



# Creating a Conducive Learning Environment for Girls in Schools



**INDEPENDENT  
DEVELOPMENT FUND**  
*Supporting Civil Society in Uganda*



Breaking through, Building up and Binding  
**Action for Development**

# Creating a Conducive Learning Environment for Girls in Schools

A Trainers' Manual for Preventing Sexualized Violence Against Girls in Schools

## Contents

Background .....	3
Introduction to the Manual .....	5
Specific Objectives.....	5
Intended Users .....	5
How to use the manual .....	5
Training Units.....	6
Topic 1 : Getting Started/Introductions.....	7
Topic 2- Understanding the Concept of Sexualized Violence .....	8
Topic 3- Prevalence and Implications of SV in schools .....	10
Topic 4-Detecting Sexualized Violence in schools .....	13
Topic 5-Strategies for Preventing Sexualized Violence in Schools.....	16
Topic 6-Basic Child Counseling Skills .....	18
Topic 7- The Importance of a Peer Education Programme .....	24
Topic 8-The Role of Teachers in a School based Peer education Programme .....	25
Appendices .....	27
References .....	27
Child Sexual Abuse Fact Sheet for Parents, Teachers and Caretakers .....	28

## Foreword

Schools are traditionally expected to be safe havens for children irrespective of their sex. Recent media reports indicate that schools are constantly violating children's rights. It is unfortunate that sexual harassment against the girl child is on the increase in schools. Teachers, even heads of schools, have been reported sexually violating girl pupils. Cases of pregnancy and early marriages by teachers have often been reported. While the home environment may not equally be quite safe for children, parents send their children to school with the trust that teachers will assume the role of parents while under their guardianship on top of the daunting task of character building and education.

Sexual harassment of girls by teachers in essence betrays the very trust bestowed upon teachers by parents. Teachers are a symbol of authority in the school environ. As such, many abuse their position in the school to influence children especially girls to succumb to their whims. Children tend to fear reporting cases of sexual harassment or violation for fear of being reprimanded for reporting to authorities including parents. Children in such situations suffer in silence. Many children especially girls have either dropped out of school directly from sexual harassment or related cases. Breaking the silence requires strong confidence both by children and teachers responsible for handling such cases.

Prevention of sexualized Violence Project is implemented by ACFODE. The project seeks to enable women and girls realise their potential by living a life free from rape, defilement and sexual harassment. In schools, it is intended to work towards eliminating sexual violation harassment of girls in school through capacity building of teachers to handle cases of sexual harassment in school in a professional manner. It is also intended to help establish girls' forums/clubs in schools to build their confidence and challenge rights violation within the school environment.

This training manual on preventing sexual violence against girls in schools is further intended to strengthen the efforts made in fighting all forms of sexual violation within schools. The manual will be vital in building the capacity of the teachers to handle cases of sexual violation through professionally identifying, counseling, and reporting cases without violating the privacy of the child. The manual will be a useful guide for teachers, education officials, inspectors and even parents in handling cases of sexual violation. It is hoped that it will go along way in addressing a sensitive but critical area that impacts negatively on the education of the girl child.

Regina Bafaki  
Executive Director  
Action for Development

## ABOUT ACFODE

Action for Development (ACFODE) is an indigenous, voluntary, non-governmental women's organization formed in 1985. Its formation was inspired by the United Nations Third World Conference on women that was held in Nairobi in July 1985. The founders realized from the issues raised in this conference that there was a need for an organized forum that would formally provide a platform for effective debate and action on issues related to the advancement of women in Uganda. ACFODE was formed to provide this forum.

ACFODE envisions a just society where there is gender equality of opportunities in all spheres. Its mission is to promote women's empowerment, gender equality and equity through advocacy, networking and capacity building of both women and men.

ACFODE values can be summarized as LOVSCCRIPT:

- Learning
- Openness
- Voluntary
- Self-determination
- Commitment
- Caring
- Respect
- Integrity
- Participation
- Teamwork

## Background

The term Sexual Violence (SV) refers to all those acts of violence that suffocate individual's enjoyment of their human rights and fundamental freedoms. Sexual Gender based Violence (SGBV) against women and girl children is a product of the social construction of masculinity which condones male dominance over women (*ACFODE: Sexual and Gender based Violence in Uganda, baseline survey report 2009*) The ACFODE baseline survey report shows that Sexual Violence is a widespread problem in Uganda; that 39% of women have ever experienced sexual violence compared to 11% for men. The records from ministry of gender also indicate that the number of defilement and rape cases for the last 10 years were also on the increase. Although Uganda is a signatory to international agreements that require governments to put in place policy and legal framework for addressing violence against women, they are no specific laws addressing SV for women and children.

In order to address the increasing rate of defilement, rape and sexual harassment, more people including children, must be aware of its existence, of the cause, and possible means of avoiding fighting against defilement, rape and sexual harassment.

ACFODE undertook a baseline study in 2009 to establish the status of sexualized violence against women and girls in its project districts of Pallisa and Kisoro. The findings indicated that there are many forms of sexual violence in schools that include but are not limited to rape, touching breasts, buttocks, private parts, boys putting mirrors between the girls' legs etc. Whereas some of the forms of SV (e.g. touching breast) appear minor, they degrade, distract and sometimes lead to worse situations such as engaging in early sex, dropping out of school etc.

This baseline study further noted that the major causes of sexual violence include ignorance and poverty. "Some people do not know that having sexual intercourse with a girl below 18 years is a crime punishable by law", observed one teacher. It was also noted that some girls are ignorant because they are not exposed and do not know the dangers and consequences, while others do things because

they see others doing them. The same study noted that men and boys are the highest sexual offenders in most cases.

The study recommended that given the magnitude of sexual violence in communities in general and in schools in particular, it is necessary to among other things do the following;

- Sensitize teachers and parents on prevention of SV since they play a central role in the lives of children especially girls
- Revive Children Rights Clubs in schools where children could be heard
- Teachers should be role models to their students and should regard them as their own children since they are entrusted to them by the parents.
- Provide guidance and counseling for children; and,
- Equip children with life skills so that they are able to avoid risky situations and to say no to risky situations

Thus, given the above, ACFODE found it necessary to train and create a cadre of teachers who believe in the prevention of sexualized violence against girls in schools and are also committed to protecting victims of SV. In order to be able to realize this objective, ACFODE has designed a Trainers manual that can be used to equip teachers with knowledge, information and skills of working with and supporting children and other stakeholders in schools to prevent SV against girls. The Manual will also enable teachers know how to manage a school based peer programme as a structure meant to instill important norms, values and life skills for protecting children against SV.

## Introduction to the Manual

This Trainers' manual provides a step by step guide on how to train selected teachers for the prevention and management of sexual violence in schools. The manual is intended to enhance knowledge/capacity of teachers to detect, prevent, and support victims of SV in schools to enable children (especially girls) enjoy their right to education, health and life in general.

### *Specific Objectives*

To equip the trainees (teachers) with

- Information on child abuse and sexual violence in its various forms
- Basic knowledge and skills for the prevention and management of SV in schools
- Knowledge and skill to support the functioning of a peer led program in schools.

### *Intended Users*

This manual shall be used by trained facilitators, of school based teachers for the purpose of equipping them with knowledge and skills for prevention of SV against girls in schools.

### *How to use the manual*

This manual should be used as a step by step guide for training teachers to create a conducive learning environment free from sexual violence against girls. While its focus is on enabling the trained teacher to explore, appreciate and devise ways of preventing SV in schools, it also provides some basic practical information and skills that the teacher can use to counsel, and guide the implementation of a school based -peer led program for the prevention of sexual violence in schools.

This manual is not meant to provide comprehensive notes for the trainer. It is expected that the users are trained and experienced trainers who can utilize the outlined trainers' notes and references to read more widely and be able to deliver well informed and up to date information to the trainees.

## Training Units

### Possible Time Frame of the Training

This training has been scheduled for two days. Estimated total time is 13 hrs: 15 minutes

Day	Time	Session	Topic
1 <sup>st</sup>	45 min	1	Introduction
	1 hr:30 min	2	Understanding the concept of Sexualized Violence (SV)
	1 hr:05 min	3	Prevalence of SV in schools
	2 hr:10	4	Detecting SV in schools
	1 hr:55min	5	Strategies for preventing SV in schools
2 <sup>nd</sup>			
	2hr2:45 min	6	Basic Child Counseling skills
	1 hrs:35 min	7	Understanding the importance of a peer education programme
	1 hrs:35mi	8	Role of teachers in a school based peer education programme

## Topic 1 : Getting Started/Introductions

*Duration: 45 minutes*

### Session Objectives

By the end of the session, participants should be able to

Explain the purpose and objective of the training  
List their expectations of the training

**Materials:** markers, masking tape, manila cards

**Method:** Presentation, Discussion

### Steps

1. Introduce yourself: (Full name, where you live, marital status and ages of children (where applicable), occupation. (5 min)
2. Provide an explanation on the overall purpose of the workshop (5 min)
3. Let the participants stand up, walk and introduce themselves and listen to at least 5 to 10 other participants. Have them repeat the trainer's introduction pattern above. (10 min)
4. Give each participant a card and ask them to write down their expectations about the workshop. (5 min)
5. Collect the written expectations, read through and clarify, summarise and emphasize what can or cannot be met in the workshop (20 min)

### Trainers' Notes

#### Workshop Objectives

To equip the trainees (teachers) with  
information on children's rights, various forms of SV  
Basic knowledge and skills for the prevention and management of SV in schools  
Knowledge and skill to train peer leaders/educators, and support the functioning of a peer led program in schools.

## Topic 2- Understanding the Concept of Sexualized Violence

*Duration: 1 hr 30 min*

### Session Objectives

By the end of the session, participants should be able to

Explain the meaning of Sexualized Violence  
Analyze the different types and causes of violence in schools

**Materials:** Markers, masking tape, flipcharts

**Method:** brainstorm, buzz sessions, plenary discussion

### Steps

1. Introduce the session (through a brainstorm) by asking participants to explain what they think the term sexualized violence means (5 min)
2. Write down their responses and complement them with your own (trainers notes) (10 min)
3. Ask participants to form buzz groups of three (3s) and ask them to discuss and list types and causes of sexual based violence that happen in schools (25 min)
4. Allow plenary discussion and complement it with your notes on types of violence in schools (35 min)
5. Conclude the sessions by asking participants to explain any new insights they might have got from the session (15 min)

Tip to the Trainer- The evaluation question above should enable you to judge whether or not the participants fully understand the underlying gender related cause of SV in schools

## Trainers' Notes

### *What is Sexualized Violence?*

Sexualized Violence (SV) refers to anything that disrespects your sexual being. SV de -means, hurts and damages one's sense of self, and can lead to feelings of shame, embarrassment, and anger.

Sexual harassment is one form of SV. SV is based on a patriarchal system that allows men to dominate women

SV is about abuse of power, ie the more powerful person uses his power or position to harass/abuse another. For example, a teacher sexually harassing a Pupil. The people who abuse their power may do so by using their strength, manipulation, use guilt, threats, alcohol or drugs to force a person to be sexual or engage in a sexual act.

SV exists because of imbalances in power between male and female. It also exists because of what is socially accepted view of what constitutes male and female behaviour eg, Boys act out their beliefs of what is socially accepted as male behaviour-this may include being aggressive/violent. Girls on the other hand learn to make themselves beautiful and attractive to boys. Teachers view boys' aggressiveness as normal and part of growing up, and they normally don't challenge it

## Types of SV in schools

### *a) Physical Violence*

- Bullying
- Hitting
- Kicking, shaking

### *b) Psychological violence*

- Harassment with intent to degrade or demoralize on the basis of sex(eg verbal, teasing, threats, ridicule, constant criticism etc)
- Observing violence against others negatively affects those observing

### *c) Sexual violence*

- Unwanted touches
- Rape  
defilement

## General causes of SV in schools

Gender expectations and social frameworks, eg;

- Girls are said to be more vulnerable
- Girls assist teachers to carry books to their homes
- Girls are asked to do domestic work both at home and sometimes at school since they are being prepared to be home makers
- Girls can earn free marks if they accept sexual advances from male teachers

## Poverty

- Ignorance of implications of engaging in early sex
- Lack of strong punishments for perpetrators
- Vulnerability-i.e. need to get marks from teachers

## Places where SV takes Place

- School buildings (classrooms, dormitories, teachers houses etc)
- On the way to and from school

### Topic 3- Prevalence and Implications of SV in schools

*Duration 2 hrs:10 min*

#### Session Objectives

By the end of the session, participants should be able to

- Explain the status and underlying factors of SV in schools in Uganda
- Analyze the implications of SV on students/pupils

**Methods:** lecturette, question & Answer, case study analysis, plenary discussion

**Materials:** Markers, masking tape, flipcharts, copies of a case study

#### Steps

1. Start the session with a short lecturette on the status of SV in schools (15 min)
2. Allow participants to ask questions (10 min)
3. Ask participants to divide into groups of 5-6 persons and analyse the case study below (40 min)

#### The Isingoma & Nyakato Case Study

**Task:** Isingoma and Nyakato are school going twins of primary six. Isingoma has been very brilliant especially in the subjects of Math, and Science. His twin sister Nyakato on the other hand is known for excelling in English, and Handicrafts. She is also the prefect for Hygiene and Sanitation at school. At the end of every term, Isingoma is given a prize for being the best science pupil, while Nyakato goes home with no Prize to show for her achievements. This practice has over time made Nyakato lose confidence in herself since she is rebuked by her parents and teacher for not excelling like her twin brother. Her class teacher Mr. Ndemesa has warned her that unless she pulls up, she will be dismissed from school. On hearing this, Nyakato pleaded with her teacher and promised that she will work as hard as her brother and will not embarrass her teacher and parents again. The teacher said that she could only forgive her if she agreed to be helped. The teacher said that he could help her every evening to revise and catch up on all subjects. Her parents agreed to this arrangement. Every evening Nyakato first fetches water and prepares supper for her teacher before they start revising. However, Nyakato is very unhappy because she cannot reach home early, she has no time to play with her peers since her entire day is tight.

#### Questions:

- What are the differences between Isingoma and Nyakato?
- What factors could have made Isingoma a success and Nyakato a 'failure'?
- What forms of SV are indicated in the above case study
- What in your view are likely to be the implications of the teacher's help to Nyakato?
- What are the common underlying factors behind SV in schools?
- What are the general social, and psychological implications for all victims of SV?

4. Let participants present and discuss in plenary (30 min)
5. Supplement the discussion with additional explanation and notes (15 min)
6. Conclude the session (10 min)

## Trainers' Notes

### Prevalence of SV in schools

In the context of school based SV, students experience harm on the basis of their sex.

There are many forms of sexual violence in schools, they include -but are not limited to- rape, touching breasts, buttocks, private parts, boys putting mirrors between the girls' legs etc. These degrade, distract and sometimes lead to worse situations such as engaging in early sex, dropping out of school etc.

The records from ministry of gender indicate that the number of defilement and rape cases for the last 10 years were also on the increase.

A 650% increase in the number of cases of defilement reported over the last ten years. 15,000 defilement cases were reported in 2006, against 2,000 cases reported in 1997(MGLSD 2008:20).

Overall, defilement cases were 15,385 in 2006 as compared to 12,545 in 2005. There was an increase of 23%. 9,507(62%) of the defilement cases reported in the rural settings, compared to 5,878 (38%) cases in urban.

Rape cases have been rising steadily in the recent past (MGLSD 2008:20). The number of rape cases increased by 2.7% from 732 in 2005 to 750 in 2006. A total of 447(60%) of rape cases occurred in the rural setting compared to 303(40%) cases in urban areas. (*ACFODE: Sexual and Gender based Violence in Uganda, baseline survey report 2009, page 13*)

Just two years after Uganda amended the law on defilement to deeply punish the child sexual offenders, the latest report into the vice indicates up to 20,935 more children have been defiled. The figure which was released by the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) on June 16, 2009. Shows on average 10,000 children are reportedly defiled each year in the country where the juvenile population constitutes 57% of the total 30m people. ([http://www.anppcanug.org/?page=ugandans\\_raped](http://www.anppcanug.org/?page=ugandans_raped))

In general, sexual violence is a widespread problem in Uganda, 39% of women have ever experienced sexual violence compared to 11% for men (ACFODE baseline Survey Report 2009). It should be noted that sexual gender based violence (SGBV) against women and girl children is a product of the social construction of masculinity which condones male dominance over women (*ACFODE: Sexual and Gender based Violence in Uganda, baseline survey report 2009*)

## Possible responses from the Isingoma and Nyakato Case Study

The difference between Isingoma and Nyakato is that one is male and another female

### *Factors for success and failure in the case study*

- Social expectations ie Nyakato was encouraged to take on soft and 'less tough' female related subjects and responsibilities at school
- Isingoma's choice of subjects happen to be those are the ones that are usually considered tough and rewarded
- While Isingoma has time to concentrate and excel at his subjects, Nyakato has less time since she has to attend to home and school based domestic chores expected of a woman

### *Forms of SV in the case study*

- Rewarding success for Isingoma, and rebuking Nyakato and not recognizing her own achievements
- Threats of dismissal of Nyakato from school by her teacher
- Conditional support from the teacher ie, he will only help if she can remain behind and help with his household chores

### *Likely Implications of SV on Nyakato*

- Low self esteem
- Deteriorating performance at school
- Exposure to sexual abuse by the teacher
- Getting pregnant
- Dropping out of school

### *General effects of SV on Girls in Schools*

- Lack of motivation
- Failing grades
- Absenteeism
- Increased number of drop outs
- Vulnerability to HIV & AIDS
- Teenage pregnancies
- Emotional and psychological ill health

### *General Underlying factors behind SV in schools*

- Lack of knowledge by children of their rights and implications of SV
- Ignorance and innocence
- Low self esteem
- Lack of will to prevent SV by school leaders
- Poverty and lack of basic necessities (e.g. lack of lunch at school)
- Parents perception of the girls as a source of income
- Intake of alcohol (also from guardians and teachers)
- Parents and teacher's failure to guide and counsel the children
- Adolescence stage which forces boys (and girls) into discovery due to lack of guidance
- Watching porn or movies containing sex scenes uncensored and unguided
- Teachers and male staff abusing their power over little children

## Topic 4-Detecting Sexualized Violence in schools

*Duration 1 hrs:05 min*

### Session Objectives

By the end of the session, participants should be able to

Identify ways through which acts of sexualized violence can be detected

**Material :** Markers, masking tape, flipcharts, copy of a **Child Sexual Abuse Fact Sheet**

### Steps

1. Introduce the topic by indicating that detecting child sexual abuse is an important aspect towards prevention and management of SV in schools(5 min)
2. Ask participants to form groups (5-6 persons) and ask them to list down at least 10 signs that would enable them tell if a child is being or has been sexually abused (30 min)
3. Comment on their submissions and make additional input regarding signs of a sexually abused child (20 min)
4. Conclude the session, also distribute a copy of a “Child Sexual Abuse Fact Sheet” for participants to read during their free time. ***They may come back to you with questions during free time*** (10 min)

### Trainers’ Notes

#### Understanding and Detecting Child Abuse

It is important to note that child abuse/sexual abuse is more than having bruises and broken bones. Abuse includes ignoring a child’s needs, putting them in dangerous situations (eg sending them to a house of a potential abuser), making them feel worthless, stupid.

While it may not always be easy to detect child abuse especially in a school environment, the following signs can be useful in discovering child abuse

- Abrupt change of behaviour
- Child becoming anxious about going to certain places
- Aggressive behaviour
- Extreme mood swings such as brooding, crying, fearfulness
- Deteriorating performance (grades)
- Low self esteem
- Un usual interest/avoidance of all things of a sexual nature
- Withdrawal from friends
- Delinquency and conduct problems
- Secretiveness
- Suicidal behavior
- Becoming extremely compliant or extremely demanding.

***NB; While the above can be important indicators of child abuse, a child can have one/some of the above even when they are not being sexually abused. Thus, one should not rush to make conclusions. One should take time to study and understand the character of the child and understand any other factors that may be affecting the child other than sexual abuse***

Generally, the indicators below can act as warning signs for one to detect child abuse of different types

#### **Warning signs of emotional abuse in children**

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

#### **Warning signs of physical abuse in children**

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert," as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

#### **Warning signs of neglect in children**

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (un bathed, unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

#### **Warning signs of sexual abuse in children**

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- An STD or pregnancy, especially under the age of 14.

***Look in appendix for a Child Sexual Abuse Fact Sheet***

## Topic 5-Strategies for Preventing Sexualized Violence in Schools

*Duration: 1 hr:55 min*

### Session Objective

By the end of the session, participants should be able to;

Identify ways schools can prevent SV in schools

Define and list individual strategies for preventing and managing SV in schools

**Materials:** markers, masking tape, flip chart

**Methods:** Question& answer, group discussion, plenary discussion

### Steps

1. Introduce the session by asking participants to mention any prevention programs (if any) they may be having at their schools (10 min)
2. Comment on their programs/activities if they have listed some (10 min)
3. Ask participants to form groups of 5-6 and issue the following task (5 min)

#### Task:

You have been tasked to take charge of children's social and health welfare in your school, and one of your key responsibilities is to make sure acts of sexualized violence are prevented, what ways/strategies will you put in place to ensure that no child is sexually abused/violated?

4. Let participants discuss and put their strategies on flip chart (30 min)
5. Allow groups to present and discuss in plenary discussion (40 min)
6. Make additional input/advise on how to prevent SV in schools (20 min)
7. Conclude the session (5 min) by asking each participant to develop their individual strategies for prevention of SV at home and in schools (**They should do this during their free time and you can review and advise each individual during your free time**)

#### Trainers' notes

##### Prevention of SV

##### School based Strategies for prevention of SV

- Including SV in the school curriculum
- Allocating a day in a week to talk about prevention of SV and how it can be reported at school
- Instituting a school based prevention program with policy guidelines on prevention of SV and a committee that implements the policies and enforces discipline
- Institute and support a peer to peer program in schools for the prevention of SV
- Authorize and support one or two of the teachers to provide counseling to victims of sexual and other forms of child abuse
- Utilize PTA meetings to talk to both teachers and parents about prevention of Sexual Abuse

##### Teacher/parent based strategies for prevention of SV

Preventing sexual abuse among children is a shared role between parents and teachers/caretakers. Teachers are also parents in one way or another. Hence the tips provided below can apply to both parents and teachers

### Tips on helping /protecting children from Sexual abuse

- Talk to children about sexual violence
- Teach children accurate names of private body parts-they should not view them as dirty or something secretive or difficult to talk about
- Listen when a child is telling you something especially when it seems hard for her to talk about
- Parents (and even teachers) should give children enough time so that they don't seek attention else where
- Take interest to know the people/children your child is spending time with
- If you are a teacher and you are trying to help a particular child, visit their caretaker and try to find ways you can work together to prevent abuse on that child
- Avoid focusing on exclusive caution on 'stranger danger', also talk about any other person (s) that can abuse children. Remember, most children are abused by some one they know and trust
- Teach children about body safety and how to say NO to bad touches
- Let children know that they have a right to make decisions about their bodies. Empower them to say NO to bad touches and to politely refuse hugs
- Teach children to care for their private parts early enough and tell them that they don't have to rely on adults to bathe them
- Teach children them that it is in order to say NO to a teacher if the teacher asks them to do something wrong like kissing, or having sex, and that she cannot be punished for disobeying
- Educate children about the difference between good secrets and bad secrets
- Tell children to report to their parents or to an adult they trust if someone has been touching them in a way they don't like
- Tell them not to assist strangers or to remain alone with strangers
- Tell children to avoid being isolated from other children, many abusers target children who are isolated/alone eg while walking back home, or staying alone in a teacher's house
- Trust your instincts, if you feel uneasy about leaving a child or sending a child to someone, don't do it.

Report to authorities if you suspect your sexual abuse of any nature (*see details of where to report such cases in the appendix section*)

### Age Specific advise

18 month- Teach children proper names for body parts

2-5 years- Teach about private parts of the body and how to say NO to sexual advances. Give straight forward answers about sex

5-8years- Discuss safety away from home and the difference between good touch and bad touches. Encourage your child to talk about scary experiences

8-12 years- Stress personal safety. Discuss rape, sexually transmitted diseases, unintended pregnancies

## Topic 6-Basic Child Counseling Skills

*Duration: 2hr 45 min*

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

Explain the basic counseling skills required of a child counselor  
Demonstrate ability to counsel a sexually abused child

**Methods:** story reading, lecturette, role play, question & answer, plenary discussion, video viewing/  
case study analysis

**Materials:** Video tape/CD, copy of case study, markers, masking tape, flip chart

### Steps

1. Start the session by asking at least two participants who have ever counseled a child to share their experience to the others, and after the story ask them the following questions to them; *How easy or difficult was it for you to counsel the child. What particular skills did you use in the process of counseling the child (15 min)*
2. Comment on the above experiences and give a short lecturette on the meaning of counseling, and the basic child counseling skills (20 min)
3. Allow participants to ask questions and respond to them (15 min)
4. Depending on what is available, you may use a short video (15 min) showing a confused sexually abused girl who needs to be counseled or you may use the case study below. Ask participants to divide into groups, read the case study, and list down the kind of advise that Nana should be given. After agreeing to the advise, choose volunteers to prepare a role play showing the actual counseling process for Nana (20 min)
5. Let participants act out their role plays (***take note of the emerging issues, strength and gaps in their ability to counsel children***) (1 hr)
6. Ask participants to critique one another's knowledge and skills of child counseling as depicted in the role plays (10 min)
7. Make your comprehensive comment on each of the role plays, and using your trainer's notes, provide additional input on child counseling skills (25 min)
8. Conclude the session (5 min)

**Task****Case study: Nana's Dilemma**

*Nana is a very beautiful, quiet and obedient girl in class 6. She is 11 years old. She is a bright student and is often top of her class. She comes to school early and does all her homework. She is liked by all her teachers. Her Luganda teacher, Mr. Kagwa, is a very young handsome man recently out of college. He smokes and drinks and likes women. He changes girlfriends like clothes and sometimes even has as many as 5 at a time. Women always fight over him and at times in the bars where he frequents over the weekends. He enjoys the attention he gets from women and speaks proudly about them and his sexual escapades with them to his fellow staff mates in the staffroom.*

*Mr. Kagwa seems to be very fond of Nana and spends a lot of time with her giving helping her with her work since she is eager to learn. The other teachers are very concerned that Mr. Kagwa seems to pay special attention to Nana and always spends time alone with her. When he is asked why he spends so much time with her, he says he is helping her with Maths so that she can improve on her grades.*

*Nana is torn is confused and emotionally disturbed. She is happy that Mr Kagwa likes her and helps her with her work, but she is also concerned because every time she goes to his house he touches her breasts and he at one time almost raped her but she managed to escape. She approaches you as the school counselor and senior woman teacher requesting you to advise her. She does not want to lose the care and support she gets from Mr. Kagwa, but she also does not want to give in to his sexual demands*

**Trainers' notes***(i) What is counseling?*

Counseling has been defined differently by different people but it may be summed up as follows:

- A process where a trained counselor listens to another person talk about his or her problems and guides them to self-understanding, make alternative choices either to overcome/solve or cope with the problem.
- It also seeks to help normal individuals deal with or remove frustrations and obstacles that interfere with daily life.
- Counseling is interactive and delicate and if not handled well can cause disastrous consequences and can cause harm instead of healing. As teachers there may be a tendency to approach student with a degree of authority that may be intimidating. This should be avoided as much as possible.

*(ii) Elements in counseling*

- Counseling can only be offered by a trained professional;
- Counseling is interactive and can be done on an individual basis or group set-up. As a teacher it is preferable that you only do individual and not group counseling unless you are fully trained and competent to deal with group dynamics in counseling;
- In counseling, the counselor does not offer quick solutions to problems but the person counseled determines and sets goals and the counselor helps the person achieves the goals.

In counseling you can not purport to offer quick solutions of the problem from your point of view e.g. in Nana's case you can not tell her, "from tomorrow stop being a friend to Mr. Kagwa and everything will be okay". The child needs to understand for herself why she needs not to befriend him otherwise all she may do is to be more careful in future so that she is not caught in the act again;

- Counseling is a process that helps a person discover new behaviours, attitudes and modifies the existing ones to make adequate adjustments to his/her life, the life of other people in his/her life and with the other people she or he interacts with.
- It provides effective learning conditions that enable the person counseled to make voluntary change;
- In counseling, the counselor guides the person counseled to choose what is best for him or her and the counselor is only a catalyst in the process.

*(iii) Principles of Child Counseling*

- Let children define their world- Do not pretend to understand what they know or are going through, ask the child you are counseling their opinion or what they think about their situation
- Sharing their world- allow children to explore and help you to understand their world through role playing- Children will find it easy to express/narrate their day to day experiences through role plays. For example when doing group counseling, you can ask children to role play teacher pupil and head teacher roles to enable you understand their world and how they relate and perceive their teachers
- Showing their world- Some children especially the very young can better express their experiences through art. This can also assist them to express experiences where they may not be comfortable to verbally explain to you the abuses they go through

**Useful Tips on Effective Counseling Skills:**

- Make an effort to cultivate a demeanour that the children can relate to. Many teachers are too harsh and this does not encourage interaction with the students.
- If you are not a trained counselor, do not try to act as one. Note that what is contained here is only useful tips that may help you offer guidance and basic counseling to students. For a more comprehensive training on counseling, you may need to undertake another more comprehensive training.

**Key attitudes and skills required in child counseling**

- Listening skills
- Being emphatic
- Being non-judgmental
- Ability to enable the child to explore options available to get her out of the situation
- Being real or authentic since counseling is a deep intimate kind of relationship.
- Open and sincere
- Act freely and naturally
- Express in words and actions an accurate reflection of inner feelings, attitudes and beliefs.
- Show that you care
- That having problems, disturbing feelings or confusion does not affect one’s dignity or worth;
- That she is important;
- You should not accept the child based on what kind of person he or she is or on the basis of her behaviour. If you want to help the child, you have to assist him or her as she or he is.

**Useful effective counseling tips when dealing with an abused child**

DOS	DONTS
Believe the child.	Do not be judgmental.
Create a rapport with the child.	Do not be overly formal.
Show a measure of trust.	Do not be judgmental.
Let the child relate to you as a fellow human being not scary and harsh teacher.	Keep a professional distance don’t be personal

Show a measure of accessibility and reliability	Do not ask accusing questions.
Ensure that you are also available physically and mentally (psychologically) by listening attentively.	Do not miss appointments keep promises.
Assure the child of confidentiality which is reasonable.	Do not read, talk on the phone etc when the child is talking to you. That is why it is important to be in a place where you are not interrupted.
Be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Professionalism: Explain that the relationship is professional although personal matters may be discussed.	Do not be too personal with the child and do not create a dependency (do not personalize relationship). You cannot have a love relationship with the child. It is not allowed in counselling and it is a crime in law.
Ensure privacy is obtained to enable the child to talk in confidence.	Do not interview in open space where there is likely to be interruptions and eavesdroppers.
Agree at the outset on the amount of time you will take.	Do not appear to be in a hurry. A traumatized child needs to feel human.
Be wise, warm and sensitive.	Do not react negatively to any negative reactions of the child.
Be sensitive to any optical and other reactions from the child.	Do not sympathise.
Keep proper physical space.	Do not feel frustrated if the child does not open up.
Empathise.	Do not give information about the child unless professionally required.
Be in control of your emotions. You can not help another person if you are not in control of your emotions.	Do not breakdown to a heartrending story.
Evaluate your own thoughts and behaviour.	Do not pressure the child to speak. Do not rush the client.
Accept the child the way she is.	Do not take personal liberties such as hugs and pecks especially if you are of the opposite sex.
Maintain a lifeline with the child. Assure the child she or he can always come back.	Do not keep interrupting.
Be impartial / objective.	Do not project, transpose, and personal experience in a situation at hand.
Be knowledgeable: You need to have knowledge attained through training. If possible be trained on child psychology and on how to relate to others.	Do not mislead e.g. homosexual feelings will go away.
Relaxed atmosphere: The room should also be comfortable where possible and the atmosphere relaxing.	Ignorance on how to relate with others or lack of understanding on child behavior may not help in counseling.
Be patient: let the child go on at her/his own pace Changing behaviour is difficult and calls for a lot of patience. You should listen carefully, patiently and with understanding.	Do not go to a place where the child feels the need to leave as soon as possible.
Commitment: You must show a high degree of commitment. Being real and identifying where your competence or assistance is no longer useful	For instance you can not tell a child with suicidal thoughts to see you after a day. You may only see the dead body.
Flexible: You need to ensure you are flexible so that you can deal with children when need arises.	When you agree to offers to assist, you have to be committed. If you are not able to be committed then it is not useful for you to offer any assistance.

## Topic 7- The Importance of a Peer Education Programme

*Duration: 1hrs:35 min*

### Session Objective

By the end of the session, participants should be able to  
Explain the meaning and benefits of peer education

**Methods:** brainstorm, buzz sessions, plenary discussion

**Materials:** Markers, masking tape, flip charts, manila cards

### Steps:

1. Introduce the session by asking participants to explain (brainstorm) what they understand to be peer to peer education (10 min)
2. Write down their responses and complement them with your notes and explanation on what peer education is (15 min)
3. In buzz groups of threes (3s) ask participants to list the benefits of having peer education programme in the prevention of sexualized violence in schools (20 min)
4. Allow each buzz group to present on the benefits of peer education (30 min)
5. Supplement their discussion with your own notes on benefits of a peer education programme (15 min)
6. Conclude the session (5 min)

### Trainers' Notes

#### *What is Peer Education?*

Peer education can be defined as a process whereby trained and well motivated young people undertake informal/organized education activities with their peers(those with similar age, background, interests) over a period of time. Peer education is aimed at developing peers' knowledge, attitudes, beliefs and skills so that they are able to protect their lives

Peer education usually involves using members of a given group to effect change among members of the same group. It brings about change at individual level by attempting to modify a person's knowledge, belief, attitudes or behaviour. It also effects change at group level by modifying certain norms and stimulating positive collective behaviour.

Peer education can take place in small groups. Examples of peer education activities include

- Organized sessions using interactive techniques e.g quizzes, role plays, stories
- Music, dance and drama followed by discussions
- Debates on selected topics eg Sex in marriage is better than pre marital sex
- Informal conversations
- Organized football/netball matches followed by discussion

#### *Who is a peer educator?*

A peer educator is a trained individual (with similar characteristics with the people/he/she educates) whose role is to

- help group members define their concerns and seek solutions through mutual sharing of information and experiences
- disseminate knowledge and information to the group members
- act as a role model to the rest of the group members

*Knowledge and skills required of a peer educator*

- must be a peer
- should have training in group facilitation/peer education
- Have overall knowledge of the subject
- Be aware of where to get more knowledge or information
- Sensitive, open minded, good listener and a good communicator
- Have leadership/motivational skills

*Why a Peer Programme?*

The establishment of a school based peer programme is important in enabling the young people take charge of their lives by (formally and informally) educating one another about the risks that they are exposed to and mutually supporting one another to overcome and mitigate the effects on SV

*Benefits of Peer education*

- It is easier for young people to obtain clear information on issues that concern them from peers than from adults
- Adults are often authoritarian and judgmental and may not be able to educate the youth in an appropriate way
- Peer education is more effective because it involves dialogue among equals
- The learning environment among peers is relaxed. They feel free to ask questions on socially delicate questions such as sex.
- They discuss without fearing to be judged

## Topic 8-The Role of Teachers in a School based Peer education Programme

*Duration: 1hr: 30 min*

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

Outline activities for peer to peer programme in their own schools  
Define their own role as teachers in ensuring a successful peer education programme

**Materials:** Markers, masking tape, flip charts

**Methods:** Question & Answer, group discussion, plenary discussion

**Steps:**

1. Ask at least 5 participants to recall the benefits of a peer education programme discussed in the previous session (5 min)
2. Explain that the success of a school based peer education programme is dependant on the cooperation and support of teachers. Then Ask participants to sit according to their schools and issue this task (5 min)

Task: Discuss and outline the peer activities (for the prevention of SV) you would like to introduce/ support in your school. You should show how you will support those activities

3. Let participants discuss and write their responses on a flipchart (25 min)
4. Let participants present and discuss in plenary (30 min)
5. Supplement the discussion with your own input and guide their plans using your (trainers) notes) (20 min)
6. Conclude the session (5 min)

### Trainer's Notes

#### **Possible school based peer activities Support from teachers**

##### **Debating Club**

Guidance on design of topics  
Providing time for debating activities

##### **Drama on SV**

Support the writing of drama scripts  
Offering venue and time for drama  
Providing answers to unanswered questions in case peer educators have no answers

##### **Putting up an information centre/room**

Mobilize and avail IEC materials to peer educators  
Allow access to and use of reading materials on SV prevention and management of its effects

##### **Organizing seminars/discussions on topical issues**

Provide room and time for the event  
Support the peer leaders in accessing guest speakers-if required

##### **Linking victims of SV to School counselor(s)**

Creating time to receive, listen and counsel and/or refer victims of SV/child abuse

##### **Conducting lessons on life skills**

Providing content for the lessons

## Appendices

### References

Centres for Disease Control & Prevention (2005)-Adverse childhood Experiences Study: data and statistics. Atlanta GA

Ed. Vappu Sunnari et al...*Gendered & Sexualized Violence on educational environments*

Eric Clearing House on elementary & early childhood abuse prevention program-Urbana

Heath Kathleen C & Donald W. Irvine *“What Educators need to know about Child Abuse” 1988- Eric Document No. ED 303728*

Us Department of Health & Human Services-Administration of Children, Youth & Families (2005)

Robina Mirembe (2003-04) Young People’s voices on HIV/AIDS

### ***Child Sexual Abuse Fact Sheet for Parents, Teachers and Caretakers***

#### *What is child Sexual Abuse?*

Child Sexual Abuse is any interaction between a child and an adult (or another child) in which a child is used for sexual stimulation of the perpetrator. Sexual abuse can include bad touching and non touching behaviours. Bad touching may include vagina, penis, breasts, buttocks, oral genital contact of sexual intercourse. Non touching behaviour includes looking at a child’s naked body, exposing the child to a naked body of an adult or to pornography

#### *How do abusers approach children?*

Abusers do not usually use physical force, they may use play, deception, threats etc to engage a child or to convince her to maintain their silence. Normally they use persuasive and manipulative tactics to keep the child engaged. They may also buy them gifts to confuse them/create an impression that they are their friends

#### *Who is can be Sexually Abused?*

Any child of any age, sex, race, tribe, economic background can be abused.

#### *How can you tell if a child is being /has been sexually abused?*

Children who have been sexually abused may show a range of emotional & behavioural reactions. These include

- Withdrawal behaviour
- Angry outbursts
- Anxiety
- Depression
- Not wanting to be left alone with a particular individual
- Sexual knowledge, language and or behaviours that are not appropriate for the child’s age
- An increase in nightmares/sleeping difficulties

NB: Although Children who have experienced sexual abuse may show behavioural and emotional changes, many others may not. It is therefore important to focus on not only detection but on

prevention and communication by teaching children about body safety and healthy boundaries and by encouraging open communication about sexual matters

*Why don't children tell about sexual abuse?*

There are many reasons why children don't talk about sexual abuse; these include

- Fear of not being believed
- Shame of guilt
- Threats of bodily harm ( to the child or to their family)
- Fear of being removed from home/school (especially if the perpetrator lives there)
- If the abuser is someone the child/family cares about, the child may worry about getting that person in trouble
- Children also believe that sexual abuse was their fault
- The very young may lack the language skills to communicate about the abuse or may not understand that it was actually an abuse

*What can you do if a child discloses that she is being/has been sexually abused?*

- Stay calm, listen carefully and NEVER blame the child
- Thank the child for telling you and re assure him/her of your support
- Call/seek for help immediately especially if the case required skills(eg counseling, medical examination etc) that you don't have

NB: it is always important to keep a telephone number (s) of Child help Lines

Uganda Child Rights Network (URCNN) [www.ucrnn.org](http://www.ucrnn.org)

Call toll free to report child abuse:

0800 111 222

0800 111 333

## Appendix

### Summarized Version of the Universal Declaration of Human Rights

1. All human beings are born free and equal in dignity and rights.
2. Everyone is entitled to the rights without discrimination of any kind.
3. Every one has the right to liberty and the security of person.
4. Slavery is prohibited.
5. Torture, cruel, inhumane and degrading treatment or punishment is not allowed.
6. Every one has a right to recognition as a person before the law.
7. All are equal before the law and should be treated equally before the law.
8. Every one has a right to access competent tribunal or court if the person's rights are abused.
9. Everyone has a right to a fair and public hearing by an independent and impartial body.
10. No one shall be subjected to arbitrary arrest, detention or exile.
11. Everyone has the right to be presumed innocent until proven guilty and no one shall be tried for an offence that was not criminal in law at the time he committed the offence.
12. Privacy shall be protected.
13. Every one has the right to freedom of movement including leaving and returning to the country.
14. Every one has a right to seek asylum in other countries especially from political persecution.
15. Everyone has the right to a nationality.
16. Every one has equal rights before, during and after marriage and to have a family freely.
17. Every one has the right to own property.
18. Everyone has the right to freedom of thought, conscience and religion.
19. Everyone has the right to freedom of opinion and expression.
20. Everyone has the right to freedom of peaceful assembly and to associate with others.
21. Everyone has the right to take part in the governance of his country including voting and be chosen for public office.
22. Everyone has a right to social security.
23. The freedom to work is protected.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to a standard of living adequate for the health and well being of himself and his family. Motherhood and childhood are protected.
26. Everyone has the right to education.
27. Everyone has the right to fully participate in the cultural life of his or her community.
28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
29. Everyone has duties to the community in which alone the free and full development of his personality is possible.
30. No one, state or individual is allowed to deny the



## A Trainers' Manual for Preventing Sexualised Violence Against Girls in Schools



**INDEPENDENT  
DEVELOPMENT FUND**  
*Supporting Civil Society in Uganda*



Breaking through, Building up and Binding  
**Action for Development**