

## Preventing and Responding to Sexual Violence against Children in and around Schools:

*A Training Curriculum Designed for Teachers and Other Adults Supporting Children in Schools and Communities*



FACILITATOR'S GUIDE

The Bantwana Initiative of World Education, Inc.

2020

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## ► ABBREVIATIONS

KAP	Knowledge, Attitude, Practice
RTRR	Reporting, Tracking, Referral, and Response
SAPR	Sexual Abuse Prevention and Response
VAC	Violence Against Children
WUBP	Western Uganda Bantwana Program
WEI/Bantwana	The Bantwana Initiative of World Education, Inc.

## ► DEFINITIONS

**Violence against children:** All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

**Child sexual violence:** The involvement of a child in sexual activity with another person that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society.

**Sexual violence:** Unwanted sexual touching; unwanted attempted or physically forced sex; sexual contact due intimidation or coercion; and sexual behaviour that a person does not understand or give consent to, including sharing pornography, sexual harassment, and sexual exploitation

**Sexual abuse:** Synonymous with sexual violence

**Defilement:** A penetrative sexual act on a person below the age of 18 years

**Sexual harassment:** Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature

## ► INTRODUCTION

The Bantwana Initiative of World Education, Inc. (WEI/Bantwana) has developed this facilitators' guide to help train teachers and other school staff to care for children who have experienced or are at risk of sexual abuse. Experience from WEI/Bantwana's Western Uganda Bantwana Program (WUBP) Phase III suggests that child protection actors (teachers, head teachers, school management and PTA committee members, community case care workers, district probation officers) lack access to platforms where they can safely explore underlying drivers of sexual abuse and the harmful cultural norms that reinforce them.

This facilitators' guide enables training of teachers and child protection actors in practical skills needed to identify signs of potential abuse before it occurs (prevention) or respond in ways that address the wellbeing and safety of the child while also taking up the case against perpetrators. The modules explore the intersection between gender-based violence and sexual abuse, provide practical tools for addressing abuse in schools and help participants improve their skills and comfort level in discussing/addressing this issue based on their specific roles. To reinforce and promote agency, participants will brainstorm ideas for strengthening prevention and response efforts that reflect the contextual realities of communities and families and leverage local resources. This facilitators' guide also supports school communities to develop an action plan and monitor progress.

WEI/Bantwana aims to reinforce positive norms and reform harmful practices over the long-term with the help of this facilitator's guide.

## ► MODULE I: PERSONAL EXPERIENCE AND ATTITUDES

### **Learning objectives:**

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

1. Reflect on their personal experiences and the ways in which these inform their relationship to the material discussed.
2. Analyse their attitudes about students regarding their rights.
3. Articulate the ways in which their attitudes are reflected in their behaviour towards students

### **Key learning points:**

1. Our personal experiences inform the ways in which we view issues and our related behaviours.
2. In order to support others coping with violence, we must be aware of how our own past experiences shape our current attitudes.
3. In order to discuss issues of violence and abuse, participants must treat all views with respect.
4. Raising our awareness of our own attitudes enables us to question them and broaden our thinking.

### **Introduction to the training, WEI team (15 minutes)**

Points to be included in the introduction:

- Brief overview of KAP study findings (see handout, KAP summary sheet)
- Share progress on addressing KAP study findings
- There are many different types of abuse, e.g., physical, emotional, neglect. During this training we're going to focus on sexual abuse. This can feel like a difficult subject. But it is an important one. And in order to improve both prevention and response, we need to have a common understanding about what it is, how and why it happens, and what we can do about it.

### **Introductions of participants (15 minutes)**

1. Begin by going around the group. Each person should say their name, professional position or role, plus 1 thing they like about teaching/working with young people and 1 thing they do NOT like about it.

### **Set ground rules (10 minutes)**

To the facilitator: Ask participants to generate a list of rules for the 3 day workshop. At a minimum this list should include:

- All opinions expressed are treated with respect regardless of disagreements
- Listen with an open mind
- One person talks at a time, no side line conversations
- Punctuality
- Turn off cell phones!
- Participation (though participants always have the right to pass if they do not want to answer any specific question)
- Confidentiality:
  - If case material about any students is shared, do not mention names and do not repeat outside of the workshop.
  - If any personal information shared by a participant during discussions stays within the workshop. It is not repeated outside the workshop!

### **Introduction to the training: what and why**

The purpose of this training is to build understanding of and skills for dealing with sexual abuse of students. We will be looking at what sexual abuse is, how to identify children who might be being abused, how to talk with them and how to follow-up. To do all of this, we will be examining:

- The beliefs and values of the larger social and cultural environment
- Understanding and practices that have been evolving in Uganda and around Sub-Saharan Africa
- Personal attitudes and beliefs as they are shaped by our social worlds and personal experiences
- Basic practical skill development for identifying, talking with and supporting students who have been abused

### **Activity 1: Personal experience awareness (15 minutes)**

**To the facilitator:** Introduce the first exercise to the participants with the following:

“Over the next three days we will be focusing on material that you might find to be very personal if it overlaps in any way with your own experiences. We know that in Uganda, many children are the recipients of various types of violence in the schools, including sexual abuse. This means that some of you may have been recipients of various types of abuse when you were a child or adolescent attending school, or, as an adult you may have participated in some of the behaviours we’ll be talking about.

In this training, we will NOT be asking you to share about your personal experiences. It is important, however, that you spend a little time thinking about your own relationship to the material we’ll be talking about as we begin this training. Your own experiences will play a role in your beliefs and attitudes about the issues we’ll be addressing. To that end, we’d like to have to spend a few minutes thinking through your responses to a series of questions. Please be as honest with yourself as you can. Again, you will NOT be asked to share any of your answers.

If you have experienced sexual abuse in the past, some of this material may trigger difficult memories or feelings, especially if you have never shared them with anyone. Please do what you need to in order to take care of yourself as we go through the next few days.”

**Distribute the questionnaire. Give participants about 10 minutes to finish.**

### **OPENING QUESTIONNAIRE**

The following questions are for the purpose of having you take some time to think about your own relationship to the material we're going to be focusing on over the next three days.

**You will NOT be asked to share any of your answers.**

1. When you were a child or adolescent, did anyone ever:
  - a. beat you for any reason?
  - b. make sexual comments to you?
  - c. touch you in any sexual way?
2. Did any of the above experiences take place in school, or were they done by a teacher, administrator or other school personnel?
3. If the answer to any of the above was yes,
  - a. How did you feel?
  - b. Did anyone witness it or did you tell anyone?
  - c. Were you instructed by the person not to tell?
  - d. If you kept it a secret, why did you?
4. As school personnel or other professional, have you ever:
  - a. Said things to a student, or young person, that you wouldn't want others to know?
  - b. Made comments to a young person about her body or sexual activity?
  - c. Touched a young person in a way that you wouldn't want others to know?
  - d. If the answer to either (a) or (b) above is yes, how do you think about this? What are the feelings it leaves you with?
5. Have you ever known about a colleague acting inappropriately with a student, e.g. engaging in sexual activity with a student?
  - a. What did you do?
  - b. If you reported it, what was that like?
  - c. If you kept silent, what was that like?

**Facilitator: Wrapping up the activity:** Tell participants that you want them just to remember their own experiences and how these affected them as we go through the training and think about/talk about what these experiences are like for young people, and what they need from the adults around them.

**KEY TERMS AS THEY ARE USED IN THIS TRAINING**

**To the facilitator:** Point the participants to the "Key terms" page in the handouts. Review them with participants. Tell them that you will all be discussing these in much greater depth over the course of the training, but that to begin you want to be sure that everyone has the same understanding of the terms as they will be used.

**Violence:** The intentional use of physical force or **power** [*italics mine*], threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. (World Health Organization)

**Sexual violence:** encompasses unwanted sexual touching, unwanted attempted or physically forced sex, sexual contact due intimidation or coercion, and sexual behaviour that a person does not understand or give consent to, including sharing pornography, sexual harassment and sexual exploitation.

**Sexual abuse:** synonymous with sexual violence

**Defilement:** a penetrative sexual act on a person below 18 years old

**Sexual harassment:** Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.



## Activity 2: Attitudes<sup>1</sup> (1 hour)

**To the facilitator:** The following activity is for the purpose of raising awareness and articulating beliefs and values as well as challenging thinking about sexuality in adolescents.

**Materials:** 3 pieces bond paper, large marker, tape

**Instructions:** Prepare by writing one word on each of the three pieces of paper: “Agree”, “Disagree” and “Not Sure.” Tape each one in 3 different places in the room, high enough on the wall to be seen over people’s heads.

Explain to participants that you are going to read a list of statements. After each one, everyone is to give it careful thought and then move to the word (agree, disagree, not sure) that best expresses their opinion. **Please be as honest as you can with your real opinion, not the one you think is expected or desired.**

Once everyone has positioned themselves under the paper of their choice, you’re going to ask for volunteers to explain why they chose the response that they did.

Stress that everyone has a right to express their opinion and have it treated respectfully.

Remind people of the ground rules and request a commitment to use them through this activity.

Further, let them know that they can change their minds and position at any time if they hear an opinion that makes them think differently about the statement.

Statements: (after each, once people have selected their spot, ask, “why did you take the position you did?” Have at least one volunteer group explain their reason.

1. Students should respect teachers at all times, no matter what the situation.
2. It is more important for boys to get an education than it is for girls.
3. Young girls bring trouble on themselves by the way they dress.
4. Adolescent girls who are well brought up and who have good values do not engage in sexual activity.
5. Adolescent boys who are well brought up and who have good values do not engage in sexual activity.
6. Adolescents who feel good about themselves are able to say no to sexual advances as long as there is no physical force.
7. If a teacher makes sexual advances towards a female student and she doesn’t appear to resist it is not as big an offence as if it is forced.
8. Children should know that it is against the law for an adult to have sex with someone under age 18.
9. It is more the girls’ responsibility to avoid early pregnancy than it is the boys’ responsibility.
10. If a girl goes along with sexual advances, or isn’t forceful in saying no, then sex is consensual.
11. Teasing in a sexual manner or making playful sexual comments to student is different than sexual harassment.
12. Sexual violence is a problem in schools in Uganda.

General discussion questions after all the statements

- Did you learn anything about, or become aware of your attitudes toward your students/young people?
- What shapes your opinions about your students/young people?
- Did you change or alter any of your opinions as a result of this activity?
- How might your opinions about young people impact your work with them?

<sup>1</sup> Adapted from Doorways III: Teacher Training Manual on School-Related Gender Based Violence Prevention and Response

**Note to the facilitator:** Information for drawing on in discussion is listed below.<sup>2</sup>

With regard to experiences at school:

- Younger children reported the highest amount of ad hoc physical punishment, and older children reported being harassed or humiliated by teachers.
- Girls reported a considerable amount of sexual harassment,
- one in five girls reported being forced to have sex.
- A lot of the bullying, teasing and humiliation of girls revolved around their sexuality
- Older boys reported the most severe incidents of physical beating, probably due to the prevailing gender stereotypes of physical resilience and notions of tough masculinity.
- 98% of the children aged 8- 18 years interviewed had experienced physical and emotional violence;
- 77% of primary school students and 82% of secondary school students had experienced sexual violence while 5.9% of children were subjected to defilement.<sup>3</sup>

**Findings from the KAP<sup>4</sup> study: (Facilitator: share with participants that the following information was gathered from their peers and others in Uganda)**

**Laws on sexual abuse:**

- Only 37% of children know that it is against the law in Uganda for children under 18-years-old to have sex with adults compared to 52% of teachers.
- Less than 50% of children strongly agree or agree that any adult who has sex with a child should be punished under the law.
- Only 39% of children strongly agree or agree that a child has the right to refuse sex even if the child has received gifts or money, as compared to 95% of teachers.

**Defilement and sexual harassment**

- Of the 47% of children that reported receiving a ‘bad touch’ in the past six months, **50% identified a caregiver as the perpetrator, 33% identified a teacher** and 17% identified a friend, stranger, or another family member as the perpetrator.
- Of the **32% of teachers** that reported knowing a child that received a bad touch in the past six months, **56% (majority) identified a fellow student as the perpetrator.**
- Where children knew a child that received a bad touch, 34% of children talked with a teacher and 25% talked to a friend.

**Closing activity: Remembering (5 minutes)**

**Instructions:** Say to participants, “To wrap up before break, I want you to take a few minutes to recall some formative experiences in school. Sit comfortably in your chair and, if you are able, close your eyes. Let your mind float back to when you were in school. Recall a very good teacher. (pause for 5 – 10 seconds after reading each question)

- What made this teacher very good? What were his or her qualities?
- How did this compare to a teacher that you had who was a bad teacher?
- How did this (good) teacher discipline?
- How did he or she treat you? Others?

<sup>2</sup> From 2005 study conducted by Raising Voices and Save the Children, 2005, in Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in Schools, Ministry of Education and Sports, Uganda **AND**

Child Protection Knowledge, Attitudes and Practices (KAP) Survey, World Education/Bantwana, Uganda, December 2014

<sup>3</sup> The National Study Assessing Child Protection Safety and Security Issues for Children in Uganda Primary and Secondary Schools, Ministry of Education and Sports and UNICEF

<sup>4</sup> Child Protection Knowledge, Attitudes and Practices (KAP) Survey, World Education/Bantwana, Uganda, December 2014



- How did this affect your effort, behaviour or choices?
- How did this affect your learning overall?
- How do your thoughts about all this influence your beliefs about the ways in which a teacher should behave towards students?

**Facilitator:** End the activity and wrap up the module telling participants that you want them to remember their own experiences that came to mind as we move through this training.

Remind them that:

1. Our personal experiences shape the ways in which we view issues and the ways we react to them.
2. In order to support others coping with violence, we must be aware of how our own past experiences shape our current attitudes.
3. Raising our awareness of our own attitudes enables us to question them and broaden our thinking.

## ► MODULE 2: ADOLESCENT IDENTITY DEVELOPMENT

### Learning objectives:

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

1. Describe adolescent identity in the context of child development
2. Discuss the ways in which the social and cultural context shapes identity
3. Examine the social construct of gender and the ways in which this shapes identity
4. Examine adolescent sexuality in the context of the social and cultural setting of Uganda
5. Describe the ways in which gender, power dynamics and the social environment converge and inform choices around sexuality.

### Key learning points:

1. The development of adolescent identity is built on earlier experiences in childhood and rests to some degree on the ways in which basic needs were or were not met.
2. Identity is influenced by internal and external factors, including: how good or bad we feel about ourselves, our relationships and the way that we define ourselves (internal); as well the labels we're assigned by others and environmental factors outside of one's control (external), e.g. poverty, or being orphaned.
3. In order to lay the foundation for a positive identity in adolescences, a child must have basic needs met: love, food and protection, intellectual stimulation and caring relationships.
4. Sex (male or female) is a biological factor, whereas gender is about the social and cultural views of what it is to be a girl/feminine and boy/masculine.
5. Societies have expectations and rules on what is expected of people, how people are treated and valued. These expectations and rules are largely due to gender.
6. In Uganda, factors such as poverty, values and expectations placed on girls often limit their opportunities.

### Adolescence and identity: (15 minutes)

Why is it important that we think about identity development as part of the foundation for this training on sexual abuse?

**To the facilitator:** Get as much of the following information from participants as possible by asking questions. These questions can include the following. List the main points on a flip chart paper. Ask follow-up questions to try to elicit the following information:

- What do we mean when we talk about identity? (points that should be included in some form by the end of the discussion, either by participants or added by the facilitator are as follows)
  - Refers to our sense of who we are as individuals and as members of social groups
  - Our identities develop in response to both internal and external factors

- In some ways we choose our identities, in other ways it is formed by environmental forces out of our control
- Constantly changing
- What do we mean when we say “self-identity”?
  - How we define ourselves
  - Related to self esteem
  - How we see ourselves changes in response to peers, families, school and other social environments
  - Shape our sense of belonging
- What do we mean when we say “social identity”?
  - Developed by others,
  - Includes all the categories we’re put into, the “labels” we’re given
  - Often times we take on what others assign to us and take it into our self-identity.

Keep these ideas about identity in mind as we go through the next few activities.

Divide the into participants four groups.

**Activity I: Children’s needs<sup>5</sup>** (25 minutes)

**Instructions:** Think of your students or other young people you know. What are basic needs of children in order for them to grow and thrive? What do children need to have received or learned by the time they enter into adolescence?

Either make up the chart below for each group ahead of time, or hang one as a sample and have each group make on a large piece of paper

	<b>Needs</b>	<b>What are possible results if they have not received/ learned these things?</b>
Head		
Heart		
Body		
Social		

Tell participants to brainstorm all the needs of a child and put them in the appropriate box. For example:

- head: a child needs stimulation, education, support in developing different skills;
- heart: a child needs to be loved and to love, given the message they matter the message that they matter, spiritual teachings;
- body: food, shelter, exercise, medical care;
- social: positive relationships with others, community, a sense of belonging.

Give participants about 15 minutes to complete this. Share briefly in the large group. Ask one group to share what they’ve written in their chart. Then ask the rest of the participants if they had identified any additional factors that weren’t listed by the group that presented. Keep discussion short, about 10 minutes. This exercise is just to get them thinking about needs of children in general.

<sup>5</sup> Adapted from “Building a Child,” The Journey of Life, REPSSI and the authors, Dr. Jonathan Brakarsh and the Community Information and Inspiration Team (CIIT), Zimbabwe, 2004

**Wrap up** by pointing out how much participants have identified that children need. Emphasise the following points:

- The development of adolescent identity is built on earlier experiences in childhood and rests to some degree on the ways in which basic needs were or were not met.
- Identity is influenced by many things including: how good or bad we feel about ourselves, our relationships and the way that we define ourselves; as well the labels we're assigned by others and environmental factors outside of one's control, e.g. poverty, or being orphaned.
- In order to lay the foundation for a positive identity in adolescences, a child must have basic needs met while they grow: love, food and protection, intellectual stimulation and caring relationships.
- Point out some of the main negative consequences of not having the basic needs met that participants identified in column 2.

Tell participants that in the next activity, you'll be building on these ideas as you address adolescent identity, and the role of gender in the ways needs are and are not met.

**Activity 2: Gender lifelines,<sup>6</sup> Part I (30 minutes)**

**Instructions:** Keep participants in their four groups. Assign groups 1 & 2 'girls,' and groups 3 & 4 'boys'. Give each group a few sheets of flip chart paper and markers.

Tell each group make 3 columns and 2 rows on a sheet of the paper. Title them as below.

Age	Girls /Boys (as assigned): description of their life at the two age groups	Effects
0 – 5 years		
6 – 10 years		

Have groups 1 & 2 discuss the life of an average girl in their school, starting from birth to age 10. Have groups 3 & 4 discuss the life of an average boy, also from birth to age 10. They should fill out **column 2**, for each age group.

Ask each group to think about how boys or girls are treated. Remind participants to think about their students and situations that commonly occur. They can consider things such as the questions listed below.

- How they are expected to behave? Present themselves? Dress? Treat others?
- What are the expectations on their time, e.g. school, chores (what kind?), playtime? What is considered important?
  - What is the importance or value placed on them as individuals?
  - e.g. how is food distributed, what are the sleeping arrangements?
- At what age do boys and girls start school? At what age do they each stop schooling? When girls leave earlier than boys, what could be the reasons?
- How are girls or boys opinions valued? Why?

**After participants have completed column two, ask them to go back to fill in the third column.** Ask participants to look at what is happening in the boy's or girl's life during each time period and to think about how it

<sup>6</sup> Adapted from Raising Voices Good Schools toolkit, Training Manual

might effect how they see themselves. Might it effect school performance, either positively or negatively? Might it effect their social development, positively or negatively?

For example, if a young girl between 6-10 years of age is taking care of siblings and doing many chores, how will this affect her schooling? What are the messages she gets about herself? Perhaps she comes late, or is very tired, or has no time for homework. Maybe she is forced to drop out. Write down all possibilities.

**Part II: Adolescents, ages 11 – 19 (30 minutes)**

Adolescence is a time of significant growth and change in many ways. These changes, built on the growth and experiences discussed above, shape a person’s identity, self-esteem and choices. Continuing with the gender you worked on birth – age 10, and considering the lives of average girls and boys, discuss the changes that occur in the two following age groups and the effects these changes are likely to have.

On a second sheet of flip chart paper complete the following table. Turn the paper horizontally to accommodate the 3<sup>rd</sup> 4<sup>th</sup> column,)

Say the following to the group. “**Gender** is a very significant social identity that plays an extremely important role in self-identity. In the first part of this activity you identified ways that boys and girls live different lives due to different expectations, treatment and effects. In this section we’re going to look a little closer at gender.

Fill out columns 2 and 3. Then, go back and complete column 4, which looks more closely at gender. Consider the following questions:

- What message does your community send to a boy when he is told to act like a man? Or to the girl when is told to act like a woman?
- What is he expected to do? What is she expected to do?
- How is he/she encouraged to act? What is he/she discouraged from doing?

Age	Girls / Boys: description of their lives	Effects	“Act like a man” or “Act like a woman” messages
11 – 15 years consider changes in these ages - physical - psychological - social			
16 – 19 years consider changes in these ages - physical - psychological - social			

When the groups are finished, tell them to look at the issues, beliefs and practices that they’ve noted. How many of these are due to the sex (biological) of the child or adolescent, and how many to gender (social?)

- Sex is about the characteristics we’re born with due to our biology. For example, growing breasts in adolescence is because of being of the female sex, deepening of the voice or growing facial hair is due to sex being male.
- Gender is about the characteristic that are due to social and cultural views, beliefs and practices, social expectations about what is masculine and what is feminine.

**Wrap up:** To end the module share the following points, including some specific examples from the charts completed by the participants.

- Sex (male or female) is a biological factor, whereas gender is about the social and cultural views of what it is to be a girl/feminine and boy/masculine.
- Societies have expectations and rules on what is expected of people, how people are treated and valued. These expectations and rules are largely due to gender.
- Gender often plays a role in the ways that basic needs are met (love, food and protection, intellectual stimulation and caring relationships).
- In Uganda, factors such as poverty, values and gender expectations placed on girls often limit their opportunities (point out a few ideas from the **Gender Lifelines**).

## ► MODULE 3: VIOLENCE

### Learning objectives:

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

1. Identify the categories of violence: physical, emotional, economic and sexual.
2. Describe the reasons that sexual abuse (including the spectrum from harassment to defilement) is understood primarily an act of violence.
3. Identify the social factors, including beliefs about gender, that contribute to the prevalence of sexual violence against children.

### Key learning points:

1. Different expectations based on gender create a very different world in Uganda for girls than for boys.
2. Social messages about the value placed on girls, along with expectations on what it means to 'be a man' contribute to violence against girls.
3. Violence against children includes both physical and mental pain inflicted on a child, including behaviour that is intended to humiliate.
4. Violence can be understood as breaking down into four categories: physical, emotional, economic and sexual.
5. The incidence of violence within the schools in Uganda is high.
6. The causes of violence are complex, ranging from the larger system: poverty, collapse of social systems, harmful cultural practices, limited functionality of child protection services; to internal family dynamics.
7. Myths based on gender, health including HIV, and other beliefs contribute to the prevalence of social violence.
8. Sexual violence does not always involve physical force.

**Note to the facilitator:** This next section focuses on understanding sexual abuse as a type of violence inflicted on children.

### Terminology:

#### Activity 1: Discussion (30 minutes)

#### Begin the module with the discussion of the previous identity/gender exercises

Put the papers from the four groups up on the wall, grouping the papers from the groups that did girls together and the ones that did boys together.

Have participants do a **Gallery Walk** to read the charts from each of the groups. Give the groups 5-10 minutes to complete this.

Then facilitate discussion about the differences in the lives of boys and girls.

Discussion questions:

- What struck you about the exercises on the lives of boys and girls in Uganda?

- What are the main differences in the expectations of boys and girls?
- What are the main differences in the social messages given to boys and girls in terms of the value placed on them, the ways in which they should treat others or expect others to treat them?
- What are the differences in the qualities that are considered masculine and feminine?
- How might all of these differences contribute to the development of self-esteem and identity? (positively or negatively?)

**To the facilitator:** Make notes of the main points during the discussion on flip chart paper. Hang them on the wall along with the Lifeline charts. Keep all of these on the wall for the duration of the training. Refer back to throughout the training.

Summarize the following to wrap up the activity and transition into the next.

- Different expectations based on gender create a very different world in Uganda for girls than for boys.
- Social messages about the value placed on girls, along with expectations on what it means to 'be a man' contribute to violence against girls.
- Myths based on gender, health including HIV, and other beliefs contribute to the prevalence of social violence.

### **Activity 2: 4 Categories of Violence**<sup>7</sup> (30 minutes)

Pose the following questions to the whole group:

1. What do we mean when we talk about violence against children? Examples might include:

- Anything that hurts a child
- Both physical or mental pain caused to a child
- Behaviour that humiliates a child

4. Ask participants to think back to their childhood and recall one or two people who treated them well or did things that made them feel good. What did they do? How did they treat the participant? What was it that they did that made the participant feel good? (e.g. told them stories, were kind to them, protected them, etc.) Ask a few volunteers to share their stories.

3. Now, ask participants to think back to their childhood and remember one or two people who treated them badly or did things that made them feel bad. What did they do? How did they treat the participant? What was it that they did that made the participant feel bad? (e.g. abused them, made them work too much, beat them, etc.)

Ask a few volunteers to share their stories.

4. Using the examples they shared in the last part, help participants come up with the four categories of violence against children:

- Physical
- Emotional
- Economic
- Sexual

5. Divide participants into 4 groups. Assign each group one type of violence. Give each group a piece of flipchart and a marker.

Ask each group to define their assigned type of violence and to list all the examples of that type of violence that they can think of. Give each group 10 minutes to create their lists.

Ask the groups to come back and present their lists. Allow participants from other groups to add to the lists if they feel something is missing.

<sup>7</sup> From Raising Voices



6. Ask participants to think back to the gender discussion earlier. What about social values, gender expectations, etc., might contribute to any forms of violence? Other social issues?

7. Do any of these four forms of violence happen in schools? If yes, which and why?

**To the facilitator:** see **handout titled ‘Violence against children’**. It includes the following information and should be used in discussion. It is important that everyone understands that violence includes emotional violence as well as physical.

The World Health Organisation’s definition of violence against children:

“All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

### Types of Violence

#### **Note to the facilitator: Terminology**

While categories of violence are broken into the 4 categories above, all violence is, in part, psychological and/or emotional. **Physical violence** (which includes all forms of touching, including sexual abuse) has psychological effects as well, as there is a power dynamic and intent to harm in some way. Not all psychological or emotional violence, however, has a physical component. Threats or other verbal statements meant to humiliate, degrade or diminish a person can be very violent, without including any physical threat.

**Psychological and emotional violence:** these terms are closely related, though not exactly the same. Psychological violence impacts the way we think about things, emotional violence the way we feel. For the most part though, they go hand in hand. Both terms are seen in materials on violence and abuse. For simplicity of language in this manual, the term **emotional** violence is used cover both.

**Physical violence:** any form of punishment in which physical force is used and intended to cause some degree of pain or discomfort.

**Emotional violence** is any act or behaviour that conveys to a child that he/she is worthless, flawed, unloved, unwanted, endangered, or of value only in meeting another’s needs.

**Sexual Violence generally includes both physical and psychological violence**, though sometimes is exclusively psychological/emotional, as in the case of sexual harassment. A child who is sexually abused gets the message that they are of little value beyond the ways they meet another’s needs, and will feel flawed, unprotected and likely, endangered.

#### **Causes of violence against children in schools<sup>8</sup>**

There are many factors that are contributing to violence against children and these may vary from region to region, age of children as well as a social- economic context.

1. Collapse of traditional social networks or systems and family supports,
2. Harmful religious or cultural beliefs,
3. Poverty and high levels of vulnerability, i.e. dependency on others, physical or mental vulnerabilities, ignorance about potential threats, lack of family support, age,

<sup>8</sup> Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in the Schools, Ministry of Education and Sports, Uganda, 2014

4. Substance abuse,
5. War and displacement,
6. Corruption which undermines access to fairness and justice,
7. Persistence of harmful/negative traditional practices,
8. Limited availability of resources, such as food, shelter, medical facilities and services, clothes, and water among others,
9. Limited functionality of existing child protection and support services such as the police protection or other security.
10. Community lack of awareness or belief in human rights for all especially children.
11. Family conflict/marital problems and high levels of stress that gets transferred onto the children.

### Activity 3: Examining Myths<sup>9</sup> (30 minutes)

1. Explain to the participants that in this session you are going to explore beliefs about sexual violence at school. Tell the participants that you are going to read a statement. If they **agree with it, they should remain seated**. If they **disagree with it they should stand up** ready to speak out against it. If they are **not sure, they should get up from their chair and sit on the floor (or walk to a designated spot.)**

2. Read the first statement slowly and clearly:  
 “Sexual abuse always involves physical force.”

Ask one participant who has remained seated to explain why they agree. Ask one participant who stood up to explain why they disagree. Once the participants have spoken ask if any of the participants who are seated on the floor want to change their mind. If not, other participants can make additional points to help convince those on the floor.

3. When you feel there has been enough discussion, repeat the process for the rest of the statements:

- Children may not tell you if something bad happens to them.
- Boys do not experience sexual abuse.
- Sexual abusers do not have to be drunk or crazy.
- Teasing about sex or making sexual comments is sexual violence.
- Girls who wear short skirts are asking to be abused.
- Children lie about sexual abuse to get attention.
- You cannot tell just by looking at a child that the child has been sexually abused.
- If a girl doesn't say no, then it means she wants to have sex.

Refer to the handouts **Sexual Violence in Uganda and the KAP Survey Summary** in the handouts for clarification if needed.

### Summarize the following to end the module. Add main points that came out of activities and discussion.

1. Different expectations based on gender create a very different world in Uganda for girls than for boys.
2. Social messages about the value placed on girls, along with expectations on what it means to ‘be a man’ contribute to violence against girls.
3. Violence against children includes both physical and mental pain inflicted on a child, including behaviour that is intended to humiliate.
4. Violence can be understood as breaking down into four categories: physical, emotional, economic and sexual.
5. The incidence of violence within the schools in Uganda is high.
6. The causes of violence are complex, ranging from the larger system: poverty, collapse of social systems, harmful cultural practices, limited functionality of child protection services; to internal family dynamics.

<sup>9</sup> Raising Voices Good Schools toolkit, Training Manual

7. Myths based on gender, health including HIV, and other beliefs contribute to the prevalence of social violence.
8. Sexual violence does not always involve physical force.

Also, you can point participants to the handout **Signs and Symptoms of Possible Abuse**. Tell them you'll be discussing this further tomorrow.

## ► MODULE 4: SEXUAL VIOLENCE

### Learning objectives:

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

1. Define sexual violence
2. Discuss the prevalence of sexual violence.
3. Identify common myths related to sexual violence.
4. Identify the reasons that a child who is being abused remains silent.
5. Apply information on gender, identity and sexual violence to a case study.

### Key learning points:

- Sexual violence against children includes the involvement of a child in any sexual activity that the child does not comprehend, does not/is not able to give informed consent to, is not developmentally prepared, or violates the laws and values of a society.
- Sexual comments to a child, as well as touching and defilement are in the category of sexual violence.
- Sexual violence, predominantly though not exclusively aimed at girls, is prevalent in Uganda.
- The incidence of sexual violence against children, especially girls, within the schools is high.
- Children who are sexually abused often remain silent for a variety of factors that range from fear of not being believed, feelings of shame and guilt, fears of consequences, fear of being blamed, or thinking that it is something they just have to accept (KAP survey- only 39% of children think they have the right to refuse sex).
- Many widely held beliefs about sexual violence are myths with no basis in fact.
- Examining choices and sexually related behaviours within a framework of the social context and power dynamics gives a more accurate understanding of a girl's experience with sexual abuse.

**Introduce the module with the following:** **Sexual violence** is the involvement of a child in sexual activity with another person that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children are sexually abused by both adults and other children who are in a position of responsibility, trust or power over the victim. Sexual violence against children takes different forms including: verbal utterances that are sexual in nature, touching or fondling the child in a sexual manner or being forced to look at sexual scenes (pornography), and stringent gifts especially from men to girls or from women to boys in return for sexual pleasure<sup>10</sup>.

Sexual violence against children is a global problem. It is widespread and goes unreported especially if it occurs within the family context. In Uganda:

- In 2010, defilement was the leading sex related crime committed against children with a total of 7,564 cases registered compared to 7,360 cases the previous year (2009). This highlights an increase of 2.7%.

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<sup>10</sup> Report on CEDAW Mid-term Review of the Government of Uganda, 2012.

- In 2011, 7,690 cases of defilement were reported to police, highlighting a further increase of 1.7%<sup>11</sup>. Besides defilement, children also report being talked to in a sexual manner, being touched in a sexual manner, being exposed to the private parts of adults and being exposed to sexual / pornographic material<sup>12</sup>.

Further, findings from the KAP survey indicate that:

- Only 37% of children know that it is against the law in Uganda for children under 18-years-old to have sex with adults compared to 52% of teachers.
- Less than 50% of children strongly agree or agree that any adult who has sex with a child should be punished under the law.
- Only 39% of children strongly agree or agree that a child has the right to refuse sex even if the child has received gifts or money, as compared to 95% of teachers.

### Why children stay silent<sup>13</sup>

- Not being believed
- Not being responded to or complaints concealed
- May decide that it is better to keep their suffering to themselves rather than risk retaliation from the adults who have power over their lives.
- Children often feel great shame over being abused and fear it will become known.
- Fear of HIV and other STIs
- Fear of being shunned and unable to be marry, or being punished for what happened in the case of rape
- Children think it's normal or that they don't have a choice<sup>14</sup>

**Facilitator:** Tell participants to keep the previous information, as well as the information from earlier in the day, in mind as you read the following case scenario.

#### Activity I: Case scenario (30 minutes)

**Facilitator:** Read the following story<sup>15</sup> out loud to the group.

*Janet is in P6. She enjoys school a lot and has been doing very well. She has made some new friends and is generally happy and social. One day after class, her biology teacher, Mr. Samson, asks her to stay after class for some extra tutoring. Janet is excited to get this special help, and goes back to see Mr. Samson after the other students have left. The teacher tells her he is in a hurry and asks if she would mind coming to his home.*

*Janet meets Mr. Samson at home and he starts to tutor her. Janet is happy with the extra help and starts improving in class. After a while, Mr. Samson tells Janet she has become very special to him. He is proud of her and how well she is doing. Janet is happy. Mr. Samson tells Janet that she needs to show her appreciation. He starts to touch her and Janet feels uncomfortable. Mr. Samson tells her to relax, that if she wants to get good grades, she will just enjoy his attention. Soon, Janet finds herself having sex with the teacher. She doesn't like it and is very scared, but she doesn't know what to do. Everyone knows she has been coming to him for extra help, and she is afraid what they will think. Mr. Samson told her to keep it a secret, that she might lose her marks if she tells anyone. Janet wants to keep her good grades.*

*Janet keeps seeing Mr. Samson. Her grades in her other classes, however, start to go down. She stops socialising with her friends. One time, her best friend, Shalifa, asks Janet what is bothering her. Janet tells her she is fine and that she is just very busy. Shalifa thinks this is strange because Janet always had time for friends before.*

<sup>11</sup> Annual Crime and Traffic Safety Report 2009, 2010, 2011

<sup>12</sup> ACFP survey, 2012

<sup>13</sup> Communicating with Children: Helping Children in Distress, Save the Children, 2000

<sup>14</sup> Child Protection Knowledge, Attitudes and Practices Survey

<sup>15</sup> Adapted from Raising Voices Good Schools toolkit, Training Manual

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

One day, Janet stops going to school altogether. Her friends don't know why.

Janet's history teacher, Madame Susan, has always been very friendly to Janet. She has been trying to talk to Janet for months, but Janet has not responded. But Madame Susan refuses to give up. One day, Madame Susan goes to Janet's house to find out what is wrong. Janet is feeling very lonely and scared and finally decides to tell Madame Susan what has been happening. She explains that she is pregnant and she doesn't know what to do. She explains that she has been seeing the biology teacher, Mr. Samson.

6. Allow participants to think about the story for a few minutes. Ask participants questions about this story.

- a. How do you think Janet is feeling?
- b. What are some of the consequences Janet is facing?
- c. Do you think Janet should have told someone? Why couldn't she?
- d. Do you think there were other choices Janet could/should have made?
- e. If you were Janet's friend, what would you do?
- f. If you were Janet's teacher, what would you do?

### Activity 3: Exploring Questions (30 minutes)

1. Prepare four pieces of paper before the session, each with one of the following questions written on it:

- a. Why would a child keep quiet about the sexual violence they are experiencing?
- b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence?
- c. What are some of the consequences for a child who is experiencing sexual violence?
- d. How can we respond when a child comes to us who has experienced sexual violence?

Divide the participants into four small groups. Give each group a question. Ask the group to think about the story they just heard—as well as other incidents of sexual violence—and to brainstorm a list of responses to the question. Allow the groups 15 minutes.

3. Come back together and ask each of the groups to present their responses. Some groups may have trouble coming up with answers, so you can use the following examples as a guideline for discussion.

- a. Sometimes, children will not be able to talk about experiencing sexual violence. Why would a child keep quiet?

Examples:

- fear that the abuser will hurt them or their family
- threats from the abuser
- anger
- shame
- guilt
- they may think it was their fault
- fear of having to leave school

- b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence? Examples:

- physical signs such as pain or itching in the genital area, STDs, pregnancy
- emotional signs such as changes in behaviour, withdrawal, irrational fears, depression
- Behavioural signs such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behaviour inappropriate to their age, nightmares, excessive anger or sadness, fear of touch and distrust of people, a change in hygiene (too much or too little bathing)

- c. What are some of the consequences for a child who is experiencing sexual violence? Examples:

- drops out of school
- pregnancy
- HIV&AIDS
- STIs
- distrust of people
- poor performance in school
- develops unhealthy relationships
- drug or alcohol abuse

d. How can we respond when a child comes to us who has experienced sexual violence? Examples:

- pay attention to indirect hints from children
- talk to them in private
- keep it in confidence and do not tell other teachers who do not need to know (do not promise the child you won't tell anyone as it is your responsibility to do something about it)
- tell the child you believe them
- reassure the child that it is okay to tell what happened
- reassure them that it is not their fault
- explore options, consult school policy or seek advice from other knowledgeable teachers

**Facilitator:** To wrap up the module, review the following main points:

- Sexual violence against children includes the involvement of a child in any sexual activity that the child does not comprehend, does not/is not able to give informed consent to, is not developmentally prepared, or violates the laws and values of a society.
- Sexual comments to a child, as well as touching and defilement are in the category of sexual violence.
- Sexual violence, predominantly though not exclusively aimed at girls, is prevalent in Uganda in general, as well as in the schools.
- Children who are sexually abused often remain silent for a variety of factors that range from fear of not being believed, feelings of shame and guilt, fears of consequences, fear of being blamed, or thinking that it is something they just have to accept (KAP survey- only 39% of children think they have the right to refuse sex).
- Many widely held beliefs about sexual violence are myths with no basis in fact.
- Examining choices and sexually related behaviours within a framework of the social context and power dynamics gives a more accurate understanding of a girl's experience with sexual abuse.

Emphasize that:

- It is important to be able to trust people when talking about sexual violence.
- Understanding the signs and consequences of sexual violence can help us better support children who experience it.

## ► MODULE 5: TRAUMA – RESPONSE AND EFFECTS

### Learning objectives:

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

6. Define sexual violence
7. Discuss the prevalence of sexual violence.
8. Identify common myths related to sexual violence.
9. Identify the reasons that a child who is being abused remains silent.
10. Apply information on gender, identity and sexual violence to a case study.



### Key learning points:

- Sexual violence against children includes the involvement of a child in any sexual activity that the child does not comprehend, does not/is not able to give informed consent to, is not developmentally prepared, or violates the laws and values of a society.
- Sexual comments to a child, as well as touching and defilement are in the category of sexual violence.
- Sexual violence, predominantly though not exclusively aimed at girls, is prevalent in Uganda.
- The incidence of sexual violence against children, especially girls, within the schools is high.
- Children who are sexually abused often remain silent for a variety of factors that range from fear of not being believed, feelings of shame and guilt, fears of consequences, fear of being blamed, or thinking that it is something they just have to accept (KAP survey- only 39% of children think they have the right to refuse sex).
- Many widely held beliefs about sexual violence are myths with no basis in fact.
- Examining choices and sexually related behaviours within a framework of the social context and power dynamics gives a more accurate understanding of a girl's experience with sexual abuse.

**Introduce the module with the following:** **Sexual violence** is the involvement of a child in sexual activity with another person that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. Children are sexually abused by both adults and other children who are in a position of responsibility, trust or power over the victim. Sexual violence against children takes different forms including: verbal utterances that are sexual in nature, touching or fondling the child in a sexual manner or being forced to look at sexual scenes (pornography), and stringent gifts especially from men to girls or from women to boys in return for sexual pleasure<sup>16</sup>.

Sexual violence against children is a global problem. It is widespread and goes unreported especially if it occurs within the family context. In Uganda:

- In 2010, defilement was the leading sex related crime committed against children with a total of 7,564 cases registered compared to 7,360 cases the previous year (2009). This highlights an increase of 2.7%.
- In 2011, 7,690 cases of defilement were reported to police, highlighting a further increase of 1.7%<sup>17</sup>. Besides defilement, children also report being talked to in a sexual manner, being touched in a sexual manner, being exposed to the private parts of adults and being exposed to sexual / pornographic material<sup>18</sup>.

Further, findings from the KAP survey indicate that:

- Only 37% of children know that it is against the law in Uganda for children under 18-years-old to have sex with adults compared to 52% of teachers.
- Less than 50% of children strongly agree or agree that any adult who has sex with a child should be punished under the law.
- Only 39% of children strongly agree or agree that a child has the right to refuse sex even if the child has received gifts or money, as compared to 95% of teachers.

### Why children stay silent<sup>19</sup>

- Not being believed
- Not being responded to or complaints concealed
- May decide that it is better to keep their suffering to themselves rather than risk retaliation from the adults who have power over their lives.
- Children often feel great shame over being abused and fear it will become known.

<sup>16</sup> Report on CEDAW Mid-term Review of the Government of Uganda, 2012.

<sup>17</sup> Annual Crime and Traffic Safety Report 2009, 2010, 2011

<sup>18</sup> ACFP survey, 2012

<sup>19</sup> Communicating with Children: Helping Children in Distress, Save the Children, 2000

- Fear of HIV and other STIs
- Fear of being shunned and unable to be marry, or being punished for what happened in the case of rape
- Children think it's normal or that they don't have a choice<sup>20</sup>

**Facilitator:** Tell participants to keep the previous information, as well as the information from earlier in the day, in mind as you read the following case scenario.

**Activity 1: Case scenario (30 minutes)**

**Facilitator:** Read the following story<sup>21</sup> out loud to the group.

*Janet is in P6. She enjoys school a lot and has been doing very well. She has made some new friends and is generally happy and social. One day after class, her biology teacher, Mr. Samson, asks her to stay after class for some extra tutoring. Janet is excited to get this special help, and goes back to see Mr. Samson after the other students have left. The teacher tells her he is in a hurry and asks if she would mind coming to his home.*

*Janet meets Mr. Samson at home and he starts to tutor her. Janet is happy with the extra help and starts improving in class. After a while, Mr. Samson tells Janet she has become very special to him. He is proud of her and how well she is doing. Janet is happy. Mr. Samson tells Janet that she needs to show her appreciation. He starts to touch her and Janet feels uncomfortable. Mr. Samson tells her to relax, that if she wants to get good grades, she will just enjoy his attention. Soon, Janet finds herself having sex with the teacher. She doesn't like it and is very scared, but she doesn't know what to do. Everyone knows she has been coming to him for extra help, and she is afraid what they will think. Mr. Samson told her to keep it a secret, that she might lose her marks if she tells anyone. Janet wants to keep her good grades.*

*Janet keeps seeing Mr. Samson. Her grades in her other classes, however, start to go down. She stops socialising with her friends. One time, her best friend, Shalifa, asks Janet what is bothering her. Janet tells her she is fine and that she is just very busy. Shalifa thinks this is strange because Janet always had time for friends before.*

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

*One day, Janet stops going to school altogether. Her friends don't know why.*

*Janet's history teacher, Madame Susan, has always been very friendly to Janet. She has been trying to talk to Janet for months, but Janet has not responded. But Madame Susan refuses to give up. One day, Madame Susan goes to Janet's house to find out what is wrong. Janet is feeling very lonely and scared and finally decides to tell Madame Susan what has been happening. She explains that she is pregnant and she doesn't know what to do. She explains that she has been seeing the biology teacher, Mr. Samson.*

6. Allow participants to think about the story for a few minutes. Ask participants questions about this story.

- How do you think Janet is feeling?
- What are some of the consequences Janet is facing?
- Do you think Janet should have told someone? Why couldn't she?
- Do you think there were other choices Janet could/should have made?
- If you were Janet's friend, what would you do?
- If you were Janet's teacher, what would you do?

**Activity 3: Exploring Questions (30 minutes)**

- Prepare four pieces of paper before the session, each with one of the following questions written on it:
  - Why would a child keep quiet about the sexual violence they are experiencing?

<sup>20</sup> Child Protection Knowledge, Attitudes and Practices Survey

<sup>21</sup> Adapted from Raising Voices Good Schools toolkit, Training Manual

- b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence?
- c. What are some of the consequences for a child who is experiencing sexual violence?
- d. How can we respond when a child comes to us who has experienced sexual violence?

Divide the participants into four small groups. Give each group a question. Ask the group to think about the story they just heard—as well as other incidents of sexual violence—and to brainstorm a list of responses to the question. Allow the groups 15 minutes.

3. Come back together and ask each of the groups to present their responses. Some groups may have trouble coming up with answers, so you can use the following examples as a guideline for discussion.

a. Sometimes, children will not be able to talk about experiencing sexual violence. Why would a child keep quiet?

Examples:

- fear that the abuser will hurt them or their family
- threats from the abuser
- anger
- shame
- guilt
- they may think it was their fault
- fear of having to leave school

b. What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence? Examples:

- physical signs such as pain or itching in the genital area, STDs, pregnancy
- emotional signs such as changes in behaviour, withdrawal, irrational fears, depression
- Behavioural signs such as fear of going to certain places, poor performance in school, alcohol or drug use, poor relationships with friends, sexual knowledge or behaviour inappropriate to their age, nightmares, excessive anger or sadness, fear of touch and distrust of people, a change in hygiene (too much or too little bathing)

c. What are some of the consequences for a child who is experiencing sexual violence? Examples:

- drops out of school
- pregnancy
- HIV&AIDS
- STIs
- distrust of people
- poor performance in school
- develops unhealthy relationships
- drug or alcohol abuse

d. How can we respond when a child comes to us who has experienced sexual violence? Examples:

- pay attention to indirect hints from children
- talk to them in private
- keep it in confidence and do not tell other teachers who do not need to know (do not promise the child you won't tell anyone as it is your responsibility to do something about it)
- tell the child you believe them
- reassure the child that it is okay to tell what happened
- reassure them that it is not their fault
- explore options, consult school policy or seek advice from other knowledgeable teachers

**Facilitator:** To wrap up the module, review the following main points:

- Sexual violence against children includes the involvement of a child in any sexual activity that the child does not comprehend, does not/is not able to give informed consent to, is not developmentally prepared, or violates the laws and values of a society.

- Sexual comments to a child, as well as touching and defilement are in the category of sexual violence.
- Sexual violence, predominantly though not exclusively aimed at girls, is prevalent in Uganda in general, as well as in the schools.
- Children who are sexually abused often remain silent for a variety of factors that range from fear of not being believed, feelings of shame and guilt, fears of consequences, fear of being blamed, or thinking that it is something they just have to accept (KAP survey- only 39% of children think they have the right to refuse sex).
- Many widely held beliefs about sexual violence are myths with no basis in fact.
- Examining choices and sexually related behaviours within a framework of the social context and power dynamics gives a more accurate understanding of a girl's experience with sexual abuse.

Emphasize that:

- It is important to be able to trust people when talking about sexual violence.
- Understanding the signs and consequences of sexual violence can help us better support children who experience it.

## ► MODULE 6: BASIC COMMUNICATION SKILLS

### Learning objectives:

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

1. Describe basic principles of talking with children about sensitive subjects.
2. Identify and describe active listening skills, including verbal and non-verbal.
3. Identify types of interview questions and techniques that help facilitate conversation about difficult topics.
4. Demonstrate the application of the theory to practice.

### Key learning points:

1. Children often feel responsible for the things that happen to them and consequently feel shame and guilt about things over which they had no control.
2. There are many factors that keep children silent after a traumatic or difficult experience, including protecting adults, feeling of shame, or fear of consequences.
3. Children often show their distress through behaviours rather than words.
4. Listening skills are important to develop in order to be of help to troubled children.
5. Active listening involves both verbal and non-verbal techniques.
6. Techniques to facilitate conversation include reflection, paraphrasing, assessing and exploring, and validating.
7. Open questions, probe questions and verbal as well as non-verbal encouragers help a person tell their story.
8. Gaining and using active listening skills effectively takes practice.

### To the facilitator: Share the following ideas with the group:

In order to be able to protect children from abuse, identify it when it happens, and support them afterwards, we need to be able to talk with them. However, talking with children and adolescents can be different than talking with adults.

Tell participants to refer to the handout, **Communication FROM Children About Potential Abuse**. Go down the list with them, reading each point.

### General principles

- Children frequently feel responsible for things that happen around them and to them

- Children are likely to feel protective of the adults they are dependent on, even when the adult is treating them badly
- Children often feel at fault and ashamed when they are being treated badly
- For the above reasons, children have difficulty disclosing sensitive issues
- Children often express themselves through their behaviour rather than through their words

### Common signs that suggest a child is feeling troubled

- They **tell** us something is bothering them
- They **show** us something is bothering them (children are not always able to talk about their feelings, either because they are confused and don't understand them, or they aren't able to put their feelings into words.)
  - Noticeable behaviour changes, e.g., a usually outgoing child becomes quiet and withdrawn, or a formerly cooperative child seems angry, becomes argumentative or aggressive
  - Become easily upset or angry
  - Very active or restless
  - Distractibility/poor concentration
  - A decrease in school performance
  - Withdrawal from peers
  - Lacking in trust, seem fearful or sad

A child who has suffered difficult experiences needs someone to tell, otherwise they remain alone in their distress. They will usually feel relief when they confide in someone who is available to listen.

#### Activity 1: Listening Versus Not Listening (30 minutes)

Preparation: Participants will be divided into pairs. One person in each pair (the listener) will get 2 slips of paper. Mark one side 1 and 2 respectively.

- On the other side of **slip #1**, write the following instruction: '**Listen closely while your partner speaks. Demonstrate that you are listening without speaking.**'
- On the back of **slip #2** write the following: '**Show disinterest in what the speaker is saying. You can do this through verbal as well as non-verbal ways**'.

Divide the participants into pairs. Designate one person as the 1. **listener**, the other person, 2. as the **speaker**.

Instruct the speakers to think of a problem to tell the listener about. It can be something that happened, or is happening, at work, at home, or elsewhere in their social world. They should pick a mild problem, not something that is very upsetting or meaningful to them. If they can't think of a minor problem, they can make something up.

Instruct the listeners to read paper #1 to themselves. Speakers should then begin to tell a story to the listener. Have them speak for about 3 minutes.

After about 3 minutes have the speaker stop.

Instruct the **listener** to read paper #2 to themselves. Then instruct the **speaker** to tell their story to the listener again. Tell them that you will give them the same amount of time to tell their story. Again, call time at the end of about 3 minutes.

Discussion questions below are directed toward the speakers.

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. From this, what would you say demonstrates to someone you're listening or that you're not? List these on 2 pieces of paper, 1 titled "listening" and the other titled "Not listening"

### Activity 2: Active Listening Skills (20 minutes)

Active listening skills are divided into four categories. Review each category one at a time. (see **Handout**)

- Reflect
- Paraphrase
- Assess and Explore
- Validate

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

#### 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:** Paraphrasing does not add any new perspective or interpretation beyond what the speaker said.

- a. **Reword:** using your own words, make a statement that captures what you hear the speaker saying.

Restate (in your own words) what the speaker tells you in a way that demonstrates that you understood it. This is a very effective skill, particularly when a person expresses a lot of feelings and content.

- b. **Give Feedback**

Always ask the person, in some way, if you heard him or her correctly.

**3. Assess and Explore:** This involves gathering more information from the person. Ways of assessing and exploring involve the following:

- a. **Open-Ended Questions:** These are questions that call for more than a “yes” or “no” answer. They encourage the person to open up and share more and to think about his or her feelings, situation and options—e.g., “Tell me more about that,” “What are you most afraid of?” or “What would you like to happen as a result of your coming to me?”
- b. **Understanding and Seeking Clarification:** This involves digging through information or statements to make sure you understand correctly. It is most often used when a person says something that is not clear. For example, if a young person says “I just want out,” you will not know what that means unless you ask what the person means by “I just want out.”
- c. **Probing Questions:** These are questions to solicit more information—e.g., “Was anyone else there?” or “Did anything else happen?”
- d. **Encouragers:** These are short statements that encourage the person to say more, elaborate, explain or take an in-depth look at the situation—e.g., “I’d like to hear more about that” or “I’m listening. Go ahead.”

**4. Validate:** This involves recognizing or sensing the speakers’ challenges, anxiety or difficulty with regard to sensitive disclosure or decisions and commending their effort and courage in sharing information despite these obvious challenges. For example, “I understand it is difficult but you have made an important decision by telling me this” or “You have done the right thing by coming forward to tell me.”

### Activity 3: Practicing Active Listening Skills–Putting Them All Together (1 ¼ hours)

Tell participants that now they are going to practice active listening skills by putting them all together. Give each person the “Observation Sheet: Active Listening Skills”

Each person should think of a problem they would like to get support around. Again, this can be a situation at work, home or any other social setting. It can be real, or borrowed from somewhere. If the situation is a real one that has or is occurring in the person’s life, it should be one that is not too emotionally charged.

Divide participants into groups of three. Designate one person as the **speaker**, one as the **listener** and another as an **observer**. The speaker should talk to the listener about their problem for 10-15 minutes. The observers should use the **Observation Sheet: Active Listening Skills** while observing the speaker. When the time is up, have the observer give feedback to the listener on the use of his or her active listening skills. Then invite the speaker to comment on any of the interactions from the listener, verbal or non-verbal that felt helpful.



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

Change roles with the **observer becoming the student**, the **student becoming the teacher** and the **teacher becoming the observer**. Run the role-play and feedback again.

Then, do the roleplay a 3<sup>rd</sup> time with everyone in the role they have not yet played.

Discussion after the 3<sup>rd</sup> role-play and feedback: pose the following questions to the whole group:

- Overall, how was the experience of role-playing using the active listening skills?
- How effective did you find the skills to be in encouraging disclosure?
- Which skills were the most difficult to remember to use?

End with reminding participants that these skills take practice. There will be more opportunity to do so during this training, and they will continue to develop their skills over time.

### **Summarize to the group:**

Communication is a 2-way process that involves:

- Paying attention to the other person
- Being a good listener
- Being aware of non-verbal communication
- Using simple language
- Using open questions
- Making sure that you're understood

With children it is important to keep in mind that:

- They often show their distress through behaviours rather than words
- They often feel responsible for the things that happen to them and consequently feel shame and guilt about things over which they had no control.
- There are many factors that keep children silent after a traumatic or difficult experience, including protecting adults, feeling of shame, or fear of consequences.

## **► MODULE 7: IMMEDIATE RESPONSE**

### **Learning objectives:**

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

1. Apply the basic communication skills to intervening with children who have been abused.
2. Describe ways to engage with children and adolescents who have experienced trauma to help the child feel safe and trusting.
3. Demonstrate the use of active listening and interviewing skills.

### **Key learning points:**

1. In order to effectively talk with children about sexual abuse, one must examine their own feelings and discomfort about broaching the topic.
2. It is important to recognize and overcome our own fears about not knowing what to say or do, and about our own feelings getting triggered when hearing difficult material.
3. It is important to be alert to signs that a child is having a difficult time.
4. Privacy and confidentiality is of utmost importance if we want children to confide in us.
5. It is of critical importance to be truthful and very clear with a child who has experienced trauma.
6. It is important to end the conversation telling the child exactly what we need to do, who we need to talk with in order to keep them safe.

7. Practicing the conversations through role plays builds the skills necessary to supporting children who have experienced abuse.

### Having the conversation: Setting the stage (25 minutes)

#### Activity: What makes talking about sexual abuse difficult?

Divide participants up into small groups of 4 – 5 people for discussion of the following questions.

1. What are the things that make broaching a discussion about sexual abuse difficult for YOU?
2. What would you *want* to ask a child who you think might be being abused?
3. What are you afraid to say? Why?
4. What wording might you use?

Add to discussion if it doesn't come up: Common fears<sup>22</sup>

#### Painful feelings in the listener

Sometimes, especially if one has suffered in the same way as the child who needs help, painful memories can be triggered when a child talks about his or her experiences. The listener may be afraid of losing control of their feelings, e.g. crying. If one's own feelings do show, it can be helpful to say something like, "these things make me feel very sad, too", or take a minute and then say, "could you go on with what you were telling me?" As long as the adult maintains some composure and communicates a sense that they are fine, even if showing some emotion, it can be helpful for the child to realise that adults also have difficult feelings that they have learned to cope with.

#### Fear of not knowing how to respond

It can be difficult inviting conversation with children about difficult issues if we are worried that we won't know how to respond. We may worry that we will either feel completely helpless and not have anything to offer, or we may worry that we will say something that makes the situation worse, or that makes the child feel worse.

**It's important to suppress the natural wish to try to stop the child from expressing their pain or distress** (as if this will make the child feel better), with statements like, "don't cry," or "try not to think about it." These kinds of statements will communicate to the child that you don't want to hear about, or don't understand their experience.

Remember: even if you don't have an immediate solution to the problem, it is extremely helpful for the child to be able to share with a caring adult.

**To the facilitator:** People often find it difficult to talk with children about sensitive subjects, especially ones that are likely upsetting to the child. This is, in part, because we feel helpless, or fear that we won't know what to do or say to help the child. Having an understanding of specific actions to take or things to say makes it easier. Tell participants to go to the handout, "**Talking with children about potential abuse concerns** (below). Read through each point aloud.

### TALKING WITH CHILDREN ABOUT POTENTIAL ABUSE CONCERNS

#### Common signs that suggest a child is feeling troubled

- Noticeable behaviour changes, e.g., a usually outgoing child becomes quiet and withdrawn, or a formerly cooperative child seems angry, becomes argumentative or aggressive
- Distractibility/poor concentration
- A decrease in school performance
- Withdrawal from peers

#### What to do when you notice a change in a child, or a child indicates they want to talk with you

- Find a quiet place out of hearing range of others
- Give the child your undivided attention

<sup>22</sup> Communicating with Children: Helping Children in Distress. Save the Children, 2000

- It is **CRITICAL** that you maintain confidentiality and not share information with anyone other than those who are mandatory
- Discuss the issue with the appropriate person/people, e.g the headmaster

**What to say**

- Tell the child directly that you are concerned, and why- what you have observed. Be specific.
- If, when asked, the child says that nothing's wrong (often a first response), ask more questions and tell them that based on your observations you believe there's a problem.
- Let them know that anything they tell you will be kept private and will only be shared with people you are required to tell for the purpose of helping them, and that you will only do it with the child's knowledge.
- If there is reason to think they are being harmed, but they ask you to keep the information they share secret, be clear that you are required to get help for them.
- If there is information that has to be shared with others, ask the child if they want to do it with you or if they want you to do it for them.
- Tell the child that you are going to do everything you can to help them and that you will keep them informed about who you talk with. Keep your word and follow through on this.
- **Do not, under any circumstances, lie to a child** in order to make the conversation feel easier in the moment, e.g. saying that you won't share information that you need to. For child who is being abused in any way, their world feels very unsafe. It is critical that they are able to trust you.

**Use your imagination:** think back to a time when you were young and something very difficult happened. What did you feel? What do you think the child is feeling now?

**Accepting the child's feelings:** Remember these are difficult things for the child to talk about. It is important they don't feel judged. Statements such as, "That must have been very frightening," "you must have been angry when that happened," or "this sort of thing usually feels very difficult to deal with," helps the child know that you are understanding what they are saying and are supportive.

**Be sure the child understands what you say:**

- Use simple language, and the child's mother tongue if possible.
- Ask the child to **tell you** what they understand you've said, rather than ask 'do you understand?'

**Facilitator:** also refer participants to the **Dos and Don'ts handout** for their reference. Encourage them to read it over, but don't take the time now to go through each point.

**Activity: Role plays (45 minutes)**

Divide participants into pairs. Begin with one being the student and the other the teacher, and give each a scenario.

In role play #1, the student approaches the teacher to talk about their problem. Run the role play for 15 minutes. Remind participants to use the listening and questioning techniques practiced earlier. End with telling the teacher telling the student what he or she will do with the information shared. Following this, have the 'student' give feedback to the 'teacher,' similar to the feedback that was given during the last module.

- What was helpful, or made it easy to talk about a difficult subject- verbal and non-verbal?
- What verbal or non-verbal input made it more difficult?
- What could the teacher have done differently?

Role play #2, switch roles. In this roleplay, the teacher has approached the student because of believing there is a problem.

Scenarios

Role play #1<sup>23</sup>: You are a 15-year-old girl who has always liked school. Your favourite subject is math. Two weeks ago your math teacher offered you extra tutoring, but that it needed to be at his home. You were uncomfortable with this,

<sup>23</sup> Adapted from Raising Voices Good Schools toolkit, Training Manual

but didn't want to anger the teacher of your favourite subject and you wanted the extra help, so agreed. Once there he pressured you into entering his home. When you said no, he got angry so you finally agreed. Once inside, the teacher pulled you into his bedroom and forced himself on you. You tried to fight, but he threatened that if you screamed or told anyone he would fail you. Since then, at school, your friends have been making fun of you, and calling you the teacher's girlfriend. You feel stupid and like it's all your fault. You're thinking about quitting school and going to live with your aunt in another village. You decide that, first, you'll try confiding in a teacher that you like and trust.

Role play #2: You are a 14 year old girl, the oldest of 5 siblings. Your mother is ill and not able to work. Your father left 2 years ago. You don't know where he is. As the oldest, your mother relies on you for help with your younger siblings, household chores when she is feeling ill and weak. More and more, she is relying on you to help make money for the household. You can see that your mother and siblings rely on you, as you are the most able bodied person in the home. You used to be a good student, but over the past few months are frequently late for school or miss it altogether, don't get your homework done, and when at school you are tired in class. You're withdrawn and have pulled away from friends because you don't want anyone to know what's going on in your life. On your way home from school you pass several bars, where there are usually men who are interested in you. You've learned that by engaging in sex with them you are able to bring home almost enough money to feed your siblings and for your mother's medication. Seeing the change in you, your favourite teacher has asked you to stay after school to talk with her.

Wrap up the module with the following questions to the whole group.

1. What was it like to engage in conversation about sexual abuse?
2. Was there information or skills we've been focusing on that was helpful?

Invite a few comments on each of the questions. Then end by summarizing:

- In order to effectively talk with children about sexual abuse, we must examine our own feelings and discomfort about broaching the topic.
- We must work to overcome our own fears about not knowing what to say or do, and about our own feelings getting triggered when hearing difficult material.
- It is important to be alert to signs that a child is having a difficult time.
- Privacy and confidentiality are of extreme importance if we want children to confide in us.
- It is of critical importance to be truthful and very clear with a child who has experienced trauma.
- It is important to end the conversation telling the child exactly what we need to do, who we need to talk with in order to keep them safe.

## ► MODULE 8: PRACTICE

### Learning objectives:

By the end of the module, participants will:

1. Increase skill in active listening.
2. Gain skill in questioning and validating feelings.
3. Demonstrate skills to assist a student in disclosing difficult experiences.

### Key learning points:

1. Having discussions about sexual abuse with students integrates the knowledge of abuse and what it is like for the recipient, with knowledge of interviewing skills.
2. Reinforce interviewing skills covered in modules 6 and 7.

This module is for the purpose of gaining practice in having the conversations when abuse is suspected or reported.

### Activity: Role plays (1 hour)

Divide participants into groups of 3. Have one be the student, one the listener and one the observer. The activity will be run three times so that each person has the opportunity to play each role. Give each person in the group one of the scenarios below. Each time, run the role play for 15 minutes. The observer should pay close attention and fill out the Active listener form while listening. At the end of the role play, the observer should give feedback.

- What was said or done, verbally and non-verbally to help the student talk?
- Were there any comments or questions that shut down the student's expression of feeling?
- What could the teacher have done differently to help the student disclose or to validate feelings?
- Did the teacher end the meeting with a plan that was understood by the student?

Run this exercise again with the student moving to the teacher role, the teacher to the observer and the observer to the student.

Run it a third time with each person in the role they haven't played.

Case scenarios: 1 for each person in the 3 person groups.

# 1: You are a 12 year old girl who is physically well developed for your age, which makes you self-conscious. A few months ago your

science teacher started making comments about your breasts when you were on the way in and out of class. Yesterday he told you to come see him after school. You were afraid not to, so you went. Most people had left the school. He took you to a place out behind the school and forced himself on you. He has threatened that if you tell anyone he will fail you. He says he is friends with some of the other teachers who will fail you also. Further, he told you to meet him again after school today. You feel sick and don't know what to do. You don't want to go, but you don't see any other option. You don't want to fail out of school.

#2: You are 14 years old. You have been really close with one teacher this year and he paid you special attention to me in class. You trusted him and would sometimes stay after school and talk about what was bothering you. He was always very nice to you and helped you talk things out. You both agreed that it would be nice if you had more time to talk so you went with him to his house, with your parents' permission.

Eventually he told you he loved you and you developed a sexual relationship. You recently found out that he also had a sexual relationship with four other students, younger than you. You are embarrassed and feel stupid for trusting him. To make matters worse, you just found out that you're pregnant. You don't know how to tell your parents. You believe they are going to be angry and say it's all your fault.

#3: You are 15 and have a lot of responsibilities at home. Getting your chores done often makes you late for school. Your father says it doesn't matter if you do well in school because you're only going to get married soon anyway. You think you're going to be married to a much older man who is a friend of your fathers. Your parents don't know it, but you've have a boyfriend. You see him at school, and several months ago began going to a private place on your way home. He told you he loves you and that girls your age have sex with their boyfriends if they love them. You agreed and have been having sex with him since then. You hoped you'd be able to marry him, rather than marrying an older man you don't know. A few days ago you learned that you're pregnant. When you told your boyfriend, he got angry and said you must be sleeping around with other guys. He said he will deny it if you tell people the baby is his. Further, he said he'll tell people you sleep around with lots of guys. You're crushed and don't know what to do.

### **Wrap-up discussion:**

- How did it feel to discuss the issues presented?
- Are any of the specific skills getting easier?
- What are you still finding difficult?

## **► MODULE 9: RESPONSE AND SUPPORT – THE RESPONSE NETWORK**

### **Learning objectives:**

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

1. Identify the legal factors that guide responding to sexual violence.
2. Identify the need for attending to both medical and psychological needs following disclosure of violence.
3. Describe the response network: direct support, reporting and referral.
4. Think broadly about referral sources reporting a suspected or known abuse, including within the school system and the community at large.
5. Identify referral and reporting sources in the community, as well as the strengths and weaknesses of each

### Key learning points:

1. A child's rights and the prohibition of violence, including sexual, is protected by law and policy in Uganda, though implementation of these remains problematic in many ways.
2. If there has been defilement or sexual activity that puts a child at physical risk, seeking medical attention is an important part of a response.
3. Psychological and social support are critical following a traumatic experience.
4. An adequate response network includes: providing direct support to the child- physical and psychological, referring the child to appropriate sources to meet identified needs, and reporting the violation to the appropriate parties.
5. It is important to know all potential referral sources in a community, as well as the strengths and weaknesses of each in order to have realistic expectations of outcomes.
6. Reporting any act of sexual violence is important both to protect the child from further abuse, as well as to reprimand the perpetrator.
7. It is important to know where to report, including sources within the school and in the community, including the family.
8. Every source has its strengths and weaknesses. It is important to know these so that expectations are realistic and potential gaps can be addressed.

**Facilitator:** Tell participants the following (20 minutes)

Once a young person discloses or confirms abuse, it is important to know what to do: who to tell, who is responsible for what, and how to provide follow-up support to the child.

Response and support means attending to:

- Legal aspects: Refer participants to the **Legal and Policy Framework** handout. Point out the number of laws and policies that protect the rights of children in Uganda. Give special attention to the underlined sections. Also point out the handout **Status of Child Protection in Uganda** for their information.
- Medical aspects if there was defilement or other physical violence warranting attention
- Psychological and social support

### Response Network<sup>24</sup>

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 a variety of means including: criminal prosecutions, civil actions, community-based settlements or customary legal systems, depending on the specifics of the case.

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 counselling, medical treatment and services and legal aid for victims and their families.

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<sup>24</sup> Doorways II: Community Counsellor on School-Related Gender-Based Violence Prevention and Response, USAID, 2009

3. **Direct support** in which students can talk to a community counsellor skilled in listening, using open-ended questions, assessing the situation, helping students develop a plan, being empathetic and referring students to services when necessary.

**Activity 1: The Three Types of Response (30 minutes)**

Divide the participants into 2 or 3 groups so that the groups are small enough for everyone to participate. Instruct each group to draw a large circle on flip chart paper.

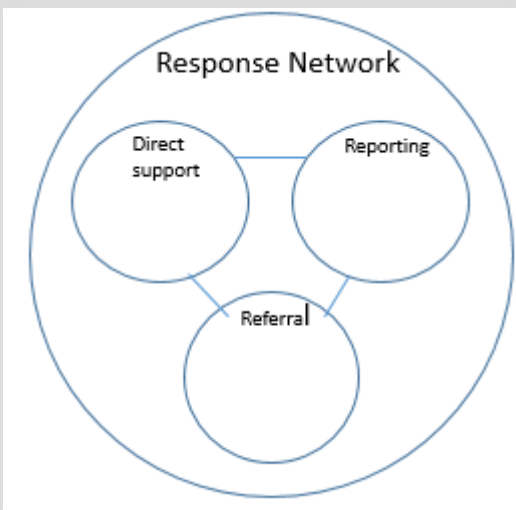
At the top of a large circle on a flipchart paper, write “Response.” Ask participants what they think **response** means in the context of the role of teachers and other school personnel when a student has been sexual abused. Explain that because students who have experienced violence will need a wide range of support; participants will need to develop a response plan and network in order to support the young people who come to them.

Within the large circle draw another circle that says “Direct Support” at the top. Ask participants what they think is meant by **direct support** needed by the student. Participants should list all they can think of to offer direct support to a student who has been the victim of sexual abuse. Examples include using skills discussed earlier in the training, being empathetic, helping students develop a plan, and referring the student to other services when necessary.

Next, draw another small circle in the large “Response” circle titled, “**Reporting.**” Ask participants what they think is meant by **reporting** including within the context of the school community. Participants should list all the referral sources they can think of. Examples include headmaster, police or social welfare.

Explain that within the larger response system, there is a need to report so that the child will receive necessary support and the perpetrator will be held accountable for his or her actions—through criminal prosecutions, civil actions, community-based settlements or customary legal systems, depending on the specifics of the case. The act of reporting also works to ensure that the perpetrator does no more harm to students and the community. (Reporting will be addressed further in the next module.)

**Sample Response Network diagram**



When the groups have completed the task, have each group read the Response diagrams. Note the different things identified on each, giving special attention to items that don't appear on all the diagrams so that everyone is aware of all the ideas, not only those discussed in their groups.



### Activity 2: Referral (35 minutes)

Participants should remain in their groups from the previous activity. Tell participants that you're now going to focus on Referrals. Revisit the Referral circle on the Response Network diagram. Draw a circle and at least 10 additional arrows extending from the circle. Label the circle "Student." Explain that in order to adequately respond to sexual abuse, a teacher or other school personnel need to know where to refer for services that are deemed necessary.

Ask participants to 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 their ideas.

When they've completed a list, instruct them that next to each referral point they should 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 extending from the student.

For example:

#### Hospital

- Nurse
- Pregnancy/STI/HIV test

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

Give the group about 20 minutes to work on this task.

Have the groups do a gallery walk to read the referral information from the other groups, followed by a whole group discussion.

#### Discussion questions:

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. Do you see any gaps in your available referral sources? Ideas for addressing these gaps?

### Activity 3: Reporting (35 Minutes)

Once again, participants should be in the groups they were in for the previous two activities.

Draw a circle in the centre of a flip chart paper and again write "Student" in the circle, with arrows extending from the circle. Explain that in order to report an incident of sexual abuse, a teacher or school personnel needs to know where to report.

Ask participants where they could report an incident of sexual abuse. They should identify all points—both inside and outside the school and the community at large.

Instruct participants to write next to each reporting network point the person's title, place to be found, and the type of violation or reason for reporting to this source. 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
- Sexual abuse is in violation of the law

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
- sexual abuse is in violation of the law
- Strength: Is familiar with laws related to sexual violence
- Weakness: Very intimidating and may not take sexual abuse incidents seriously

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

Ask the participants to look at the work done in the activity in the other groups and discuss the reporting network points within a community. **Note to facilitator:** *Participants might have the same individuals in mind, but strengths and weaknesses may be different.*

Discussion questions:

1. why it is important to identify the potential weaknesses and strengths of a reporting network point.
2. Explain that reporting can feel risky and scary. It is not easy to approach some of the people on the list. What if a reporting network point is intimidating or people fear retaliation for reporting? What can a teacher do?

Explain that participants cannot do this alone. They need support from each other, the community and other referral and reporting network points.

## ► MODULE 10: RESPONSE AND SUPPORT – ADDITIONAL ISSUES

### Learning objectives:

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

1. Discuss the importance of reaching out to the family when a child has been abused.
2. Identify common reactions of family members to learning of abuse.
3. Describe ways in which to support the child over time.
4. Identify strategies for reporting when the abuser is a peer or superior.
5. Demonstrate the ability to apply the response network to case scenarios.

### Key learning points:

1. It is important for the school to reach out to families following identification of abuse to provide psycho-education and support.
2. Family members may react with a range of feelings, e.g. shame, guilt, anger, helplessness, fear, that can make interactions difficult.
3. It is important that families are treated with respect regardless of the circumstances of the abuse.
4. It is important to have conversation with the child to provide on-going support following disclosure of sexual violence. Thoughts and feelings about these experiences don't go immediately away.
5. There are barriers to reporting that can feel risky due to the fear of consequences. It is important to have supports.
6. Social pressures against reporting may make it particularly difficult.
7. A major barrier to reporting is that the perpetrator may be a work colleague or superior in a power position over you.
8. Reporting is mandatory for protection of the child, so it is important to develop strategies and support for taking action that may be met with negative consequences.

### Outreach and support of the family (25 minutes)

**Facilitator:** With the whole group together tell participants the following: Young people who have experienced abuse need the support of their families as much as the support of the schools. While it is not the responsibility of the teacher/school to address or solve complex family issues that may be involved in the abuse or the response to it, it is important to be able to offer family some education about sexual abuse, responses and that the school believes the child.

Parents or guardians may have complex feelings regarding the abuse.

- Guilt (that they didn't protect the child, even if this isn't rational)
- Shame
- Anger
- Helplessness
- Fear about consequences

Because of the difficult feelings involved, family members may not initially welcome outside involvement when abuse is suspected within the family, or that parent's/guardians feel that they are seen as failing to protect the child. Working with the family requires skills in communication and an attitude of acceptance and co-operation. It is important that you communicate respect for the positive aspects and strengths of the family.

In interactions with families, the same principles, listening skills and interviewing techniques that were addressed in earlier modules are helpful.

**Discussion:** Ask participants to share any experiences they have had with family members following disclosure of abuse.

- What seemed to be helpful?
- What was not helpful?
- Knowing what you know now, how would you approach the family and what kind of follow-up do you think would be helpful?

### **Ongoing support of the student**

- What does the teacher need to do to support the child or adolescent over time? How would you do this? List.

**Facilitator:** points that should be covered in the discussion include:

- Talk to the girl in a private setting periodically
  - Ask how she is and if she's getting support at school and at home.
  - Has all violence stopped?
  - Share your observations, whether that they suggest she is 'back to her old self,' or if the behaviour suggesting of problems persist. If the latter, probe further for possible ongoing abuse or other negative ramifications.

### **To wrap up the discussion summarize with the following points:**

1. It is important for the school to reach out to families following identification of abuse to provide psycho-education and support.
2. Family members may react with a range of feelings, e.g. shame, guilt, anger, helplessness, fear, that can make interactions difficult.
3. It is important that families are treated with respect regardless of the circumstances of the abuse.
4. It is important to have conversation with the child to provide on-going support following disclosure of sexual violence. Thoughts and feelings about these experiences don't go immediately away.

### **Activity 2: Barrier to reporting (45 minutes)**

Begin with discussion with the whole group: Teachers and other school personnel may learn of a violation, want to report and know they should report, but barriers keep them from doing so. What do they think are the most common barriers that would keep a teacher from reporting? Tell them to think both about learning of violations that occurred within the school, as well as those that occurred in the child's family or elsewhere in the community. List.

A particularly difficult barrier is reporting when the suspected abuse is a peer or someone in a position of power over you. If you suspect, or know, that a peer or a superior in the school is abusing or has abused a child, what would you do? What specific steps would you take?

To address these questions, divide the participants into groups of 5 or 6. Give each group paper and a marker.

Depict this barrier on the paper with a vertical line. On the left side of this barrier, write "Teacher" and on the right side of the barrier write "Report." Ask participants to brainstorm as a group for ways that the teacher can get to the other side of the barrier and actually report. Ask for strategies. Record these strategies on the flipchart paper.

**Note to facilitator:** Examples of strategies include:

- a) Going to report with another teacher(s) or other personnel.
- 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.

Have participants 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: Putting the response network into practice (50 minutes)

Divide the participants into 3 groups. Give each group a case scenario (see below: from Module 7). Alternatively if a participant has a case they have dealt with, encourage them to present that case (without names or identifying information) and use that one in their group.

Instruct them to draw the 3 circles of the Response Network: Direct support, Reporting and Referral. Using the material from their scenario, they should complete the diagram:

- What are all the ways that direct support can be provided to this adolescent? Think in terms of the child and his or her family.
  - Would any of the identified actions feel risky to do? If so, why?
  - What are strategies that might help?
- What are the different referral sources that might be able to offer the child services of some sort?
  - Are the referral sources that you would want but can't access for this child?
- What are the reporting sources that should be engaged for this child?
  - Would any of the identified reporting feel risky to do? If so, why?
  - What are strategies that might help?

Case scenarios:

# 1: You are a 12 year old girl who is physically well developed for your age, which makes you self-conscious. A few months ago your science teacher started making comments about your breasts when you were on the way in and out of class. Yesterday he told you to come see him after school. You were afraid not to, so you went. Most people had left the school. He took you to a place out behind the school and forced himself on you. He has threatened that if you tell anyone he will fail you. He says he is friends with some of the other teachers who will fail you also. Further, he told you to meet him again after school today. You feel sick and don't know what to do. You don't want to go, but you don't see any other option. You don't want to fail out of school.

#2: You are 14 years old. You have been really close with one teacher this year and he paid you special attention to me in class. You trusted him and would sometimes stay after school and talk about what was bothering you. He was always very

nice to you and helped you talk things out. You both agreed that it would be nice if you had more time to talk so you went with him to his house, with your parents' permission.

Eventually he told you he loved you and you developed a sexual relationship. You recently found out that he also had a sexual relationship with four other students, younger than you. You are embarrassed and feel stupid for trusting him. To make matters worse, you just found out that you're pregnant. You don't know how to tell your parents. You believe they are going to be angry and say it's all your fault.

#3: You are 15 and have a lot of responsibilities at home. Getting your chores done often makes you late for school. Your father says it doesn't matter if you do well in school because you're only going to get married soon anyway. You think you're going to be married to a much older man who is a friend of your fathers. Your parents don't know it, but you've have a boyfriend. You see him at school, and several months ago began going to a private place on your way home. He told you he loves you and that girls your age have sex with their boyfriends if they love them. You agreed and have been having sex with him since then. You hoped you'd be able to marry him, rather than marrying an older man you don't know. A few days ago you learned that you're pregnant. When you told your boyfriend, he got angry and said you must be sleeping around with other guys. He said he will deny it if you tell people the baby is his. Further, he said he'll tell people you sleep around with lots of guys. You're crushed and don't know what to do.

### **Whole group discussion:**

1. When you were applying the information on responding to abuse to a case, were there things that you found particularly challenging?
2. In your groups, did you hold similar or dissimilar view points on the response actions that should be taken?

**Wrap up** with the following summary points, along with anything from the earlier discussions that you want to highlight.

1. An adequate response network includes: providing direct support to the child- physical and psychological, referring the child to appropriate sources to meet identified needs, and reporting the violation to the appropriate parties.
2. It is important to know all potential referral and reporting sources in a community, as well as the strengths and weaknesses of each in order to have realistic expectations of outcomes.
3. Reporting any act of sexual violence is important both to protect the child from further abuse, as well as to reprimand the perpetrator. However, it can feel risky due to social pressures and/or fear of consequences. It is important to have supports.
4. It is important for the school to reach out to families following identification of abuse to provide psycho-education and support.
5. When reaching out to family members they may react with a range of feelings, e.g. shame, guilt, anger, helplessness, fear, that can make interactions difficult.
6. It is important that families are treated with respect regardless of the circumstances of the abuse.
7. It is important to have conversation with the child to provide on-going support following disclosure of sexual violence. Thoughts and feelings about these experiences don't go immediately away.

## **► MODULE 11: ADDRESSING THE CONTEXT – PREVENTION AND ADVOCACY**

### **Learning objectives:**

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

1. Identify the responsibilities of the school, the teacher and the students in preventing and responding to sexual abuse in the school.
2. Recognize the importance of a broad based approach to the development of a safe and conducive learning environment.

3. Begin to develop and specific action plan for addressing sexual violence following this training.

**Key learning points:**

1. Sexual violence is prevalent in Uganda, both in schools as well as the community.
2. It is important to raise efforts toward prevention of as well as response to sexual violence.
3. Schools, teachers and students all have a role to play in improving prevention and response to sexual violence.
4. Using existing legislation, such as the Professional Teacher’s Code of Conduct and clear Standards in your school can be a good starting point for addressing any form of sexual violence that occurs within your school.
5. The ideas covered in this training must be put into practice in order to be worth anything.
6. Efforts made within the school to prevent or respond to sexual violence should involve community outreach and engagement in order to be fully effective.
7. Everyone has a role to play in terms of addressing sexual violence.

**Activity: What About Our School? (40 minutes)<sup>25</sup>**

1. Begin the discussion by asking if sexual violence is a problem their school should address. Does it happen at your school? Would teachers know about it if it was happening? Or, if in earlier modules participants have indicated that they know it is, start with reiterating points that have been made rather than asking the questions.

The aim of the discussion is to help the participants think about the degree to which sexual violence is everywhere. Just because students may not be talking about it does not mean it does not occur. Remind the participants that sexual violence includes teasing, unwanted sexual attention and harassment as well touch and defilement.

2. Divide the participants into three groups and have them address the following questions.

- Group one: What is the **school’s** responsibility to prevent and respond to sexual violence? What specific actions should the school take?
- Group two: What is the **teacher’s** responsibility to prevent and respond to sexual violence? What specific actions should teachers take?
- Group three: What is the **student’s** responsibility to prevent and respond to sexual violence? What specific actions should students take?

3. After about 20 minutes, ask the small groups to come back into the main group. Ask one person from each group to present their ideas and allow others to make comments or suggest additional ideas.

4. Be alert to the possibility that some participants may say (especially in the third group or as a response to the third group) that sometimes children provoke violence by seducing teachers. Remind participants about gender and power dynamics and that sexual violence against children is never justified, acceptable or legal, regardless of the ways in which the circumstances may be seen.

**Facilitator:** Say the following to the group:

We talked earlier about laws and policies that are in place to protect children from violence. However, we know that practice on the ground does not line up with what is on paper. This will only change when people start taking action. Refer participants to the handout **Creating a Safe Environment Within the School**.

This handout offers basic information on the following that can be used as a starting point for dialogue and developing strategies aimed at preventing abuse of any kind in the school.

- Using the Teacher’s Professional Code of Conduct to reduce sexual abuse.

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<sup>25</sup> Raising Voices Good Schools toolkit, Training Manual

- Foster ethical relationships
- Establish a clear set of Standards to guide the value system of the school
- Establish and enforce a Disciplinary Policy

In order to be effective, efforts geared towards addressing issues related to sexual abuse require more than just the school's efforts. It must be an effort that is addressed by the wider community.

Questions for the whole group:

- Who from the community at large should be involved? Generate a list from participants.
- What steps can be taken to get them involved?

#### **Activity: Action Plan<sup>26</sup>**

Divide participants into four groups. Give each group flipchart paper and markers. Each group is to develop an action plan. They should address each questions below:

#### **Guidelines for an Action Plan**

1. This is the issue for addressing sexually related violence:
2. We chose this issue because:
3. This issues affects:
4. This is what we want to achieve:
5. This is what has to happen for us to achieve our goal:
6. These are possible strategies or actions we could take to achieve our goals”
7. This is the strategy we have chosen
8. These are people we know are available to help us:
9. These are the materials/resources we know are available to us:

**Wrap up:** Tell participants that in the next and final module they will complete their action plans. Additionally, summarise with the following points:

- Everyone shares responsibility for addressing the problem of sexual violence against children and adolescents in Uganda.
- Change will take place only when people take action.
- Using existing legislation is a starting point for increasing dialogue and developing strategies.

Actions or strategies initiated within the school will be most effective if they also engage the larger community.

## **► MODULE 12: ACTION PLANS – NEXT STEPS**

### **Learning objectives:**

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

1. Articulate a completed action plan to engage in following this training.
2. Articulate specific next steps to take in order to implement their action plan.
3. Understand and apply the concepts and skills covered throughout this training.

### **Key learning points:**

1. Change will happen only if there is a commitment to do things differently.
2. Specific steps to address specific aspects of the problem are necessary.
3. It is important to develop mechanisms to engage the community in the issue of preventing sexual violence.
4. Key community people need to be identified for a strategy to be effective.

<sup>26</sup> Doorways III: Teacher Training on School-Related Gender-Based Violence Prevention and Response, USAID, 2009



5. This training is a beginning, not an end. Commitment must be made by all parties to do their part to continue learning and taking action to improve the lives of the children in Uganda.

For this last module, participants should complete the action plans they began in the last module.

**Activity: Completing the Action Plan (from Module 11)**

1. This is the first step we need to take:
2. These are the next steps we need to take:
3. These are the final steps we need to take:
4. These are some possible challenges for our plan:
5. These are some ideas for overcoming those challenges:
6. This is how we will know our plan has worked:

When discussing next steps, groups should consider the following:

- When will teams meet to reflect on activities and progress of action plans?
- What opportunities do teachers have to share successes and problems? Are there weekly staff meetings?
- When is there an opportunity to share with parents and community members?
- Are there opportunities to meet with teachers from other schools?
- How about other regions? With district or regional education officials?

**Wrap up:**

Have each group share their Action Plans. With each presentation, encourage questions and discussion from other group members.

General discussion:

1. What are you taking away from this training?
2. What are the specific ways you can personally support students who you think, or know, are being abused?
3. Who do you have for support in addressing this issue?