one has the right to imprison you unjustly or expel you from your own country.

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

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

Article 12: Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters or bother you or your 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 you from belonging to another country if you wish 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 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 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: 1 HOUR AND 30 MINUTES

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 education and gender-based violence.
2. Identify the responsibilities children have in addition to their rights.
3. Give examples of violations of children's rights.

METHODS USED:

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

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Container for slips of paper
- Master list of human rights from Session 1
- Community Counselor Reference Materials:
  - **Summary of the UN Convention on the Rights of the Child (Summary of the CRC)**
  - **Children's Rights**

FACILITATOR PREPARATION:

1. 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 students and are related to gender-based violence.
2. For Activity 1, make a copy of the **Children's Rights** (see **Content Information for Session**) and cut them into eight individual slips of paper. If copying is not possible, write the eight rights with their explanations on separate pieces of paper, one right per slip of paper.
3. For Activity 3, be prepared to have additional slips of paper with a children's right repeated on each if there are more than eight pairs.

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. Point out that as community counselors they will help honor children's rights.

3. Refer participants to the **Summary of the CRC** in the CCRM booklet. Tell participants that they are going to review the rights that relate to school-related gender-based violence and abuse.

4. Put the slips of paper with the eight **Children's Rights** written on them in a container. Let participants take turns picking one of the rights

out of the container. Ask them to read the right and the explanation that is given in the CCRM booklet.

5. Ask the entire group which articles in the CRC relate to the right that was just read.

6. Continue the activity for all eight rights.

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 community counselors.
   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: EXAMINATION OF CHILDREN'S RIGHTS (30 MINUTES)

1. Divide participants into mixed-sex pairs. Give each pair one of the eight rights discussed in Activity 1 (some of the rights will be repeated if there are more than eight pairs).

2. Tell each pair to come up with an illustrative example of a right not being met. They should use examples that they are familiar with. For example, a child who is made to stay home and work instead of attending school is being denied the right to education.

3. After they have come up with an example of a right not being met, ask them to come up with as many solutions as they can think of to help honor that right.

4. Give each pair 15 minutes to think of examples and solutions. Have each pair share their example and solutions with the larger group.

5. Ask participants what they have learned from this activity and how they can use it in their roles as community counselors.

SESSION WRAP-UP:

1. Community counselors can help honor children's rights. They can do this by knowing what children's rights are and by helping to uphold and honor these rights.

2. Respecting children's rights is compatible with the rights of adults.

3. Both children and adults have responsibilities in addition to rights.

CONTENT INFORMATION FOR SESSION

Summary of the UN Convention on the Rights of the Child (CRC)[14]

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.

[14] 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 children are protected with children's rights.

Children's Rights

1. **The right to an education.** Children have the right to go to school and get an education. They should be encouraged to go to school to the highest level possible.

2. **The right to be protected from harmful practices.** Some traditional practices are bad for children's health and against their rights, such as early and forced marriage or someone forcing them to have sex against their will. Children have a right to know about the danger of such practices and to be protected from them.

3. **The right to be as healthy as possible and to be able to access the best possible health care services.** 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.

4. **The right to privacy and confidentiality.** If children tell a medical person or teacher something that they don't want anyone else to know, their privacy should be respected. However, if they have been abused, adults may have a duty to inform others who can protect them.

5. **The right to freedom from abuse and exploitation.** No one, including parents, relatives or teachers, should physically, sexually or mentally abuse children. The government should make sure that children are protected from abuse and must take action if they experience violence or abuse.

6. **The right to take part in important life decisions.** When decisions are made about their lives, children have a right to take part in making those decisions. Their feelings and opinions should be listened to and taken into consideration.

7. **The right to freedom of association.** Children have the right to meet friends and form groups to express ideas, as long as no laws are broken. They have a right to ask publicly for their rights to be met. Some ways of doing this include meeting with their friends and discussing issues or forming groups.

8. **The right to freedom of expression.** Children have the right to think and believe what they like, as long as it does not harm anyone else. They have a right to form their own views.

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 how SRGBV is a violation of children's rights.
3. Examine their role as community counselors and their responsibility to honor children's rights.

METHODS USED:

1. Small-group activity
2. Discussion

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Presentation materials
- Community Counselor 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 1 on flipchart paper.
   - Have the student's rights been violated?
   - 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. 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 re-emphasize 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 CCRM booklet**.**

2. Divide the participants into small groups of three or four. Assign each group one of the four scenarios (see CCRM booklet). 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 education 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 CCRM booklet.

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 preventing students from claiming their rights? What are some solutions for 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. Ask participants to think of their roles as community counselors and ask themselves what are some of the messages they can offer to young people. Tell them to write their responses in their notebook by completing this statement, "I can help prevent and respond to SRGBV by _____." This should be added to the page in their notebook titled "What I Can Do to Prevent and Respond to SRGBV."

7. Have each person read his or her statement. For example:
   - I can help prevent SRGBV by ***informing young people that no one has the right to touch them in a way that is inappropriate***. (prevention)
   - I can help respond to SRGBV by ***helping students report violence if they come to me with a problem.*** (response)

8. 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 community counselors can help students claim their rights while also using children's rights to teach them to be responsible students.

2. Community counselors as duty bearers and agents of change are responsible for helping children claim their rights, and this program will give them the tools to do so.

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 dance 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:

COMMUNITY COUNSELORS

Why This Module?

This module introduces participants to the roles of community counselors. In order for schools to be safer, the presence of trained community counselors is essential and part of a holistic approach to prevent and respond to SRGBV. Community counselors serve as guardians or "helpers" for students when they need to report incidents of violence. In this module, community counselors will gain the tools and skills needed to serve as advocates for students who may have experienced violence.

Listening skills are essential to being an effective community counselor. In order to provide meaningful support to distressed young people, community counselors need to communicate effectively. Listening skills are central to effective communication. This module aims to introduce participants to fundamental listening skills and to provide an opportunity for them to practice these skills.

What Is In This Module?

Session 1: What Is a Community Counselor? (2 hours)
This session begins with an introduction to the concept of community counselors and the basic knowledge and skills needed to help young people who have experienced violence.

Session 2: Basic Listening Skills (1 hour)
This session introduces participants to basic listening skills and gives them an opportunity to practice and demonstrate basic listening skills.

Session 3: Active Listening Skills (2 hours)
Participants will build on the basic listening skills learned in the previous session by adding active listening skills.

Session 4: Practicing Basic and Active Listening Skills (1 hour)
Participants demonstrate the listening skills in this module. They also have an opportunity to observe and provide feedback to other participants.

Session 1: What Is a Community Counselor?

TIME: 2 HOURS

LEARNING OBJECTIVES:

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

1. Identify basic knowledge and skills needed to help young people who have experienced violence.
2. Distinguish between giving advice and providing counseling.
3. Discuss the role of community counselors.

METHODS USED:

Small-group discussion

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials:
  - **Qualities of an Effective Community Counselor**
  - **Amina's Story**
  - **The Role of the Community Counselor**

FACILITATOR PREPARATION:

Be familiar with the role of community counselors and how they help provide students with a safe learning environment.

FACILITATOR NOTES:

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

ACTIVITY 1: WHAT IS A COMMUNITY COUNSELOR? (30 MINUTES)

1. In some societies, due to cultural expectations and gender stereotypes, people may be embarrassed to seek help. Tell participants that it is not a sign of weakness to seek help. It actually takes courage and strength to seek help. Most likely all of the participants at one point in their lives have sought help from someone. Point out that they may have sought help from the following people: a parent, teacher, traditional leader, lawyer, friend, relative, doctor, health worker or religious leader.

2. Ask participants if there was a time in their lives when they had a problem and needed to talk to someone. Tell participants to answer the following questions on a piece of paper. This is a self-reflection exercise. They do not have to share their answers.
   - To whom did you go for help?
   - Why did you choose that person?
   - When you met that particular person, what happened first? What happened next? Then what happened?
   - How did you feel at the end?

3. Ask participants if they felt better or worse after going to the person for help. Tell them to give reasons.

4. Ask participants what qualities they look for in a person when they seek help with a problem. Write the qualities on a piece of flipchart paper for everyone to see. Some of the possible answers are someone who is understanding, empathetic, respectful, trustworthy, caring, etc.

5. Compare the list with the **Qualities of an Effective Community Counselor** in the CCRM booklet.

ACTIVITY 2: GIVING ADVICE VERSUS COUNSELING (1 HOUR)

1. Read **Amina's Story** (see **Content Information for Session**).

2. Divide the group into groups of three to four people. Explain to participants that they are going to read **Amina's Story**.

3. In small groups, instruct participants to make a list of what the teacher did well and what the teacher did wrong. Ask them to include how they think the teacher's reaction made Amina feel.

4. After groups have had a chance to discuss, let them share with the whole group.

5. Be sure that the following points come out in the discussion:
   - The teacher did not demonstrate empathy towards Amina.
   - The teacher seemed distracted and did not treat her with respect. Amina probably felt unimportant.
   - The teacher talked about her own problems, making Amina feel insignificant. The teacher blamed Amina for going to the other teacher's house, which made her feel like it was her fault.

- The teacher tells her to forget it happened, which minimizes Amina's experience.
- The teacher advises her to not tell her parents, which makes Amina feel like it is a secret that she should keep to herself.

6. Ask participants what is the difference between **giving advice** and **providing counseling**.

7. Participants may be able to distinguish between giving advice and providing counseling, but be sure to point out that counseling is a process in which people are empowered through dialogue to find what they feel is the most effective solution to the problem. Giving advice is giving one's opinion or recommendation on what others should do about a problem.

8. Point out that sometimes teachers and other adults may have an authoritarian manner that can be intimidating for students. Community counselors can help young people manage their problems effectively by teaching **self-efficacy** and life skills that can help them grow into responsible adults. Sometimes adults just tell students what to do instead of encouraging them to make decisions for themselves. It is important to help students build decision-making and critical thinking skills to enable them to make good decisions as they encounter difficulties and face challenges such as SRGBV.

ACTIVITY 3: WHAT IS THE ROLE OF THE COMMUNITY COUNSELOR? (30 MINUTES)

1. Take a moment to explain how the community counselor fits into a safe school environment. Point out that they have been chosen to act as "helpers" for students who may have experienced violence. In their role as community counselors, they will be helping to maintain and respect the rights of young people. By participating in this program, they will be given the basic tools to be good community counselors.

2. Refer to **The Role of the Community Counselor** in the CCRM booklet. Point out the goal of the program and what community counselors are expected to do.

3. Explain to participants that this training provides participants with basic counseling skills at the community level. However, serious issues or situations may require additional resources or interventions.

Sometimes they may be asked to do things that are outside their roles as community counselors.

4. Write the following question on a piece of flipchart paper: "What is **not** part of the role of the community counselor?" Ask participants to give examples of things that are outside their roles as counselors. If necessary, use the following as prompts: lending money to people, paying for transportation to health services, confronting angry or violent people, dealing with a student who may have faced severe trauma or discipline problems in school.

5. Conclude the activity by pointing out that there will be some things that may be challenging for them to handle and that they may need to use outside resources. It is important for community counselors to work together and provide support to each other and to students in need. In **Module 7, Response: Support, Referral and Reporting**, participants will examine the need for a response network and the importance of knowing where to go for help.

6. Finally, point out that their personal safety is important and community counselors should never put themselves in danger.

SESSION WRAP-UP:

1. Participants have been chosen to serve as community counselors in light of the special skills and qualities they possess. Community counselors are part of a comprehensive approach to preventing and responding to SRGBV.

2. This program will provide participants with basic knowledge and skills to help young people deal with incidents of SRGBV, but some of the things they may be asked to do will be outside their roles as community counselors. In **Module 7**, participants will discuss how to use a response network to refer a student to the proper places for additional help.

3. Counseling is different from giving advice because it helps students with decision-making and critical thinking skills, thereby increasing their self-efficacy.

CONTENT INFORMATION FOR SESSION

Qualities of an Effective Community Counselor

- Empathy – Genuinely trying to put yourself in the victim's/young person's position. It is not pity or sympathy.

- Respect – Taking all actions guided by respect for the choices, wishes, rights and dignity of the victim/young person.

- Nonjudgment – Providing support, positive regard and assistance to any and all people regardless of your values, attitudes or beliefs.

- Confidentiality – Respecting privacy of an individual. Sharing information (not details) with relevant people and only with the permission of the victim/young person. Sharing only necessary and relevant information. Names should be protected.

- Safety – Ensuring the safety of the victim/young person is the number one priority for all adults and helpers, at all times.

- Participation – Involving the victim/young person in the decision-making, planning and implementation of programs, services and other decisions that are related to his or her situation.

- Caring – Providing understanding, positive regard, support and encouragement for the victim/young person.

Amina's Story

My name is Amina and 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 parents' 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.

Amina began having trouble concentrating in school and her grades began to drop. She was very nervous about telling anyone what happened with her teacher but decided to get help by telling one of her female teachers what happened. When Amina walked into the female teacher's classroom, the teacher was talking on the phone. Amina waited patiently, but the teacher continued talking without even acknowledging her presence. The teacher finally got off the phone and asked Amina what she wanted. She told her she was in a hurry and had to get home to her family. The teacher began to complain about the difficult day she had and how her students had become disobedient.

Amina told the teacher what happened with the other teacher. The teacher looked at Amina and asked her why she had gone to the teacher's house in the first place. The teacher told Amina she should have never gone to his house and her parents shouldn't have let her go, either. The teacher told her that particular teacher was known for preying on his young female students and she should have known better. She advised her to forget that it had ever happened and not to mention it to her parents. She told Amina everything would be fine and she would eventually forget about the incident.

The Role of the Community Counselor

- Provide emotional support to students. This means providing immediate help to students by listening and showing concern for the problem.
- Refer students who have experienced violence or abuse to the medical, psychosocial or legal services they may need.
- Assist a student in reporting violence.
- Monitor the student's progress by keeping in contact with the student or following up with the student.

Session 2: Basic Listening Skills

TIME: 2 HOURS AND 30 MINUTES

LEARNING OBJECTIVES:

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

1. Identify characteristics of an effective listener.
2. Practice basic listening skills, including nonverbal cues.

METHODS USED:

Small-group discussion

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials: **Basic Listening Skills**

FACILITATOR PREPARATION:

Prepare two flipcharts, one titled "Listening" and the other titled "Not Listening."

FACILITATOR NOTES:

When discussing listening skills, be sure to adapt them to be culturally appropriate. For example, in some cultures looking someone directly in the eye is considered rude. Be sure and discuss gestures to demonstrate one is listening that are culturally appropriate.

ACTIVITY 1: LISTENING VERSUS NOT LISTENING (30 MINUTES)

1. Divide the group into pairs. Designate one person as the **listener**, the other person as the **speaker**. Tell the listeners that they should not speak but, rather, demonstrate that they are listening attentively while the speaker is talking.

2. Speakers should begin to tell a story to the listener. They can speak for 2–3 minutes. Tell participants to be sure to use nonverbal and verbal gestures.

3. After 2–3 minutes, instruct the speaker to step out of the room for a moment.

4. Instruct the listeners now to show disinterest in what the speaker is saying when the speaker returns. They can do this in any way they choose, through nonverbal or verbal ways.

5. The speakers should come back into the room. Tell them to re-tell the story, allow them to speak for 2–3 minutes.

6. Use the **Discussion Questions** to process the activity. The people who were the speakers will answer the questions. Their responses to the questions should be recorded on flipchart paper and referred to when discussing what makes an **effective listener** in Activity 2.

7. Conclude the session by explaining that listening to young people is an important part of the role of community counselor and so important it is listed under the Convention on the Rights of the Child (CRC); see Articles 12 and 13.

DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. Did you feel listened to after the first demonstration? Why?
2. How did you know the person was listening?
3. How did this make you feel? Positive or negative? Explain why.
4. How did you feel after the second demonstration? Why?
5. Did you feel as though you were being listened to? Why or why not?
6. How did this make you feel?
7. What were some things that you noticed that changed in the way your partner was treating you?

ACTIVITY 2: QUALITIES OF AN EFFECTIVE LISTENER (30 MINUTES)

1. Refer back to Activity 1 and the ways the listener demonstrated he or she was listening. Point out that some of the ways were nonverbal cues and some were verbal cues.

2. Ask participants what were some of the ways the listener demonstrated he or she was listening. Record this on the flipchart paper titled "Listening."

3. Ask participants what were some of the ways the listener demonstrated he or she was **not** listening. Record this on the flipchart paper titled "Not Listening."

4. Tell participants to compare their list to the **Basic Listening Skills** list in the CCRM booklet.

5. Explain that the next session will build on these listening skills by adding more complex skills and that they will get to practice the skills in real-life scenarios.

SESSION WRAP-UP:

1. There are verbal cues and nonverbal gestures that demonstrate to another person that one is interested in what is being said and that one is listening. Refer to some of the cues and gestures demonstrated in Activity 1.

2. Point out that these basic listening skills will help them in their roles as community counselors and will be built upon throughout the program.

3. Ask participants to reflect on what they have learned thus far in Module 6. Have them add to their notebook page, "What I Can Do to Prevent and Respond to SRGBV," by completing the statement "I can help prevent and respond to SRGBV by _____."

4. Have participants read their statements.

CONTENT INFORMATION FOR SESSION

Basic Listening Skills[15]

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.

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

Session 3: Active Listening Skills

TIME: 2 HOURS

LEARNING OBJECTIVES:

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

1. Define active listening skills.
2. Practice active listening skills.

METHOD USED:

Role-play

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials:
  - **Active Listening Skills**
  - **Scenarios for Types of Violence That Affect Young People** from Module 4, Session 1, Activity 4
  - **Observation Sheet: Active Listening Skills**

FACILITATOR PREPARATION:

Review **Active Listening Skills.** Read the description of each skill and prepare examples that are realistic. Examples are provided, but you should adapt them so they are culturally relevant.

FACILITATOR NOTES:

1. In Activity 2, introduce each skill separately so as not to overwhelm the participants. After introducing each skill, give participants a chance to demonstrate the skill. Each skill builds on the next. Some of the skills may be new and may take a lot of practice.

2. Check for understanding and clarify when needed. Participants should practice in pairs, taking turns. One is the **listener,** the other is the **speaker**; then they switch roles. It is suggested that you use 10 minutes to practice each skill, but take as much time as needed.

ACTIVITY 1: ACTIVE LISTENING SKILLS (15 MINUTES)

1. Review the basic listening skills discussed in the previous session.

These are sometimes referred to as "passive" listening skills. This is not a negative label, nor does it mean the listener doesn't do anything. Passive listening means listening without interruption, with full attention to the person speaking and using both verbal and nonverbal cues. Passive listening is very important, develops trust with the speaker and lets speakers know that they are being listened to.

2. Explain that the next set of skills will build on passive listening skills and are referred to as **active listening skills**.

3. Refer to **Active Listening Skills** in the CCRM booklet. Active listening skills are divided into four categories. Ask participants to take turns reading the four categories, definitions and examples out loud. Review each category one at a time.
   - Reflect
   - Paraphrase
   - Assess and Explore
   - Validate

4. Explain that in the next activity, participants will practice each category and have an opportunity to put them all together.

ACTIVITY 2: PRACTICING ACTIVE LISTENING SKILLS (1 HOUR)

1. Use **Active Listening Skills** (**Content Information for Session**) to give descriptions and the meaning of each category. Participants should refer to the explanations in their CCRM booklet during this activity.

2. Introduce the first category, **Reflect**. Use the following examples:
   - You feel afraid because your teacher keeps asking you to come to his house.
   - You feel you are in immediate danger because a boy has threatened to beat you up.
   - You are thinking of quitting school because you are being teased.

3. Pair participants and designate a **speaker** and a **listener**. Tell the speaker to talk about a hypothetical "problem" and the listener to follow **Reflect** (steps a and b) to name the situation and clarify how the speaker is feeling. Give participants 10 minutes, and then tell them to switch roles. Walk around the room, and check for comprehension. Clarify what **Reflect** is, where needed, before moving on to the next category of active listening skills.

4. Introduce the second category, **Paraphrase**. Explain the meaning and give examples. Use the following examples:
   - I think what I hear from you is that you are afraid the teacher will eventually get you into his house. Would you say that's accurate?
   - If I understand you correctly, you are afraid this boy will beat you up again and you want protection. Is that what you are saying?
   - It seems to me that you are more worried about your safety than staying in school. Is that correct?

5. With participants in pairs, have them demonstrate **Paraphrase**. (10 minutes)

6. Introduce the three different ways to demonstrate **Assess and Explore,** give the meaning and provide the following examples:

   a. Open-Ended Questions:
   - Tell me more about that.
   - What are you most afraid of?
   - What would you like to happen as a result of your coming to me?

   b. Understanding and Seeking Clarification:
   - You said, "I just want out." What exactly do you mean by "I just want out"?

   c. Probing Questions:
   - Was anyone else there? Did anything else happen?

   d. Encouragers:
   - I'd like to hear more about that.
   - I'm listening; go ahead.

7. Tell participants, in pairs, to practice using the different ways to **Assess and Explore**. (10 minutes)

8. Introduce the final category, **Validate.** Give the meaning and share the following example:
   I understand it is difficult, but you have made an important decision by telling me this. You have done the right thing by coming forward to tell me.

9. Give participants a chance to demonstrate **Validate**. (10 minutes)

ACTIVITY 3: PRACTICING ACTIVE LISTENING SKILLS – PUTTING THEM ALL TOGETHER (45 MINUTES)

1. Tell participants that now they are going to have a chance to use active listening skills by putting them all together.

2. Divide the group into small groups of three. Each group should choose a scenario from **Scenarios for Types of Violence That Affect Young People**. Designate one person as the **speaker**, one as the **listener** and another as an **observer**.

3. The groups should role-play the scenario with the speaker pretending to be the student in the scenario, telling the story to the community counselor. Then the participants switch roles.

4. The observers should use the **Observation Sheet: Active Listening Skills** while observing the speaker.

5. After each participant has had a chance to play each role, the observers should review the **Observation Sheet: Active Listening Skills**, providing feedback to each speaker.

6. The speakers should take notes and document the skills that they did not perform and try to improve those skills before the next demonstration.

7. Ask participants which skills they found the most difficult to remember to use. Ask for ways they will demonstrate them in the future.

8. Conclude the activity by reminding participants that each of these skills takes time to develop, especially if they are new skills they have never practiced before.

SESSION WRAP-UP:

1. Point out that learning new skills can take time, but throughout the program the participants will have a chance to demonstrate the skills and practice them until they feel comfortable.

2. Reiterate that listening to students who come to them for help is one of the most essential functions of their roles as community counselors.

3. Encourage participants to practice the skills outside the program and in their everyday lives.

CONTENT INFORMATION FOR SESSION

Active Listening Skills[16]

1. **Reflect:**
   a. Name the situation and feelings that the young person is expressing to you back to him or her.
   b. Capture exactly what the young person has told you. This requires very effective passive listening skills.

2. **Paraphrase:** This skill can be explained in two parts. Feedback is an integral part of effective paraphrasing. The skilled communicator can elicit such feedback (both verbally and nonverbally) without explicitly asking a question. Paraphrasing does not add any new perspective or interpretation beyond what the student said.
   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?"

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

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."

Observation Sheet: Active Listening Skills

Active Listening Skills	Adequately performed	Inadequately performed	Not observed	Comments
1. Reflect				
a. Named the situation.				
b. Identified and verbalized the feelings that were expressed.				
2. Paraphrase				
a. Reword Restated what was said in other words.				
b. Give Feedback Asked the student if he or she was correctly understood.				
3. Assess and Explore				
a. Open-Ended Questions Asked open-ended questions.				
b. Understanding and Seeking Clarification Checked for clarification and understanding.				
c. Probing Questions Used probing questions to gather more information.				
d. Encouragers Used encouragers to demonstrate attentive listening.				
4. Validate				
Validated what the student said.				

Session 4: Practicing Basic and Active Listening Skills

TIME: 1 HOUR

LEARNING OBJECTIVES:

By the end of this session, participants will be able to practice basic and active listening skills together.

METHOD USED:

Role-play

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials: **Observation Sheet: Basic and Active Listening Skills**

FACILITATOR PREPARATION:

Make copies of the **Observation Sheet: Basic and Active Listening Skills**, one per participant.

FACILITATOR NOTES:

1. Participants can make up their own stories or base them on the scenarios. They should concentrate on practicing listening skills, so do whichever is easier.
2. The observers should review the **Observation Sheet: Basic and Active Listening Skills** and debrief each person after he or she has played the role of speaker. This way, participants can learn from one another.

ACTIVITY 1: PRACTICING BASIC AND ACTIVE LISTENING SKILLS (1 HOUR)

1. This activity will give participants a chance to practice and demonstrate all the listening skills learned in Module 6.

2. The activity will be similar to the one in Session 3, Activity 3. Groups should choose a different scenario and have a speaker (role-playing a student), a community counselor (listener) and an observer.

3. The student should tell his or her story to the community counselor while the observer uses the **Observation Sheet: Basic and Active Listening Skills** to check off the skills demonstrated.

4. After each person has had a chance to play the role of the listener (counselor), the observer should then review the observation sheet, pointing out skills that were demonstrated and skills that the listener needs to improve on.

5. The speaker should also give feedback regarding how well the listener used the listening skills and should note areas of improvement.

6. Conclude the activity with each participant sharing one thing they learned through the role-play.

7. Keeping the listening skills in mind, participants should add a statement to their notebook page, "What I Can Do to Prevent and Respond to SRGBV." For example, "I can help prevent and respond to SRGBV by demonstrating listening skills when a student comes to me for help."

SESSION WRAP-UP:

1. Point out that learning new skills can take time, but throughout the program the participants will have a chance to demonstrate the skills and practice them until they feel comfortable.

2. Reiterate that listening to students who come to them for help is one of the most essential functions of their roles as community counselors.

3. Encourage participants to practice the skills outside the program and in their everyday lives.

Observation Sheet: Basic and Active Listening Skills

Basic and Active Listening Skills	Adequately performed	Inadequately performed	Not observed	Comments
Basic Listening Skills				
1. Listened attentively to the student.				
2. Allowed the student to speak with out interrupting him or her.				
3. Allowed natural silence.				
4. Demonstrated listening with verbal encouragers.				
5. Demonstrated nonverbal gestures: • Faced the speaker. • Nodded the head. • Displayed an open posture. • Kept an appropriate distance. • Maintained frequent and friendly eye contact. • Appeared calm and relaxed.				
Active Listening Skills				
1. Reflect				
a. Named the situation.				
b. Identified and verbalized the feelings that were expressed.				
2. Paraphrase				
a. **Reword** Restated what was said in other words.				
b. **Give Feedback** Asked the student if he or she was correctly understood.				
3. Assess and Explore				
a. **Open-Ended Questions** Asked open-ended questions.				
b. **Understanding and Seeking Clarification** Checked for clarification and understanding.				
c. **Probing Questions** Used probing questions to gather more information.				
d. **Encouragers** Used encouragers to demonstrate attentive listening.				
4. Validate				
Validated what the student said.				

7

MODULE 7:
RESPONSE – SUPPORT, REFERRAL AND REPORTING

Why This Module?

Community counselors increase their capacity to respond to young people's immediate emotional and physical needs by building their skills in making referrals for counseling, medical support and legal aid and in reporting abuse through appropriate channels (such as the school, police, local chief, etc.).

Community counselors 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 and local laws. Participants will also discuss barriers to 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 those related to the education sector and reporting violence.

What Is In This Module?

Session 1: What Is Meant by Response? (2 hours and 30 minutes)
Participants learn what is meant by response, including reporting and referring students to the appropriate people and establishing response and support networks.

Session 2: Using the Teachers' Code of Conduct to Address SRGBV (1 hour)
Participants examine the 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. This is an optional activity that may be appropriate if some of the community counselors are teachers.

Session 3: 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.

Session 1: What Is Meant by Response?

TIME: 2 HOURS AND 30 MINUTES

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 an SRGBV incident.
4. Demonstrate ways to report an SRGBV incident.
5. Strategize how to gain the support and encouragement needed to report an SRGBV incident.

METHODS USED:

1. Discussion
2. Brainstorming
3. Game

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers
- Blank nametags
- Ball of string
- Community Counselor 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 1: THE THREE TYPES OF RESPONSE (30 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 community counselor'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 community counselor's role. Explain that direct support includes skills that have been previously discussed (such as **listening skills**), and some that will be examined in this module: **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 community counselor'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 "Referral." Ask participants what they think is meant by **referral** in the context of the community counselor's role. Explain that within a referral system, community counselors 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 CCRM booklets.

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 (45 MINUTES)

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 community counselor 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 inside 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 community counselor 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 community counselors and 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 community counselor from reporting. Instruct participants to come up with something that is difficult to deal with (e.g., fear of retaliation, loss of job). Depict this barrier (a vertical line) on

the chalkboard. On the left side of this barrier, write "Community Counselor" and on the right side of the barrier write "Report." Ask participants to brainstorm as a group for ways that the community counselor 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 community counselor, 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 (45 MINUTES)

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 whole 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: Is sensitive to students' needs
       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 community counselor do to compensate for her weakness? For example, the community counselor could emphasize the sensitive nature of the case and ask the nurse to agree to maintain confidentiality.

ACTIVITY 4: THE CHAOS OF RESPONSE (30 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 **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 **Tips for Effective Response** in the CCRM booklet.

DISCUSSION QUESTIONS:

Use the following questions to guide the discussion:

1. What do you see in the middle of the circle?
2. Was this 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 Activities 2 and 3).

SESSION WRAP-UP:

1. Explain that there will always be challenges in reporting and referral, but it is the community counselor'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 and 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 community counselor 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

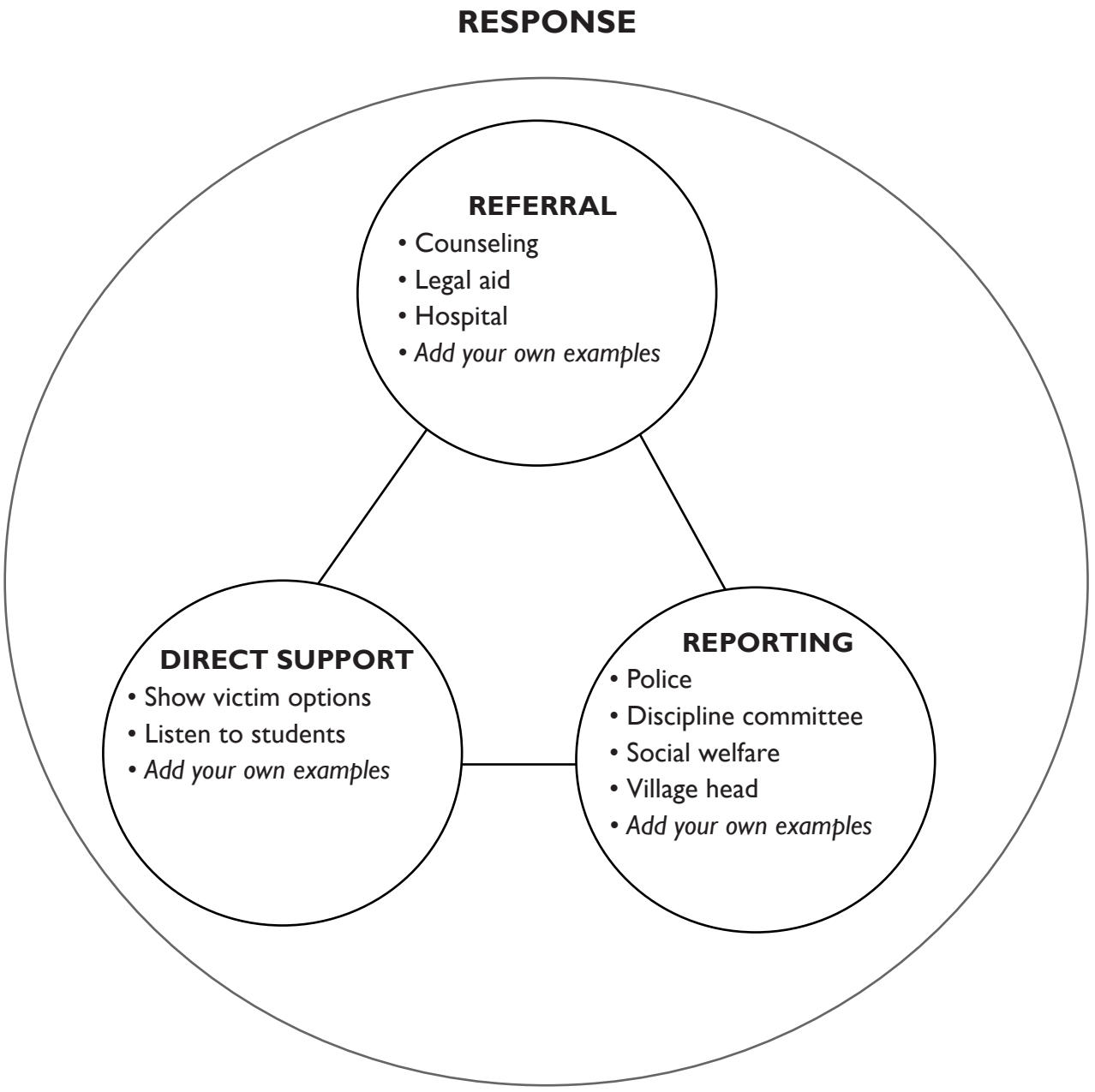
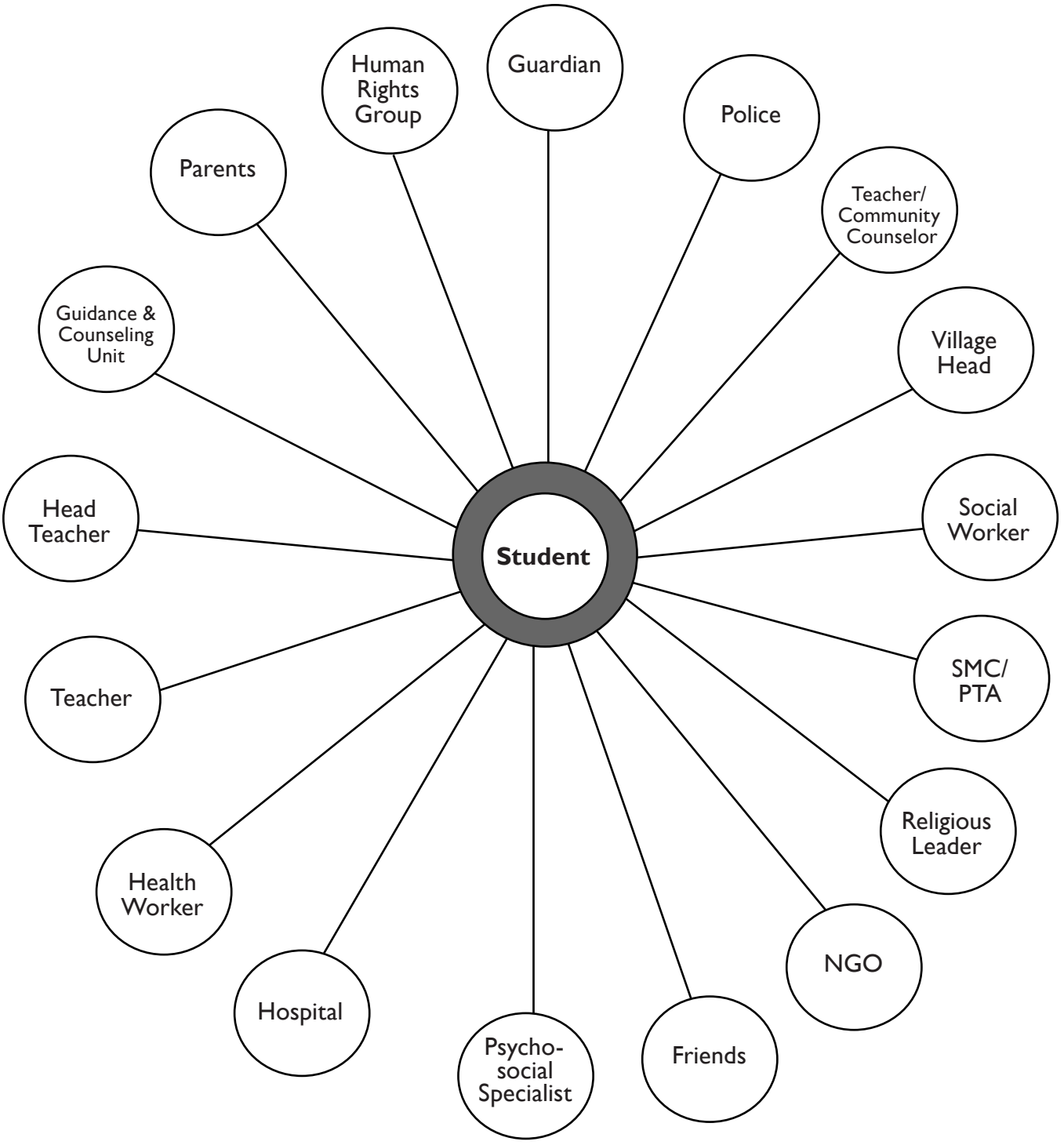


Illustration for Reporting and Referral



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, community counselors 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. Community counselors can work together with other community members to create response networks and support systems.

3. No referral is made with 100 percent confidence. However, some referral points are made with less confidence than others. It is important to know the limits of a referral so that the community counselor can compensate for this weakness through his or her own approach.

4. Community counselors 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. Community counselors 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: 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.
- Community Counselor Reference Materials:
  - **Education International (EI) Declaration on Professional Ethics**[17] (Use if a local CoC is not available.)
  - **Using the Code of Conduct to Reduce SRGBV**

FACILITATOR PREPARATION:

1. Have copies of national codes 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 flip-charts from all the previous training sessions and be able to synthesize the important points that came out of the discussions regarding SRGBV and community counselors' responsibilities in preventing and responding to SRGBV.

[17] This is an illustrative example and does not constitute endorsement by USAID.

FACILITATOR NOTES:

1. This session is optional and would be beneficial if community counselors are also teachers. It is not necessary for community counselors to be as familiar with the local Teachers' Code of Conduct, but rather to know it exists and where to report infractions.

2. 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 the students in their communities are safe.

3. Remind participants that the upcoming sessions will be about strategies and action plans to prevent and respond to SRGBV. Acknowledge how challenging counseling young people 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 or 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 CCRM booklet.

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 CCRM booklet). 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.

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 Ethics[18]

Preamble

1. This declaration represents an individual and collective commitment by teachers and other education personnel. It is complementary to the laws, statutes, rules and programmes that define the practice of the profession. It is also a tool that aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education;

2. Quality public education, a cornerstone of a democratic society, has the task of providing equality of educational opportunity for all children and youth and is fundamental to the well-being of society through its contribution to economic, social, and cultural development. Teachers and education personnel have a responsibility to foster confidence among the general public in the standards of service that can be expected from all engaged in this important task;

3. The exercise of responsible judgment is at the heart of professional activity, and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education;

4. The expertise and commitment of teachers and education personnel must be combined with good working conditions, a supportive community and enabling policies to allow quality education to take place.

5. The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society;

6. Teachers and education personnel and their unions, by virtue of their membership in Education International (EI), are committed to the promotion of education that helps develop a person's capacity to live a fulfilled life and to contribute to the well-being of society

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

7. Recognizing the extent of the responsibilities inherent in the teaching process and the responsibility to attain and maintain the highest degree of ethical conduct towards the profession, to students, colleagues and parents, Education International member organisations should:

   a) actively promote the policies and resolutions adopted by the EI Congress and Executive Board including this Declaration on Professional Ethics;

   b) work to ensure that teachers and other education personnel benefit from terms and conditions of work that allow them to fulfill their responsibilities;

   c) work to ensure the rights guaranteed to all workers in the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, which encompasses:
      - the right to freedom of association;
      - the right to bargain collectively;
      - freedom from discrimination at work;
      - equality at work;
      - freedom from forced, or bonded labour;
      - the elimination of child labour;

   d) work to ensure that their members have the rights outlined in the ILO/UNESCO Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;

   e) combat all forms of racism, bias or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, national or ethnic origin;

   f) cooperate at the national level to promote quality government funded education for all children, to enhance the status and to protect the rights of education personnel;

   g) use their influence to make it possible for all children worldwide, without discrimination, and particularly child labourers, children from marginalized groups or those having specific difficulties to have access to quality education.

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

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

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

ARTICLE 2. Commitment to students: Education personnel shall:

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

ARTICLE 3. Commitment to colleagues: Education personnel shall:

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

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

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

ARTICLE 5. Commitment to parents: Education personnel shall:

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

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

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

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 3: 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**
- Community Counselor 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 CCRM booklet.

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 CCRM booklet.

2. Imagine that the student in each scenario has come to the community counselor for direct support. What does the community counselor 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 community counselors, 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 community counselor 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 community counselors in their efforts and potential struggles of reporting (such as women's organizations, legal organizations, youth rights organizations). 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. 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. Review places in the community and country where participants can go to get help in navigating the legal system.

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." Community counselors should always follow the guideline to "do no harm."

3. If there is an emergency situation, a community counselor should always act immediately to ensure the safety of the student.

4. The most important points to remember when a student comes to a community counselor with a problem are:
   - The student's **safety** comes first.
   - Students have the right to **confidentiality**.
   - **Respect** students and act in their best interests at all times.

5. 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 2 on the Teachers' Code of Conduct.

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)**

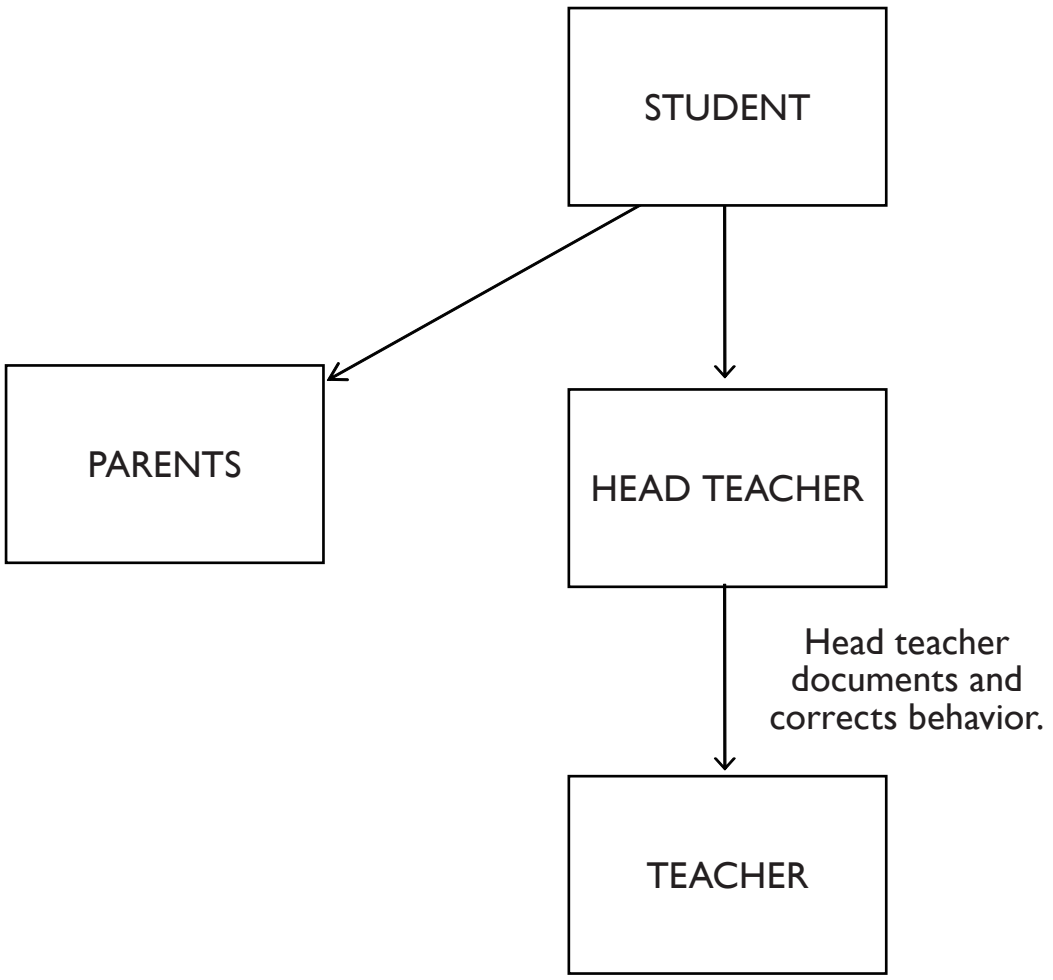
5. A female student, who is quickly advancing into puberty, is called to the front of the class, where the teacher asks students to look at her blossoming breasts. **(sexual and psychological)**

6. Young men who have dropped out of school wait outside the schoolyard and beat up the smaller boys coming from school, mocking them for crying "like little girls." One boy is badly beaten and refuses to return to school for fear of its happening again. **(physical and psychological)**

7. A teacher tells a girl she is stupid for falling asleep in class and she should just drop out and get married. The girl is tired because she gets up early every morning to help her mother before school. **(psychological)**

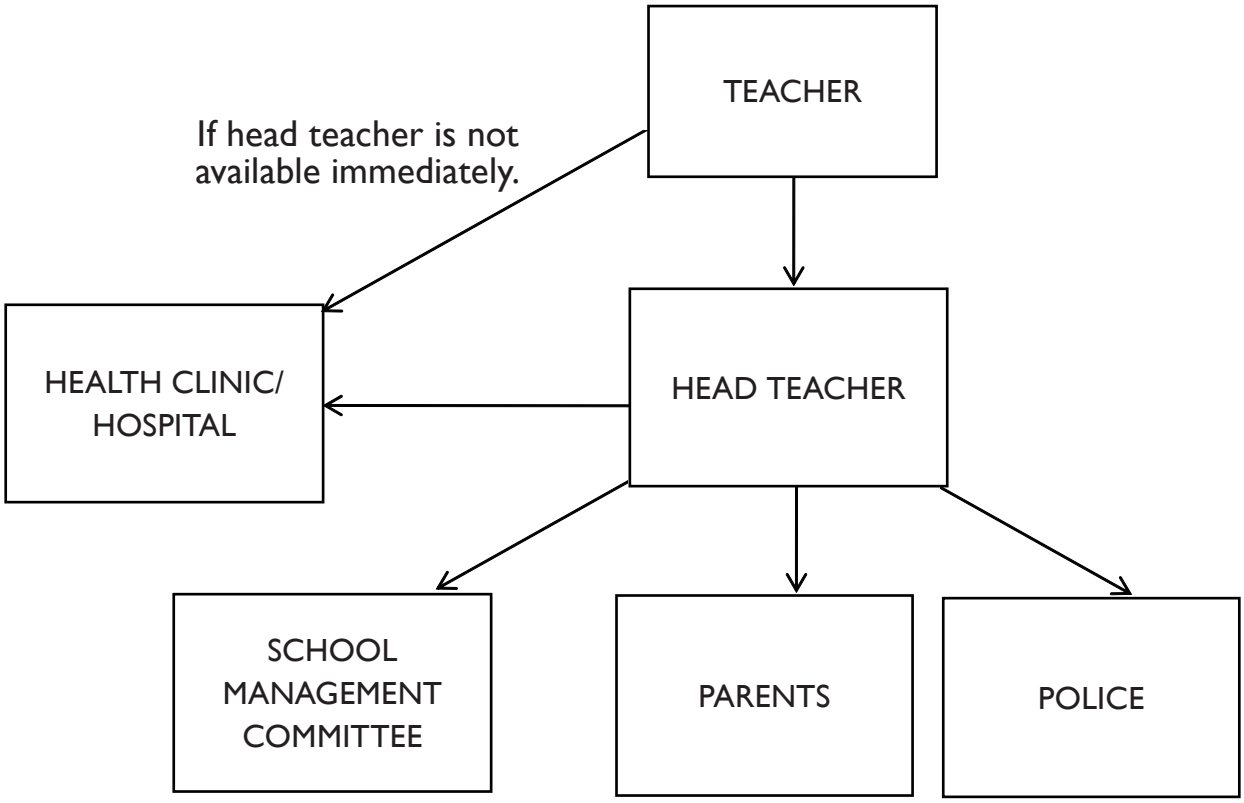
Reporting: Example of Psychological Abuse

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:
MORE SKILLS FOR COMMUNITY COUNSELORS

Why This Module?

In this module, participants will build on counseling skills discussed in the previous modules. This module teaches how to assess situations and proceed through the counseling process with a student who has experienced gender-based violence in school. Community counselors should demonstrate youth-friendly techniques and provide a safe and supportive environment when a student comes to them with a problem or to report an SRGBV incident. The GARD SF Tool, a memory aid to help counselors remember the steps in the counseling process, is also introduced. Counselors will practice counseling students and have the opportunity to receive feedback from colleagues. As counselors develop these counseling skills, they will be able to effectively and appropriately meet the needs of the students.

What Is In This Module?

Session 1: Introducing the GARD SF Tool, Part I (2 hours and 30 minutes)
Participants will be introduced to the GARD SF Tool and practice the first three steps of the GARD SF Tool: **G**reet the student, **A**ssess the situation, offer **R**esources.

Session 2: Introducing the GARD SF Tool, Part II (2 hours and 30 minutes)
Participants demonstrate Steps 4–6 of the GARD SF Tool: **D**evelop a plan with the student, **S**ummarize, **F**ollow up.

Session 3: Practicing the GARD SF Tool (3 hours)
Participants demonstrate all the steps in the GARD SF Tool.

Session 4: Putting It All Together – Listening Skills and the GARD SF Tool (4 hours and 30 minutes)
Participants demonstrate listening skills and all the steps in the GARD SF Tool in a mock counseling session to assess their skills.

Session 1: Introducing the GARD SF Tool, Part I

TIME: 2 HOURS AND 30 MINUTES

LEARNING OBJECTIVES:

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

1. Refer to the GARD SF Tool to help them counsel young people who have experienced SRGBV.
2. Demonstrate the first three steps of the GARD SF Tool: **G**reet the student, **A**ssess the situation, offer **R**esources.

METHODS USED:

1. Lecture
2. Pair activity/practice

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Flipcharts from previous sessions: listening skills from Module 6 and strategies for reporting and referral from Module 7
- Community Counselor Reference Materials:
  - **GARD SF Tool**
  - **Student SRGBV Record Form**

FACILITATOR PREPARATION:

1. Make copies of the **Student SRGBV Record Form** for participants to use during Activity 2, one per participant.
2. Be familiar with the GARD SF Tool and the steps. Be prepared to give examples and ask comprehension questions for each step.
3. These sessions would benefit from extra facilitators and people with counseling skills.
4. Give participants extra time to prepare the role-plays. They can use the scenarios or can come up with their own situations.

FACILITATOR NOTES:

1. The GARD SF Tool is introduced in this session. The first activity is an introduction to the tool; in subsequent activities, participants will get to practice, process and finally demonstrate each step. After introducing each step, be sure to check for comprehension to make sure the steps are clear.

2. The time spent on each step will vary depending on the level of literacy and subject knowledge of the participants. The most important thing is for participants to practice each step, demonstrating comprehension; be sure to provide feedback on how to improve. Participants can look at the GARD SF Tool to help them remember each step.

3. When introducing the GARD SF Tool, point out that some of the skills and knowledge build on one another and should be combined with skills from previous modules. For example, they will use the listening skills from Module 6 and strategies for reporting and referral from Module 7.

4. When introducing the **Student SRGBV Record Form,** be sure to keep the participants' level of literacy in mind. If participants are not literate, come up with another way to document the student's visit.

ACTIVITY 1: GARD SF TOOL (45 MINUTES)

1. Tell participants to look at the **GARD SF Tool** in their CCRM booklet. Explain that the GARD SF Tool is a memory aid to help them remember the steps needed when counseling a student.

2. Introduce each step one at a time, emphasizing that participants will have an opportunity to practice each step individually in the next activity. Be sure to check for comprehension and offer explanations when needed.

3. Community counselors can use the GARD SF Tool as a reference during counseling sessions until they are familiar with the steps. During counseling sessions, they should always keep the listening skills, both basic and active, in mind when talking to a student who has experienced SRGBV. At the end of this module, community counselors will practice demonstrating the GARD SF Tool combined with the listening skills in a mock counseling session.

4. Encourage participants to follow along with you as you review the steps. Introduce the first step of the GARD SF Tool: **Greet the student**.

5. Check for comprehension by asking the participants the following questions:
   - How will students know when you are giving them your full attention?
   - How would you describe your role as a community counselor?

6. Introduce the second step of the GARD SF Tool: **Assess the situation.** During this step, participants will be introduced to the **Student SRGBV Record Form.** It is very important that these forms and the information in them are kept in a secure place and kept confidential.

7. Check for comprehension and ask participants if they have any questions.

8. Introduce the third step of the GARD SF Tool: **offer Resources**. Remind participants of the activities in Module 7 and the strategies discussed for reporting and referral.

9. Introduce the fourth step of the GARD SF Tool: **Develop a plan with the student**.

10. Introduce the fifth step of the GARD SF Tool: **Summarize**.

11. Introduce the sixth step of the GARD SF Tool: **Follow up (next meeting)**.

12. Tell participants that since this is a lot of information, they will be practicing each step one at time. They can also use the GARD SF Tool during the following activities and during sessions with students.

ACTIVITY 2: PRACTICING STEPS 1 AND 2 (1 HOUR)

1. Participants should work in pairs to practice Steps 1 and 2 from the GARD SF tool. Tell participants to make up a reason a student would be coming to see the community counselor, or they can use a scenario from the previous modules. One person will be the student and one the counselor. Each person role-playing the student should have a different problem. Then they should switch roles. Thus, each pair will discuss two different problems, switching student and counselor roles. Remind them of the three different types of violence.

2. Give participants 2–3 minutes each to practice Step 1, **Greet the student**.

3. Next, tell participants to take about 10 minutes to practice Step 2, **Assess the situation**. Participants should fill out the **Student SRGBV Record Form** (see the CCRM booklet).

4. Go around the room and provide support and answer questions where needed. Ask participants if they found anything challenging about Steps 1 and 2. Call on other participants to say how they addressed those challenges.

5. If Steps 1 and 2 are clear to participants, move on to Step 3. If participants need more practice, spend more time practicing Steps 1 and 2 before moving on.

ACTIVITY 3: PRACTICING STEP 3 (45 MINUTES)

1. Review Step 3, **offer Resources**. Let participants, in pairs, practice Step 3. Some of the responses will depend on the situation or type of violence the student is reporting to the counselor. For example, if it is an incident of bullying among peers at school, it might not be necessary to contact the parents. It might be a situation that can be resolved at school with a teacher or head teacher. Remind participants to ask the student what he or she would like to happen. If necessary, offer to refer the student to a clinic or another health care facility.

SESSION WRAP-UP:

1. The GARD SF Tool is a tool that community counselors can use when students come to them with a problem or to report an incident of SRGBV.

2. Review the first three steps of the GARD SF Tool and point out that in the next session, participants will get to practice Steps 4–6.

3. Review any challenges participants brought up and discuss concrete solutions.

CONTENT INFORMATION FOR SESSION

GARD SF Tool

Step 1: Greet the student

- Welcome the student, giving him or her your full attention.
- Describe your role as a community counselor.
- Tell the student that you recognize that it took courage for him or her to come to you with a problem.

Step 2: Assess the situation

- Fill out the **Student SRGBV Record Form**.
- Ask the student what happened.
- Ask the student if he or she feels safe or if he or she needs immediate attention.
- Think about what laws or codes of conduct may have been violated.
- Decide if this is an incident that needs to be reported or if the student has just come for help with a problem.
- Discuss and decide with the student if his or her parents need to be contacted.
- Make sure to ask the student if he or she wants to report the incident. (The procedure to report will be discussed in Step 4: Develop a plan with the student.)

Step 3: offer Resources

- If necessary, offer to refer the student to a health clinic or health care facility.
- Offer information on how the student can report the incident to the police or authorities.
- Offer information on how to get help and support from medical resources: HIV testing, pregnancy, psychological care, etc.
- Be encouraging by discussing self-efficacy and resiliency.
- Be sure to mention resources that are available to the student for help so that he or she does not have to face problems alone. If possible, give resources to the student in writing. Ask if he or she feels comfortable accessing the resources or needs support. (For example, if visiting a health clinic, does the student need someone to go with, or does the young person feel comfortable going on his or her own or with a friend?)

Step 4: Develop a plan with the student

- Ask the student what he or she would like to happen in the short term and long term.
- Discuss options for the student.
- Decide on an action plan.
- Decide on a time for the student to return for a follow-up visit or for you to visit the student.
- Reiterate that though the situation is not easy, the student can be resilient and that there is a support system available.

Step 5: Summarize

- Summarize what was discussed in the meeting.
- Review the plan for referral and reporting.
- Discuss how and when the student's parents should be involved.
- Review any plans (short-term and long-term plans) that were discussed.
- Remember to ask the student if he or she has anything to add to the summary.
- Check to see how the student feels, if he or she is satisfied and if the visit has been helpful.

Step 6: Follow up (next meeting)

- Check with the student to see how he or she is doing since the last meeting.
- Check to see what actions have been taken.
- Discuss the referral or reporting that took place.
- Discuss how you will continue to work with the students, depending on what is needed.

Student SRGBV Record Form

DATE:
NAME OF STUDENT:
NAME OF COUNSELOR:
PROBLEM/INCIDENT:
RESOURCES OFFERED • Referral: • Reporting:
ADDITIONAL SUGGESTIONS:
WHAT FOLLOW-UP WAS DISCUSSED?

Session 2: Introducing the GARD SF Tool, Part II

TIME: 2 HOURS AND 30 MINUTES

LEARNING OBJECTIVES:

By the end of this session, participants will be able to demonstrate Steps 4–6 of the GARD SF Tool: **Develop a plan with the student, Summarize, Follow up**.

METHOD USED:

Pair activity/practice

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials:
  - **GARD SF Tool** from Module 8, Session 1, Activity 1
  - **Scenarios for Types of Violence That Affect Young People** from Module 4, Session 1, Activity 4

FACILITATOR PREPARATION:

None

FACILITATOR NOTES:

1. To practice the steps, participants can use **Scenarios for Types of Violence That Affect Young People**, from Module 4, Session 1, Activity 4, or they can make up their own examples of SRGBV incidents.

2. The role-plays will need some preparation in order to prepare observers and set up mock counseling sessions. The participants playing the students should also read through the steps and prepare their answers.

3. You will need to discuss the role of the observers before the activities begin. The observers should use the GARD SF Tool to make sure the community counselor is following all the steps. During the role-play, if the community counselor misses a step or has trouble with an aspect of the steps, the observer should make a note, but not interrupt the

community counselor. After each role-play, the observer should provide feedback stating what the counselor did well, what could be improved and suggestions for improvement.

4. In Sessions 3 and 4 of this module, the observers will actually have a formal observation sheet. Activities in these first sessions are more informal and are for practice.

ACTIVITY 1: PRACTICING STEP 4 (1 HOUR)

1. Participants should work in groups of three to practice Step 4 of the GARD SF Tool. One person should be the student, one person the community counselor and one person the observer. Participants should take turns until everyone has had a chance to play every role.

2. Remind participants that it is important that they ask students what they (the student) would like to happen and for students to consider their options. Tell them to be sure to ask students what support they need and emphasize that the counselor is available whenever possible.

3. Go around the room and provide support and answer questions.

4. Ask participants if they encountered any challenges in Step 4. Call on other participants to say how they addressed those challenges.

ACTIVITY 2: PRACTICING STEP 5 (45 MINUTES)

Participants can stay in the same groups of three to practice Step 5 from the GARD SF Tool.

ACTIVITY 3: PRACTICING STEP 6 (45 MINUTES)

1. Participants can work in the same groups of three to practice Step 6.

2. For some of the steps, tell the participants (playing students) they can make up the answers. The observer should be checking to make sure the community counselor is taking all the necessary actions.

SESSION WRAP-UP:

1. Remind the participants that learning these new skills can be challenging.

2. Remind them that this is a safe space and that everyone is here to support one another. Tell them that they will get to practice these

steps again in the next two sessions.

3. Remind participants about the difference between a counselor and an advice giver and that they should include the student in the discussion when they are developing a plan.

4. Also remind participants how important it is to follow up with students and to let students know that they have support systems and people around them who care about them and want to help them.

Session 3: Practicing the GARD SF Tool

TIME: 3 HOURS

LEARNING OBJECTIVES:

By the end of this session, participants will be able to demonstrate the steps of the GARD SF Tool.

METHODS USED:

1. Observation/feedback
2. Pair activity/practice

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials: **Observation Sheet: GARD SF Tool**

FACILITATOR PREPARATION:

1. Choose two different groups to prepare a role-play of a counseling session for Activity 1. Tell one of the groups to make intentional mistakes when speaking to the student. For example, the counselor should tell them exactly what they need to do (giving advice) and not ask them what they want to happen.

2. You may need to invite extra facilitators or people with counseling skills for this session and for Session 4. (This will depend on the number of participants.) The most important thing is that all the participants get to practice in an informal setting and receive feedback before the next session.

FACILITATOR NOTES:

1. The length of this activity will vary, depending on the skill level of the participants. If participants seem to be struggling with certain steps or having trouble with the GARD SF Tool, review the steps and provide extra support where needed.

2. Activity 2 is an opportunity to practice a counseling session informally before the next session, which will be an assessment of counseling skills.

ACTIVITY 1: OBSERVATION AND FEEDBACK (1 HOUR)

1. Allow the two pre-selected groups to present their role-plays in front of the entire group.

2. Divide the participants into small groups of three. Tell each group to list on two different pieces of flipchart paper what the community counselors did well and some suggestions for improvement. There should be four lists total, two per role-play.

3. After groups have prepared their lists, let each group present their list.

4. You should create a master list and write down suggestions for improvements with concrete examples.

ACTIVITY 2: PRACTICING ALL THE STEPS OF THE GARD SF TOOL (2 HOURS)

1. This activity gives participants a chance to practice using the GARD SF Tool (see CCRM booklet) before the final assessment in the next session.

2. Participants will role-play in pairs using the GARD SF Tool. One person should be the student while the other plays the counselor; then they should switch roles.

3. Walk around the room and give feedback and suggestions during the practice session.

SESSION WRAP-UP:

The session wrap-up should conclude with observations on what community counselors are doing well and areas they need to improve. Be sure to give concrete, manageable suggestions before moving on to the final session in this module.

CONTENT INFORMATION FOR SESSION

Observation Sheet: GARD SF Tool

Steps	Adequately performed	Inadequately performed	Not observed	Comments
STEP 1: GREET THE STUDENT				
• Welcomed the student and gave full attention?				
• Described the role of a community counselor?				
• Acknowledged how hard it was to come for help?				
STEP 2: ASSESS THE SITUATION				
• Filled out the **Student SRGBV Record Form**				
• Asked the student what happened?				
• Asked the student if he or she felt safe or needed immediate attention?				
• Determined if there was an incident to report or if the student had just come for help with a problem?				
• Decided and discussed with the student if parents needed to be contacted?				
• Asked the student if he or she wanted to report the incident?				
STEP 3: OFFER RESOURCES				
• Referred the student to a health clinic or health care facility?				
• Offered information on how the student can report the incident to the police or authorities?				
• Offered information on how to get help and support from medical resources?				
• Discussed self-efficacy and resiliency?				
• Offered other resources?				

Steps	Adequately Performed	Inadequately performed	Not observed	Comments
STEP 4: DEVELOP A PLAN WITH THE STUDENT				
• Asked the student what he or she would like to happen in the short term and in the long term?				
• Discussed options for the student?				
• Decided on an action plan?				
• Decided on a time for the student to return for a follow-up visit or for the counselor to visit the student?				
• Reiterated that though not easy, the student could be resilient and that there was a support system available?				
STEP 5: SUMMARIZE				
• Summarized what was discussed in the meeting?				
• Reviewed the plan for referral and reporting?				
• Discussed how and when parents should be involved?				
• Reviewed any plans (short-term and long-term plans) that were discussed?				
• Asked the student if there was anything to add to the summary?				
• Checked with the student to see how he or she felt, if he or she was satisfied and if the visit was helpful?				
STEP 6: FOLLOW UP (Next Meeting)				
• Checked with the student to see how he or she was doing since the last meeting?				
• Checked to see what actions had been taken?				
• Discussed the referral or reporting that took place?				
• Discussed how he or she would continue to work with the student?				

Session 4: Putting It All Together – Listening Skills and the GARD SF Tool

TIME: 4 HOURS AND 30 MINUTES

LEARNING OBJECTIVES:

By the end of this session, participants will be able to demonstrate the listening skills and all the steps in the GARD SF Tool.

METHOD USED:

Role-play

MATERIALS:

- Flipchart
- Chart stand
- Markers
- Community Counselor Reference Materials:
  - **Observation Sheet: Basic and Active Listening Skills** from Module 6, Session 4, Activity 1
  - **Observation Sheet: GARD SF Tool** from Module 8, Session 3, Activity 2

FACILITATOR PREPARATION:

1. This activity is the final observation and feedback activity. Each participant should have an **Observation Sheet: Basic and Active Listening Skills** and an **Observation Sheet: GARD SF Tool** (see the CCRM booklet).

2. Since the steps and skills in the lists are long, it may be easier to have several observers. Divide the items on the observation sheet among the observers, assigning particular skills for each to note. As in the previous sessions, allow the participants some time to prepare.

3. At the end of the role-play, the completed observation sheets should be given to the participant who was the counselor.

FACILITATOR NOTES:

This session will be an assessment/evaluation session to determine what skills counselors may need to improve. You will need to provide each of the community counselors with their written observation sheet at the end of the training. They should also be able to state how they can improve on those skills.

ACTIVITY 1: ROLE-PLAY FOR ENTIRE GROUP (4 HOURS AND 30 MINUTES)

1. Have participants create their own scenarios to role-play. One person should be the counselor, one the student and two observers for each sheet.

2. After each counselor has had a turn to role-play, observers should share their completed observation sheets. Observers should highlight the areas where the counselor did well and note areas that could use improvement.

3. Observers give the **Observation Sheet: Basic and Active Listening Skills** and the **Observation Sheet: GARD SF Tool** to the counselor.

4. Participants who played the role as a counselor should have a chance to review the observation sheets and share their own observations or reflections. Ask counselors if there were any challenges or if they noted any mistakes they might have made.

5. Go around the room and ask participants to share challenges.

6. Make a master list of challenges, putting a check mark by items that are repeated. If you notice a lot of the same challenges, discuss ways to address these challenges and how participants can work together to help one another.

SESSION WRAP-UP:

1. Acknowledge that these new skills can be difficult at first, but participants should work together to help one another when possible.

2. Congratulate participants on their sessions and remind them of the important role they will play in helping to prevent and respond to SRGBV.

3. Remind them that they have the CCRM booklet as a resource.

9

MODULE 9:

TRAINING WRAP-UP AND EVALUATION

Why This Module?

This is the final module in Doorways II and gives participants a chance to reaffirm their commitment to preventing and responding to 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. Activity 2 gives participants an opportunity to reflect on the training and how it will influence their roles as community counselors and in making a difference in the lives of young people.

What Is In This Module?

Training Wrap-Up and Evaluation (1 hour)

Participants will recommit to their roles and responsibilities to addressing SRGBV by signing a personal pledge. This session summarizes key themes of the training program and wraps up the program. Participants will complete an evaluation of the training.

Training Wrap-Up and Evaluation

TIME: 1 HOUR

LEARNING OBJECTIVES:

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

1. Create a personal pledge to prevent and respond to SRGBV in their communities.
2. Complete an evaluation of the Doorways II program.

METHODS USED:

1. Group work
2. Self-reflection activity

MATERIALS:

- Chalkboard or flipchart
- Chalk or markers
- Certificates for participants
- Community Counselor Reference Materials:
  - **Pledge to Prevent and Respond to SRGBV**
  - **Evaluation (Appendix B)**

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 (see Facilitator Notes). 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 "Community Counselor Club," a place where they can get together and share counseling strategies and best practices.

ACTIVITY 1: MY PLEDGE TO YOUNG PEOPLE (30 MINUTES)

1. Distribute copies of the **Pledge to Prevent and Respond to SRGBV** or refer participants to their copy in their CCRM booklet.

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 (see CCRM booklet).

3. Have a colleague sign the pledge as a witness.

Pledge to Prevent and Respond to SRGBV

I, _____, can protect and support girls and boys by doing the following:

1.

2.

3.

Signed: _____

Witnessed by: _____

Date: _____

ACTIVITY 2: 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.

3. Go around the room and have all the participants share their "I Will…" statements. Write these points on flipchart paper. People can repeat the same statements; 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 3: EVALUATION OF THE TRAINING PROGRAM (15 MINUTES)

1. Give each participant an evaluation form of the training program to fill out.

2. Collect all forms and give them to the appropriate person on the training team.

3. Be sure to end with any other closing details or other important items.

GLOSSARY

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

Adolescence – The period of psychological, social and physical transition between childhood and adulthood that often begins with puberty. The World Health Organization (WHO) defines adolescence as the period of life between 10 and 19 years of age.

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

Aggressive – Delivering a message forcefully without thinking of the other person's feelings; expressing oneself in a confrontational manner.

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.

Assertive – Delivering a message by honestly expressing one's thoughts and feelings; direct and clear without putting down the rights of others, showing mutual respect.

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.

Body language – A type of nonverbal communication. It can be bodily mannerisms, postures and facial expressions that can be interpreted as unconsciously communicating someone's feelings.

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.

Encourage – To give somebody hope, confidence or courage.

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

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

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

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

Gender equity – Strategies or processes used to achieve gender equality. It involves fairness in representation, participation and benefits afforded to males and females. Both males and females have a fair chance of having their needs met and have equal access to opportunities for realizing their full potential as human beings. Equity is the means; equality is the result.

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.

Goal – Aim, purpose or desired result. It is something one focuses on and works towards achieving.

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.

Negotiation – Communication with another for the purpose of coming to a mutual agreement; a compromise or settlement.

Nonjudgmental – Refraining from making judgments, especially ones based on assumptions, stereotypes or personal opinions.

Norms – A standard pattern of behavior that is considered normal in a society.

Peer pressure – Social pressure to adopt a type of behavior, dress or attitude in order to be accepted as part of a group.

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

Perseverance – Steady and continued action or belief, usually over a long period and especially despite difficulties or setbacks.

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.

Risk-taking behaviors – Unhealthy, negative risk-taking behaviors involve activities that may threaten a person's health and safety (such as drinking, taking drugs, unsafe sexual activity, etc.). Healthy risk-taking behaviors can include stretching one's boundaries to set and achieve new goals.

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.

Self-esteem – Belief and confidence in one's own ability and value.

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.

Tattletale – A person, especially a child, who tells others about another person's secrets or bad behavior.

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.

APPENDIX A

School-Related Gender-Based Violence: Definition and Types[19]

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

[19] 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 can negatively affect educational attainment.

APPENDIX B

Doorways Training Program Evaluation

1. 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 3	[ ]	[ ]	[ ]	[ ]
Module 4	[ ]	[ ]	[ ]	[ ]
Module 5	[ ]	[ ]	[ ]	[ ]
Module 6	[ ]	[ ]	[ ]	[ ]
Module 7	[ ]	[ ]	[ ]	[ ]
Module 8	[ ]	[ ]	[ ]	[ ]
Module 9	[ ]	[ ]	[ ]	[ ]

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?

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