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Connect with Respect: Preventing gender-based violence in schools

A training for school leaders and teachers focussing on implementation of the Connect with Respect programme

ADAPTED FOR THE EASTERN AND SOUTHERN AFRICA
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UNESCO Regional Office for Southern Africa
8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe

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Design and layout: Marike Strydom, Jade Rose Graphic Design

Contents

About this training	02
Trainer tips	04
Training agenda	10
SESSION 1: Introduction	16
SESSION 2: Identifying drivers of GBV and system-level education responses	21
SESSION 3: Gender values clarification	27
SESSION 4: Gender equality and positive role models	31
SESSION 5: Awareness of gender-based violence	37
SESSION 6: A focus on school-related gender-based violence	44
SESSION 7: Communication skills for respectful relationships	48
SESSION 8: Skills for people who witness violence	53
SESSION 9: Help-seeking and peer support skills	58
SESSION 10: Using positive discipline	64
SESSION 11: Understanding a whole-school approach to prevention of SRGBV	78
SESSION 12: Monitoring and evaluation and planning for next steps	81
Closing	82
Training evaluation template	83
Glossary of terms	90
Appendix: Example data cards	94
References	112

About this training

As part of its efforts to end school-related gender-based violence (SRGBV), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its partners developed a curriculum-based programme for teachers called *Connect with Respect: Preventing gender-based violence in schools*. The programme includes a learning toolkit for teachers to build their own knowledge and awareness on related topics, as well as a series of learning activities teachers can use to increase knowledge, positive attitudes, and skills among students.

The Connect with Respect (CwR) programme was originally developed for the Asia-Pacific region, but has been modified for use in Eastern and Southern Africa (ESA). A regional consultation with participants from seven ESA countries and a pilot in four countries (Eswatini, Tanzania, Zambia, and Zimbabwe) informed a modification of the CwR toolkit for use in this context. This training package has been developed accordingly to help trainers support schools and teachers to implement the CwR programme in the ESA region.

The objectives of the training are to:

- Understand the **rationale for addressing** SRGBV;
- Understand the **causes and effects of** SRGBV and best practice in policy reform, institutional reform, school programming, and curriculum provision;
- Become familiar with the **rationale, content, learning activities, and teaching methodology of the CwR classroom programme**;
- Identify implications for **supporting schools and teachers to provide the classroom programme**;
- Consider how to take action on other elements of a **whole-school approach to SRGBV, including use of positive discipline strategies; and**
- Identify **next steps for action in implementation, monitoring, and evaluation**.

Target audience

This training package is targeted at Ministry of Education staff working at a national and local levels, education leaders (e.g. principals), teachers, and other school staff working in the area of well-being and student support. It is also strategic to include staff from Teacher Training institutions, as well as NGO staff working around prevention of gender-based violence.

Table 1: Recommended structure and description for a four-day training

Day 1 Introduction and policy considerations	Day 1 introduces key definitions and conceptual understandings, and explores the rationale for preventing and addressing school-related gender-based violence. It includes a focus on understanding the prevalence, causes, and effects of gender-based violence and introduces the early activities in the Connect with Respect programme.
Day 2 & 3 Orientation on the “Connect with Respect: Preventing gender-based violence in schools” classroom programme	Day 2 and 3 materials take a detailed look at how to implement the CwR classroom programme to help junior secondary school students to understand the causes and effects of gender-based violence and to develop their skills for building respectful relationships. Participants will be coached in delivery of the participatory classroom programme.
Day 4 Components of a whole-school approach	Day 4 materials help participants consider the various elements of a whole-school approach to school-related gender-based violence and methods for engaging broader school-wide approaches to creating a safe, supportive, and gender-inclusive school environment, including through positive discipline.

Modifying the training agenda to suit your needs

It is recommended that this training is delivered as a whole to a range of participants, considering that addressing SRGBV requires a holistic response, including policy reform and/or development and school-based action. However, trainers can use their judgment to determine a training agenda that will suit the needs of their target group, including if they wish to condense the sample four-day training into three days if there are time or budgetary constraints.

Selecting training facilitators

It is important that an experienced facilitator with a good understanding of SRGBV leads the delivery of the training. In addition, where possible, it is advised that someone who is familiar with the local context delivers or co-delivers this training and provides input on local policy and curriculum. If it is difficult to find a local expert in the area, it is strategic to put together a training team that is led by an external expert but includes local stakeholders (e.g. from the Ministry of Education, local educational institutions etc.)

It is important that trainers are familiar and comfortable with the terms used, comfortable discussing violence and related issues, and are able to present the materials in a way that models a respectful and inclusive approach to gender and diversity issues.

It is suggested that the facilitator team invest time in familiarizing themselves with this manual and accompanying training PowerPoint slides before delivering this training. Facilitator tips are provided below.

Trainer tips

Familiarize yourself with the *Global Guidance on Addressing School-Related Gender-Based Violence*

The *Global Guidance on Addressing School-Related Gender-Based Violence*¹ is a comprehensive and evidence-based resource that includes guiding frameworks, practice case studies, and tools. It provides both an overview of SRGBV and key programming principles, as well as specific 'how to' guidance for six focus areas:

1. **Leadership:** the legal and policy framework around SRGBV
2. **Reform:** undertaking institutional reform
3. **Responses:** in and around schools
4. **Prevention:** developing content and delivery mechanisms
5. **Partnership:** collaborating with and engaging key stakeholders
6. **Evidence-based practice:** monitoring and evaluation (M&E) of SRGBV

As a trainer, it is important to be familiar with this document. Reading the document will help build your knowledge and confidence to deliver the training.

Activity slides prompt an interactive activity. Find detailed instructions for these learning activities in this manual



¹ <https://www.unwomen.org/en/digital-library/publications/2016/12/global-guidance-on-addressing-school-related-gender-based-violence>

Use the trainer's manual and PowerPoint slides

This trainer's manual outlines learning objectives for each session, a list of materials needed, and instructions for interactive activities. PowerPoint slides are provided for each session and are used to help provide background information and explain definitions or conceptual frameworks.

Every session includes participatory learning activities. Activity slides prompt and guide this interaction. It is important not to skip these activities in favour of the lecture-style delivery. Aim for a balance. Full instructions for the activities can be found in this training manual.

Adapting the training content to your local context

The material in the PowerPoint slides is intended as a guide only. Prior to delivery, trainers should update the material relevant to the setting in which their training is being delivered. The PowerPoint slides contain detailed information. Depending on the previous knowledge and experience of participants, trainers may wish to delete some of the slides.

Yellow slides indicate where trainer revision of material is needed to suit local delivery context

Code of conduct and behaviour policies

- Put information about your education system code of conduct or behaviour policies here

Trainer input/revision needed

Additionally, trainers will need to modify and update some small components of this course so that it is responsive to the national context, such as by sourcing and presenting their local country data, including about national law and policy in the activities and PowerPoint presentation. Guidance on where to look for this is provided in the relevant section of the manual. It will be helpful to work with a policy expert from the Ministry of Education to ensure you find the correct information.

Preparing materials

All participants in the training should be provided with a copy of the *Connect with Respect: Preventing gender-based violence in schools classroom programme*, which they can refer to throughout the training. This is important so that teachers are able to familiarize themselves with the way in which classroom activities are presented. As you sample a learning activity, refer to the instructions in the curriculum for teachers to review.

Many of the activities sampled in this training require use of some basic stationery materials. It is strongly advised that you prepare all materials in advance. This will help ensure the sessions run smoothly. Some activities include optional handouts that can be photocopied and distributed during activities. If you are unable to produce handouts, use the whiteboard or the materials presented in the PowerPoint slides instead.

Selecting and preparing the venue

The training is designed to be highly participatory. As such, 'lecture style' seating is not appropriate. Aim for a training venue in which you can group around tables to allow for small group discussion tasks, and preserve an open space for games and more playful participatory tasks. If possible, display results of the group work and participatory activities on the walls of the venue to refer back to and demonstrate the links between the activities.

Time management

Use a clock or a timer to help you keep track of the time. Before introducing an activity, let participants know how much time they will have. Be sure to provide at least one warning (e.g. at 5 minutes, and possibly again at 1 minute) before you call an end to the task. An approximate time allocation is provided for every activity. This is only an estimate and trainers will experience variation. Some activities should just be sampled to establish how they work, rather than completed in full.

It may not be possible to cover all of the activities or sessions. Use your judgement to adapt the programme based on participants' needs. Retain some of the participatory activities as these are core components of adult learning. Use the presentations to pull together key themes, issues, and evidence.

Dealing with sensitivities around violence

For many participants, violence may be a part of their everyday lives or something that has been traumatic in their past. It is therefore very important to be sensitive to the reactions of these participants during the training. Use scenarios to prevent against the feeling that people are required to disclose. Apply a strength-based approach and stay focused on the teaching of alternative positive non-violent behaviours as a way of building respectful relationships and strong communities. Encourage those who wish to report violent acts to do so privately.

Protecting privacy and confidentiality

It is also important to protect privacy when we discuss sensitive issues. One way to do this is to ask people to think about who else is in the story they will share. If the material is a bit sensitive, they should protect the privacy of these other people by not using their names or by telling the story in the third person.

Emphasise to participants the need to be sensitive and respectful of other people's private relationships, sexual orientation, and health status. Draw this expectation to the group's attention.

There may be times when you need to remind people about privacy. If you think that someone is about to speak inappropriately about someone else, you may need to interrupt with a reminder. This is called protective interrupting. See the following example:

I have a sense you are about to tell us a sensitive personal story. Can you find a way to tell us this without breaking privacy? You could put it in the third person and say something like – I know of someone who....

As a trainer, you have the same right to privacy as the participants. Plan ahead and choose thoughtfully the details of your personal life that are appropriate to share in this context. Be aware of the effect on the participants as well as your own comfort levels. Your job is to get other people thinking and talking about the issues rather than to re-work their past experiences. You too, can talk in the third person at times.

You should also establish the importance of maintaining the confidentiality of the information that is shared over the course of the workshop in the ground rules at the outset. The workshop should be considered a safe space, where people are listened to with support and respect. Given the difficulty in ensuring that no one would pass on a story told in the workshop, invite people to take responsibility for what they choose to share.

Dealing with difference in views

It is important to set an atmosphere in which people can share different views. They should not feel they all have to agree with each other. The important thing for the trainer is to open the questions for discussion, to summarize the different views expressed, and to ask participants to think about possible consequences for a range of actions. It is not the trainer's job to recommend a particular opinion. However, providing correct information is different. Where there is an evidence base, then that is not the same as an opinion. The trainer should be able to speak to the *evidence base*.

Dealing with gender and power issues

Make sure that you do not make gendered or race-based comments or engage in any other form of discriminatory practice. The trainer needs to model a respectful approach. The patterns in gender relationships can be the hardest to change. Some of the participants will be exploring the issue of difference in power or status in their own relationships. The trainer's job is to ask questions and share models, rather than to give individual advice on people's interpersonal or workplace relationships.

For example, the trainer can ask:

- What are all the different things a woman could do in this situation?
- What consequences might each of these actions bring?
- What might the woman be afraid of?
- What might give her strength?
- What knowledge or help might she need?
- What might she be hoping for?
- What might she advise a friend to do in a similar situation?

These questions will help people to think about the situation.

Dealing with concerns about participants

It is possible that in the process of leading one of the activities, you may be told something or come to suspect something which has you worrying about someone else’s welfare or safety. If you are concerned about someone’s safety, follow up afterwards. Some possible actions you could take include:

Encourage the person to seek help (e.g. from family, friends, a doctor, or the police).

- Tell the person that you are worried for them. Ask if they share that worry. Ask who they can seek help from.
- Ask for advice about what to do from a trusted colleague or a senior member from the organization running the programme.
- Provide a help-seeking sheet to everyone explaining how they can seek help.

Using the ‘thematic games’

In each session of the training, a ‘thematic game’ is suggested. These games not only help to mix up and re-energize the group, they also open up important topics for discussion. Incorporating these games can be a way to model the ways in which teachers can use these with their classes to build social cohesion and explore key messages related to the topics being discussed in the classroom programme. As you facilitate games, model good practice by always linking to the relevant key messages relating to the session topic and highlighting the strategic use of games in the classroom setting.

Evaluation and formative feedback

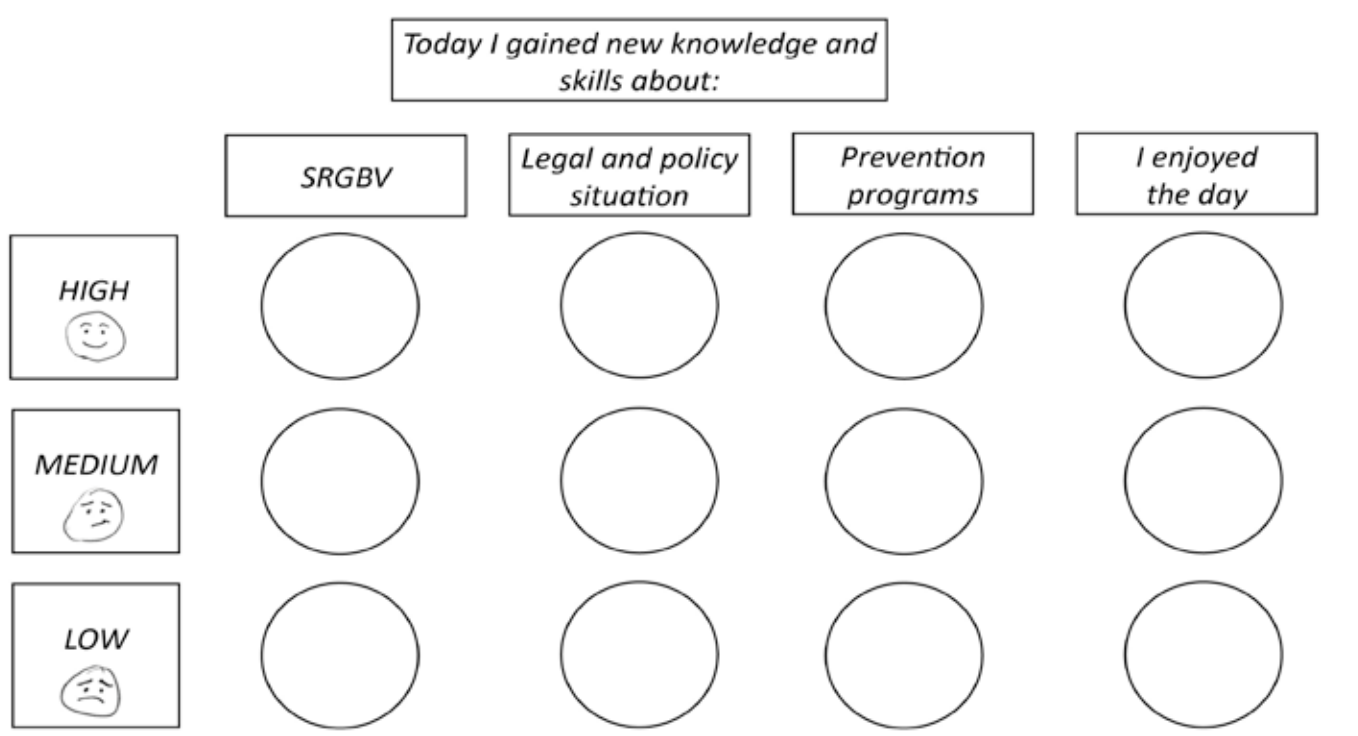
It is important to get some feedback on the training. Feedback can be collected during the training to give you an idea of how much people are learning from and enjoying the different activities.

Going well:	Needs improvement:
Questions:	Ideas for improvement:

You could place a flipchart at the back of the room on which participants can write their questions and comments, or a box for more anonymous feedback. Make sure you review any feedback with the facilitator team so that you can respond appropriately during the training.

At the end of each day, you can use the following tool to seek rapid feedback about how participants are feeling. Place three or four questions on separate cards and place them in a row on the floor or on a long table. Place *high*, *medium*, and *low* cards down the side (as shown in the diagram). Place small trays or plates in lines to correspond to the different options for each question. Give each person three or four toothpicks (the number of toothpicks should be the same as the number of questions). Ask participants to allocate one toothpick to each question into either *high*, *medium* or *low*. Give participants time to allocate their toothpicks (it is important not to watch them do this so that they feel that they can be honest). Arrange participants in a circle around the rapid feedback ‘data’.

Ask some volunteers to comment on the results. If there are any toothpicks in the *low* category, question the group about why this might be. Ask what the group can do to ensure things are better the following day.



You can gather similar feedback by drawing a grid on a large sheet of paper and giving participants stickers to mark their responses.

There are several other ways that you can seek feedback in a participatory manner so that the feedback is heard by the group. They include:

- **Quick sketch feedback**
Ask participants to draw a quick sketch on a piece of paper to symbolize or summarize some feedback that they want to give about the day. Use a show-and-tell approach to share the feedback. Go around the circle and ask each person (or a selection of volunteers) to hold up their picture and speak to its meaning.
- **One-word feedback**
Ask participants to choose just one word to summarize the feedback they want to give about the day. After allowing time for participants to think, have a quick whip around the room asking them to call out their one word.
- **Hot potato feedback**
Have participants pass a ball around in a circle while music is playing. When the music stops, the participant with a ball shares one thing they learned/liked/want to know more about. You can have multiple balls going at the same time for greater participation.

You may also wish to carry out a more formal evaluation at the end of the training event. An evaluation template is provided at the end of this training manual. End-evaluations are particularly encouraged to elicit feedback into future trainings.

Training agenda

 Trainer coaching point:

A four-day training agenda is provided below. Trainers will need to use their judgment to modify the training agenda to reflect the needs of their target group.

Day 1: Understanding patterns of gender-based violence (GBV)	
Master trainers pre-meeting	Run through the objectives, methods, roles, and materials
SESSION 1:	Setting the workshop objectives
Opening and introductions	Pre-activity: Getting started: Create positive rules for the safe learning space Make the rules and agreements to support a safe, friendly, and productive learning environment for everyone in the training
Background, definitions, rationale, and research	Introduction to the classroom programme Engage with overview of programme design and rationale
Using data to understand gender-based violence	Evidence-informed practice - Engage with overview of the evidence-base about effective approaches to prevention of school-related gender-based violence (SRGBV) Using data to understand the need for action - Sample key data around GBV - Discuss implications for school responses
SESSION 2: Identifying drivers of GBV and system-level education responses	Thematic game Activity 1: Drivers of GBV - Use the ecological model to identify drivers of GBV at micro, institutional, and macro levels - Identify the strategies needed to prevent GBV at each level of the ecology Activity 2: Risk and protective factors - Identify key risk and protective factors related to GBV Activity 3: Protective factors and prevention strategies - Identify protective factors and prevention strategies within each of the levels of influence

SESSION 3: Gender values clarification and learning activity from Topic 1: Gender and equality	Thematic game Bonus activity: Gender values clarification - Explore values and attitudes about gender Topic 1, Activity 1: What is gender? - Learn about the difference between the terms sex and gender - Identify ways in which gender norms can lead to harmful practices and behaviours, including inequality, discrimination, exclusion, violence and risk-taking Thematic game Topic 1, Activity 2: Challenging negative gender norms - Develop strategies and plans for challenging negative gender norms
SESSION 4: Learning activity from Topic 2: Gender equality and positive role models	Topic 2, Activity 1: Positive role models - Describe the qualities and character strengths that they value in others - Consider the non-gendered nature of valued personal qualities and character strengths Topic 2, Activity 2: Human rights and gender equality in everyday moments - Identify what respect for gender equality and human rights could look like in everyday human interactions
Reflection and feedback	- Reflect on the knowledge gained and highlights from the day - Rapid feedback from participants
Facilitators' debrief	- What worked well, and what needs to be done differently - Preview of Day 2
Day 2: Raising awareness about gender-based violence	
Master trainers pre-meeting	Run through the objectives, methods, roles, and materials
Reflect and connect	Reflect on key learnings from the previous day

SESSION 4 (cont.): Learning activity from Topic 2: Gender equality and positive role-models	Thematic game Topic 2, Activity 3: Positive and negative uses of power - Consider the kinds of power that exist in various relationships - Develop an understanding of the positive and negative uses of power - Identify positive and negative uses of power within peer and gender relationships Bonus activity: Power walk - Understand the power that different individuals and groups have in society and how this power can determine their ability to access their rights - Discuss how power structures operate in society and are kept in place by caste, class, and gender - Identify strategies for challenging power inequalities
SESSION 5: Learning activities from Topic 3: Awareness of gender-based violence	Thematic game Topic 3, Activity 1: What is violence? - Learn that violence has many forms, including physical, psychological, verbal, sexual, and economic - Identify that, at different times, people can be in the position of target, witness or observer, perpetrator and/or accomplice, and what the negative consequences of violence on each of these parties could be - Develop an understanding that discrimination and violence can often go together and have similar effects Topic 3, Activity 2: What is gender-based violence? - Define GBV - Provide examples of different types of GBV - Recognize that anyone can be the target of GBV but that some groups are more likely to be targeted than others
SESSION 5 (cont.): Learning activities from Topic 3: Awareness of gender-based violence	Thematic game Topic 3, Activity 3: Effects of GBV on males and females - Describe the kinds of GBV males tend to observe, initiate, or be the target of in and around school - Describe the kinds of GBV that females tend to observe, initiate, or be the target of in and around school - Identify the physical and psychological effects of SRGBV on targets, witnesses, accomplices, and perpetrators Bonus activity: Gender fishbowl - Speak about experiences of gender issues - Develop a better understanding of and empathy for the experience of the other gender

SESSION 6: Learning activities from Topic 4: A focus on school-related gender-based violence	Thematic game Topic 4, Activity 1: School mapping of GBV - Identify where and when students are most likely to experience GBV at school - Identify where and when students are most likely to be free from GBV at school Topic 4, Activity 2: Empathy, imagination, and hidden emotions - Learn about the concept of empathy (or the ability to imagine what others are feeling) - Explore the positive impact of empathy on preventing or responding to GBV
Reflection and feedback	- Reflect on the knowledge gained and highlights from the day - Rapid feedback from participants
Master trainers post-meeting	- What worked well, and what needs to be done differently - Preview of Day 3

Day 3: Skills for positive gender relationships	
Master trainers pre-meeting	Run through the objectives, methods, roles, and materials
Reflect and connect	Reflect on key learnings from the previous day
SESSION 7: Learning activities from Topic 5: Communication skills for respectful relationships	Thematic game Topic 5, Activity 1: What good friends do - Identify positive and negative actions and attitudes in friendships Topic 5, Activity 2: Introducing assertiveness - Learn about assertive, aggressive, and submissive behaviour - Practice assertive communication strategies to address or prevent GBV
SESSION 8: Learning activities from Topic 6: Skills for people who witness violence	Thematic game Topic 6, Activity 1: Building support strategies - Explore how the response of the witness can either encourage or prevent GBV - Learn about positive strategies that witnesses can use to prevent or reduce the effects of GBV - Practice appropriate, safe, and responsible witness responses to GBV Topic 6, Activity 2: I want to do something to help! - Develop scripts that witnesses can use to report GBV or to provide support to people experiencing violence

SESSION 9: Learning activities from Topic 7: Help-seeking and peer support skills	Thematic game Topic 7, Activity 1: When and if to seek help Consider when reporting or help-seeking is warranted in response to SRGBV
SESSION 9 (cont.): Learning activities from Topic 7: Help-seeking and peer support skills (cont.)	Thematic game Topic 7, Activity 2: Where to go for help - Identify a range of people from whom students can seek support if experiencing or observing GBV - Identify a range of people who students can support so as to contribute to the reduction of GBV Topic 7, Activity 3: How to seek help - Learn to empathize with the possible emotional responses of someone affected by gender-based violence - Identify possible positive response strategies - Identify the strengths that may be needed to take action - Identify the possible help sources that the target could access
Reflection and feedback	- Reflect on the knowledge gained and highlights from the day - Rapid feedback from participants
Master trainers post-meeting	- What worked well, and what needs to be done differently - Preview of Day 4

Day 4: Using a whole-school approach to positive gender relations	
Master trainers pre-meeting	Run through the objectives, methods, roles, and materials
Reflect and connect	Reflect on key learnings from the previous day
SESSION 10: Using positive discipline: Considering strategies for prevention, intervention, and follow-up	Thematic game Activity 1: Positive discipline vs. corporal punishment - Introduce participants to positive discipline Activity 2: 50 strategies for positive discipline - Consider the 50 positive discipline strategies for use in prevention, intervention, and follow-up of disciplinary incidents

SESSION 10 (cont.): Using positive discipline: Rehearsing intervention strategies for a range of disciplinary situations	Thematic game Activity 3: Rehearsing skills for positive discipline - Sample the six-step model for positive discipline to guide teachers in their use of positive discipline approaches to student misbehaviour across the range, from low- to high-level misdemeanours - Rehearse and demonstrate use of different positive discipline strategies
SESSION 11: Understanding a whole-school approach to prevention of SRGBV	Thematic game Activity 1: Design a 'gender-happy' school - Use the Gender Happy School tool to identify the key domains of action to contribute to the effective whole-school approach to the prevention of SRGBV Activity 2: Planning for action in the school - Use the Fish tool to identify the cultural and institutional strengths schools have to support whole-school approaches to prevention of SRGBV, the resources they already have, and what else is needed to help build added strength or commitment
SESSION 12: Monitoring and evaluation Planning for next steps in school-based implementation	Thematic game Activity 1: Overview of the M&E strategy - Introduce participants to the M&E strategy and tools Activity 2: Planning for immediate next steps - Identify key actions and next steps for action in the school
Reflection and feedback	- Reflect on the knowledge gained and highlights from the professional development workshop - Individual survey to give feedback on the training Thematic game for completion
Master trainers post-meeting	What worked well, and what needs to be done differently
Completion	Debrief with trainers and regional and country focal points
Pack up	Pack up materials and clear the space

SESSION 1: Introduction

Learning objectives

- Introduce participants to the training
- Make the rules and agreements to support a safe, friendly, and productive learning environment for everyone in the training
- Engage with overview of programme design and rationale
- Engage with overview of the evidence-base about effective approaches to prevention of school-related gender-based violence (SRGBV)
- Sample key data around GBV
- Discuss implications for school responses

You will need:

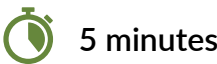
- PowerPoint presentation for Session 1 to support your delivery of this session.
- Flipchart or whiteboard
- Markers
- Notebooks and pens
- Data cards



Trainer tip

Many of the activities used throughout the training are from the *Connect with Respect: Preventing gender-based violence in schools classroom programme toolkit*. Make sure participants in the training are aware that they are sampling activities from this toolkit and ask them to find the activity in their own copies to help them become familiar with the layout of activity instructions.

Activity 1: Set the objectives of the workshop



5 minutes

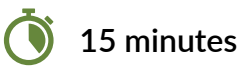
Steps to follow:

1. Provide the official welcome. Acknowledge the importance of the activity and the contributions of those making it possible.

2. Set key learning objectives for the training, for example:

- Education systems are increasingly aware that more needs to be done to address the problem of school-related gender-based violence (SRGBV).
- *Connect with Respect* is a resource designed to help teachers in their provision of SRGBV prevention education in junior secondary school classes.
- The workshop is designed to empower those who will deliver the *Connect with Respect* resources in the respective countries, as adapted for use in the Eastern and Southern African region
- It will develop teachers' understanding of the methods and approach, as well as the rationale and evidence-base informing the approach. It will develop teacher confidence and competence by leading them through the key learning activities, and reflecting on how to facilitate them effectively in their classroom settings.

Activity 2: Who is here?



15 minutes

Steps to follow

Ask people to stand in response to a selection of questions designed to explore who is in the room:

Where do you work?

- | | |
|-------------------------------|--------------------------------|
| • Ministry of Education | • Teacher training institution |
| • Another Government Ministry | • NGO |
| • School | • Other |
| • Principal | |
| • Teacher | |
| • Other school staff | |

Highlight that there are a range of people from many different backgrounds in the room. This is a strength – we can all work together to achieve our goals and it can remind us of the importance of embracing diversity in the classroom.

Background and expertise: Who describes themselves as having a background in...?

- | | |
|--|---------------------------|
| • School education | • School curriculum |
| • Violence prevention/response | • School policy |
| • Gender-based violence prevention/ response | • Education system policy |

Highlight that we all come to the training with a range of different experiences and strengths. Some people will have lots of experience working in the area of school-related gender-based violence before. For others, this will be a new area.

Activity 3: Mix and meet activity

 15 minutes

Steps to follow:

1. Ask people to find a partner (encourage the group to mix and partner with someone they don't know). Ask them to spend one minute finding out two things that are *similar* about them and two things that are *different* – but these things must not be obvious (e.g. you are a man and I am a woman is too obvious!)
2. Ask some people to share what they learned about the similarities and differences between them and their partner. Point out that embracing diversity and respecting difference are central to the themes in efforts to prevent violence and discrimination and to promote respectful relationships.

Activity 4: Positive rules for the safe learning space

 15 minutes

Steps to follow:

1. Refer to Connect with Respect pre-activity: Getting started: Create positive rules for the safe learning space
2. Outline some of your expectations of the group (e.g. Keep to time / Stay on task / Work together to advance the agenda), and ask if participants have any additional ground rules or expectations that they would like to add. Encourage them to make *positive rules* (e.g. Come on time) rather than *negative rules* (e.g. Don't be late).
3. Ask participants to think of some rules to add that **support equity in participation regardless of gender**.
4. Document any suggestions on a flipchart, which can be made visible during the training.
5. Explain that one of the activities from the *Connect with Respect* programme uses a similar methodology to this activity in which students work with their teacher to develop and agree on shared rules for a safe classroom and school. Cite the page number. Have participants refer to it in their toolkits. Ask: *What are the benefits of working with students to develop and agree on shared rules? How can this approach help to strengthen use of positive discipline strategies in the classroom?*

Activity 5: Introducing the evidence-base, data, and rationale informing the programme

 10 minutes

Steps to follow:

1. Use the PowerPoint presentation to support your delivery of this information.
2. Point out that the teacher introductory notes at the start of the toolkit also contain a summary of this information.

Activity 6: Data swap

 15 minutes

Steps to follow:

1. Distribute data cards (one per person)
2. Ask people to mix around and find a partner. Partners take it in turns to ask the question on their card. Their partner should guess the answer before they are told the right answer. When the exchange of information is complete, partners should swap cards and move on to repeat the exercise with a new partner.
3. Allow about five minutes for the exercise so participants are exposed to a few different statistics.
4. Then stop the activity and ask:
 - Was there any data that you think everyone in the workshop should hear about?
 - Was there any data you found surprising?
 - Which data do you think will best drive action:
 - among teachers, principals, ministry?
 - among students?

Trainer coaching point

The activities below require a set of 'data cards'. Although a sample set of data cards is provided in the appendix, it is recommended that you look for the most recent data relevant to your own country and make some additional cards relating to this. Useful places to find data on gender-based violence, including young people's experiences of violence at school, are:

- The World Health Organization's global school-based student health survey country data sets: <https://www.cdc.gov/gshs/countries/index.htm> (download the country fact sheets)
- UNICEF's report, Hidden in Plain Sight: A statistical analysis of violence against children: http://www.unicef.org/publications/index_74865.html
- UNICEF country statistics database: http://www.unicef.org/statistics/index_countrystats.html
- UNICEF State of the World's Children reports: <http://www.unicef.org/sowc/> (see statistical annexes)
- UNICEF Multiple Indicator Cluster Surveys (MICS): http://www.childinfo.org/country_list.php
- Violence Against Children Surveys (VACS): <https://www.cdc.gov/violenceprevention/vacs/publications.html>

Activity 7: Overview of data about SRGBV

15 minutes

Steps to follow:

1. Ask participants to discuss the following questions with a partner:
 - What are some the different types of school-related gender-based violence that you were aware of when you attended school?
 - Do these forms of gender-based violence continue today?
 - Are there any new forms of gender-based violence emerging?
2. Ask some pairs to report back to the group. In the report back, highlight that gender-based violence takes many forms, and patterns of GBV can change and fluctuate over time.

SESSION 2: Identifying drivers of GBV and system-level education responses

Learning objectives:

- Understand the different factors influencing SRGBV, including society, community, school, family, and individual
- Understand the concepts of risk and protective factors, and be able to apply these in relation to understanding how to address SRGBV
- Understand the importance of addressing prevention strategies within each of the levels of influence

You will need:

- PowerPoint presentation for Session 2 to support your delivery of this session. One set of risk factor cards (Refer to Appendix 2)
- Blank cards (approximately 50)
- Markers
- Large ecological model map (five concentric circles or squares)

Activity 1: Drivers of gender-based violence



45 minutes

Steps to follow:

1. Use the PowerPoint presentation to support your delivery of this information
2. Go through the ecological model to identify drivers of GBV at micro, institutional, and macro levels
3. Discuss the different risk and protective factors for SRGBV.

Activity 2: Mapping risk and protective factors

 15 minutes

Steps to follow:

1. Remind the group that a risk factor is something that will increase the likelihood of SRGBV occurring at individual, family, school, community, or societal levels, while a protective factor is the condition or influence that either has positive effects or helps to reduce the impact of risk factors.
2. Distribute the risk and protective factors on coloured cards (one colour for risk factors and another for protective factors).
3. Organize five groups, assigning each one to a level of the individual's ecology:
 - Group 1: Person
 - Group 2: Family
 - Group 3: School
 - Group 4: Community
 - Group 5: Society
4. Distribute the relevant risk factor cards to the relevant group (risk factor cards categorized by group are provided).
5. Ask groups to review their set of risk factor cards and consider whether there are any additional *challenges commonly encountered operating at their level of the ecology. Write each challenge on a blank card.*
6. *To demonstrate the interaction between different levels of the ecological model*, ask groups to collect together their risk and protective factor cards and gather around the ecological model (lay the ecological model on the floor in a part of the room where there is sufficient space).
7. Ask each group to come forward and present their risk and protective factors, placing each card on the relevant part of the model as they go.
8. Highlight the way in which children and young people are affected by the interaction between each of the domains within the model. For example, the society level has an impact on what happens at the school, which has an impact on the person at the centre. So if, for instance, the Ministry of Education has policies in place to address stigma and discrimination in school settings, this can promote a positive learning environment in schools. Similarly, the society level (including messages/stereotypes in the media, broader economic situation of a country, and social norms and expectations) have an influence on all other levels.
9. Ask participants to identify at which level they currently operate in (for example, are they working at a community, school, or family level?)
10. Ask participants to comment on how they understand the different levels to be interconnected.

Activity 3: Protective factors and prevention strategies

 10 minutes

Steps to follow:

1. Keep the same groups as in Activity 2.
2. Give each group a set of blank cards.
3. Ask groups to look at the risk factor cards relevant to their level of influence, and for each of one brainstorm a possible corresponding protective factor or prevention strategy.
4. For example, for the school level risk factor *Disciplinary methods that reinforce violence*, a prevention strategy might be *Teacher training in positive discipline methods*.
5. Conclude by highlighting that, to truly understand the issue SRGBV, it is essential to look at the broader social and historical context, and act across multiple levels of the ecological model at the same time to prevent violence.

Handout - Activity 2: Risk and protective factors (1 set)

Risk factors

GROUP 1: PERSON	
PERSON	Lack of awareness of rights
PERSON	Sex, age, ethnicity, disability
PERSON	Sexual orientation and gender identity
PERSON	Low level of education
PERSON	Low economic status
PERSON	Geographic location
PERSON	Lack of birth registration
PERSON	Living with or affected by HIV and AIDS
PERSON	Previous experiences of violence

GROUP 2: FAMILY	
FAMILY	Low value accorded to girl children
FAMILY	Lack of parental care
FAMILY	Alcohol/substance abuse in family settings
FAMILY	Intergenerational violence
FAMILY	Tolerance of violence in the family
FAMILY	Lack of awareness of rights of children and adolescents
FAMILY	Lack of awareness of school-related gender-based violence (SRGBV)

GROUP 3: SCHOOL	
SCHOOL	Lack of knowledge/awareness of SRGBV
SCHOOL	Lack of school-level capacity to prevent, identify and address SRGBV
SCHOOL	Lack of effective oversight mechanisms
SCHOOL	Lack of safe physical spaces
SCHOOL	Lack of welcoming physical spaces
SCHOOL	Teaching and learning strategies that reinforce violence
SCHOOL	Disciplinary methods that reinforce violence
SCHOOL	Few female teachers
SCHOOL	Lack of curricula that teach students life skills and respectful relationship skills

GROUP 4: COMMUNITY	
COMMUNITY	Lack of culturally appropriate & accessible services that report & respond to RGBV
COMMUNITY	Tolerance of violence in the community
COMMUNITY	Persisting patriarchal values that support gender inequalities
COMMUNITY	Social norms which discourage reporting of SRGBV
COMMUNITY	Politicization and opposition to girls' education
COMMUNITY	Weak institutional responses and sanctions for perpetrators

GROUP 5: SOCIETY	
SOCIETY	Lack of legislation banning all forms of violence against children
SOCIETY	Lack of a comprehensive policy framework to prevent and address SRGBV
SOCIETY	Lack of sustained teacher-training programmes
SOCIETY	Lack of coordination between relevant sectors
SOCIETY	Persisting patriarchal values that support SRGBV
SOCIETY	Conflict and insecurity
SOCIETY	Culture of impunity and breakdown of the law
SOCIETY	High levels of corruption in government systems
SOCIETY	High levels of inequality or exclusion

Protective factors

GROUP 1: PERSON	
PERSON	Sense of hope for the future
PERSON	Sense of positive self-esteem
PERSON	Spirituality/religiosity
PERSON	Social competence
PERSON	Able to take responsibility for one's own behaviour

GROUP 2: FAMILY	
FAMILY	Positive parenting skills
FAMILY	High expectations
FAMILY	Family social capital
FAMILY	Supportive relationship with a parent

GROUP 3: SCHOOL	
SCHOOL	Feeling of connectedness or belonging
SCHOOL	High expectations
SCHOOL	Peer education
SCHOOL	Youth organizations
SCHOOL	Youth participation
SCHOOL	Social networks

GROUP 4: COMMUNITY	
COMMUNITY	Supportive or caring adults
COMMUNITY	Strong community
COMMUNITY	Strong connection between the generations
COMMUNITY	Social capital
COMMUNITY	Access to counselling

GROUP 5: SOCIETY	
SOCIETY	Availability and access to services
SOCIETY	Access to education
SOCIETY	Opportunity for youth participation
SOCIETY	Decent work
SOCIETY	Access to health services

References:

Blum, R., & Mmari, K. (2005). *Risk and Protective Factors Affecting Adolescent Reproductive Health in Developing Countries*. Washington: Department of Child and Adolescent Health and Development, World Health Organisation.

UNESCO, & UN Women. (2016). *Global Guidance on Addressing School-related Gender-based Violence*. Paris, France: UNESCO Publishing.

SESSION 3: Gender values clarification

Learning objectives

- Explore values and attitudes about gender
- Learn about the difference between the terms sex and gender
- Identify ways in which gender norms can lead to harmful practices and behaviours, including inequality, discrimination, exclusion, violence and risk-taking
- Develop strategies and plans for challenging negative gender norms

You will need:

- PowerPoint presentation for Session 3 to support your delivery of this session.
- Flipchart or whiteboard
- Markers
- Four sheets of paper with one of the following written on each: “Strongly agree”, “Strongly disagree”, “Agree” and “Disagree”.

Bonus activity: Gender values clarification

 60 minutes

Steps to follow:

1. Before the activity begins, put up the four sheets of paper on which you have written “Strongly agree”, “Strongly disagree”, “Agree” and “Disagree” around the room, leaving enough space between them to allow a group of participants to stand near each one. Review the statements listed below and choose five or six that you think will lead to the most discussion.
2. Explain to the participants that this activity is designed to give them a general understanding of their own and each other’s values and attitudes about gender. Remind them that everyone has a right to his or her own opinion, and no response is right or wrong.
3. Inform them that you are going to read out some statements, and that they should move to the sign that best represents how they feel about the statement.
4. Remind the participants that they are not allowed to consult, or discuss the statements, but should move on their own accord.
5. Read aloud the first statement you have chosen. Ask participants to stand near the sign that says what they think about the statement. After the participants have moved to their sign, ask for one or two participants beside each sign to explain why they are standing there and why they feel this way about the statement.

6. After a few participants have talked about their attitudes toward the statement, ask if anyone wants to change their mind and move to another sign. Then bring everyone back together and read the next statement and repeat steps 5 and 6. Continue for each of the statements that you chose.

7. Conclude the activity by summarizing the following points:

- There is a wide range of perspectives and values about gender. Understanding and respecting each other's values is crucial for creating an inclusive and harmonious society.
- Engaging in discussions about gender values encourages people to reflect on their own beliefs, biases, and preconceived notions. This introspection can lead to personal growth and a more nuanced understanding of gender-related issues.
- Our personal values should not stand in the way of providing accurate information to those around us.

Statements

- It is easier to be a boy/man than a girl/woman.*
- Women make better parents than men.*
- A woman is more of a woman once she has had children.
- Sex is more important to boys/men than to girls/women.*
- Girls who wear short skirts are partly to blame if boys/men sexually harass them.
- A boy/man is entitled to sex with his partner if they are in a long-term relationship.*
- Domestic violence is a private matter between the couple.
- Women would leave an abusive relationship if they really didn't like the violence.
- A boy/man should have the final say on whether or not to use a condom.

Teacher coaching point

Some participants may say that they don't know whether they agree or disagree and don't want to stand beside any of the four signs. If this happens, ask these participants to say more about their reactions to the statement and then encourage them to choose a sign to stand beside. If they still don't want to, let these participants stand in the middle of the room as a "don't know" group.

Activity 1: What is gender?

 20 minutes

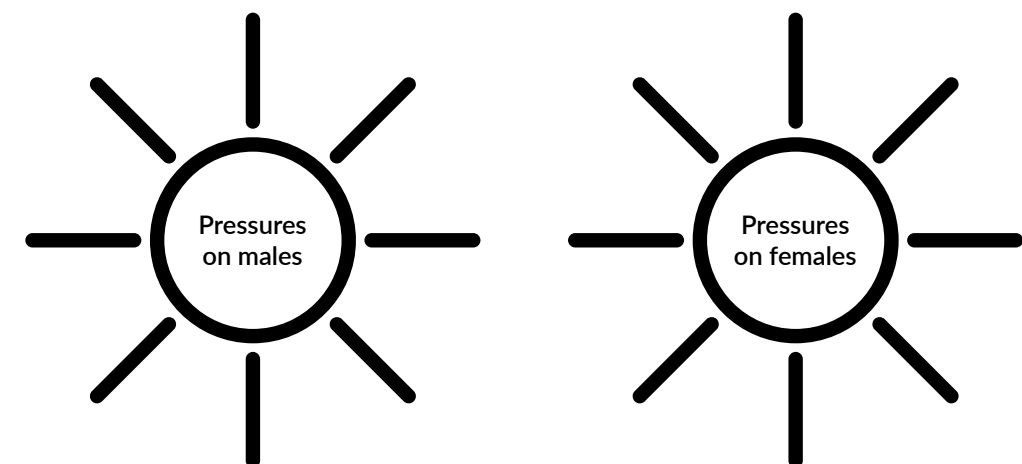
Steps to follow:

1. Before the activity begins, explain that it is important to help learners understand the concept of 'gender' and the way in which gender norms influence the behaviour and treatment of males and females. Learners need to understand key words to help them do this conceptual work.

Teacher coaching point

The word gender does not always translate well into other languages. If this is the case with your languages, work to create a sense of the meaning of this concept through the use of examples.

2. Explain that this activity will focus on the different pressures put on males and females as they grow up, and the ways in which this can lead to harm and unequal treatment of males and females.
3. Start by writing two words on the flipchart or whiteboard: 'MALES' and 'FEMALES'.



4. Ask participants to name some of the pressures and expectations that males experience and some that females experience. Capture their answers on the flipchart or whiteboard.
5. Conclude by pointing out that while some of the differences on the lists are to do with the differences between the bodies of males and females, most differences are to do with gender. These come from the different expectations and traditions that are shaped by our culture and history.

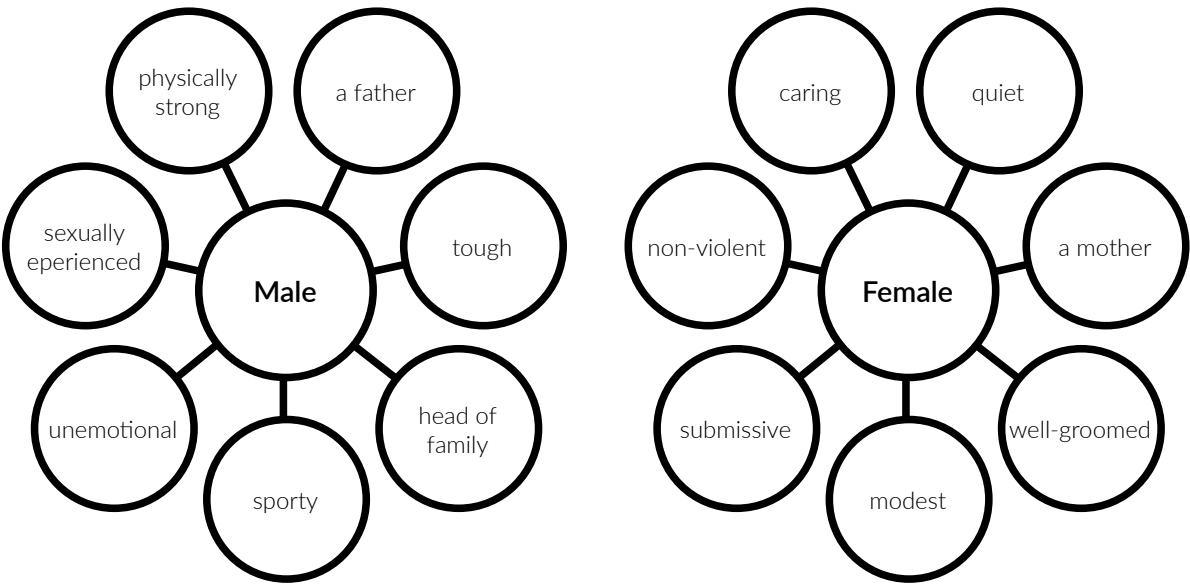
SESSION 4: Gender equality and positive role models

Learning objectives

- Describe the qualities and character strengths that participants value in others
- Consider the non-gendered nature of valued personal qualities and character strengths
- Identify what respect for gender equality and human rights could look like in everyday human interactions
- Consider the kinds of power that exist in various relationships
- Develop an understanding of the positive and negative uses of power
- Identify positive and negative uses of power within peer and gender relationships
- Understand the power that different individuals and groups have in society and how this power can determine their ability to access their rights
- Discuss how power structures operate in society and are kept in place by caste, class, and gender
- Identify strategies for challenging power inequalities

You will need:

- PowerPoint presentation for Session 4 to support your delivery of this session
- Flipchart or whiteboard
- Markers
- 20 pieces of paper (for example five sheets of A4 paper divided into quarters), on which you have written the following descriptions of different types of people in society:
 - Advertising executive, Female
 - Refugee from DRC, female, 35 years old
 - Female migrant farmworker
 - Taxi driver, male
 - Unemployed 25-year-old woman
 - Grandmother taking care of seven orphaned grandchildren with her pension
 - Sex worker, female
 - 12-year-old girl living in a rural area
 - Male corporate executive
 - 14-year-old boy living in a secure complex in the suburbs
 - Married mother of three, employed in town as a domestic worker
 - Female nurse
 - Male doctor
 - A teen mother with a physical disability
 - Unemployed AIDS activist living openly and positively
 - Male teacher, 30 years old
 - Widow with two children, living with advanced tuberculosis
 - Factory supervisor
 - Woman active in a village banking initiative
 - Woman, mid 60s, active in community police forum
 - Member of parliament



Activity 2: Challenging negative gender norms

30 minutes

Steps to follow:

1. Explain to participants that in this activity, we will consider how we can react in situations where we find people being negatively influenced by gender norms.

When this is said...	What could this character say?
Boys can't cook – cooking is a woman's job	The boy who wants to cook could say:
I know you like school, but it is time to stop studying and start finding a husband	The 15-year-old girl who wants to get a good education could say:
You are too scared to join in	The 15-year-old boy could say:
Girls can't play football – go away, only boys can play sports	The 5-year-old girl who wants to play could say:

2. Ask participants to break into pairs or small groups and, using the scenarios below, come up with ideas for what a character could say in response to a statement that reinforces negative gender norms.
3. Conclude the activity by reiterating that:
 - Gender norms and expectations operate in our families, schools, and communities.
 - Some gender norms and expectations can lead to harm and inequality.
 - We can identify unjust gender norms and expectations.
 - It is important to challenge gender norms and expectations that cause harm and are unjust to create gender fair families, schools, and communities.
 - There are many things people can say to challenge harmful and unjust gender stereotypes and norms.

Activity 1: Positive role models

 30-40 minutes

Steps to follow:

1. Explain that this activity will focus on the positive qualities that we admire in others and value in ourselves.
2. Set the example by describing the qualities of a person you admire. Give examples of how these personal qualities can be seen in the behaviour of the person. Write some of these personal qualities or character strengths on the flipchart or whiteboard. For example: courage, honesty, kindness, fairness, creativity, intelligence, leadership, confidence, loving.
3. Ask participants to think about a person that they admire or respect in some way. Ask them to write down at least three words to describe the qualities that they admire in this person.
4. Ask some volunteers to report back. Make a list on the flipchart or whiteboard.
5. Ask each participant to draw a stick figure of their role model in their notebook. In the space around the person, they should list all the positive qualities that they see in this person.
6. Explain that often people highlight the qualities that match ones that they themselves already possess. Ask them to think about themselves as someone who has this quality and to try to remember situations in which they have used this strength.
7. Point out that many of the qualities that we admire are not gendered in nature. That is, we can admire strengths like courage, loyalty, wisdom, creativity, humour, or patience in anyone, regardless of gender.

Activity 2: Human rights and gender equality in everyday moments

 35 minutes

Steps to follow:

1. Explain that participants will be working out what *it would look like if people in families, schools and workplaces treated each other with equal respect regardless of gender*.
2. Tell them that to help them think about what we need to be able to do in order to treat people with respect, we will now play the mirror game. Explain how to play the game:
 - Stand opposite a partner.
 - Person A takes the lead, making slow, sustained movements.
 - Person B attempts to follow this lead perfectly, so as to look like Person A's reflection in a mirror.
 - After a few minutes, Person B has a turn at taking the lead, while Person A mirrors their movements.
3. After the game is complete, choose one or two effective partnerships to demonstrate their mirroring for the group. Ask the observers to explain what it is that they see in this game that is also important in respectful relationships. Some examples may include: the task is more effective when people pay attention to each other, and match their movement to the capacity of their partner; if we notice how we affect others, we will see if we make them uncomfortable through our actions; respectful relationships are when people treat each other as equals and take turns to lead and respond.
4. Ask participants to continue working with their partner (or group two pairs into four). Their task is to describe what it is that would be happening in each of the following settings if males and females were provided with equal respect and opportunities:
 - Family - *if there was gender equality in families:*
 - Parents would make sure that girls could...
 - Parents would make sure that boys could...
 - School - *if there was gender equality in school:*
 - Teachers would make sure that girls could...
 - Teachers would make sure that boys could...
 - Fellow learners would make sure that girls could...
 - Fellow learners would make sure that boys could...
 - Workplace - *if there was gender equality in the workplace:*
 - Bosses would make sure that women/girls could...
 - Bosses would make sure that men/boys could...
 - Fellow workers would make sure that women/girls could...
 - Fellow workers would make sure that men/boys could...
5. Conclude the activity by asking for some volunteers to share their answers.

Activity 3: Positive and negative uses of power

 40-50 minutes

1. Explain that in this activity, participants will talk about how *power* can be used either positively or negatively.
2. Tell participants you will now play a short game to get them thinking about what it is like to be the one in power, or the one without power. Explain how to play the 'Robot and Controller' game:



- Stand opposite a partner.
 - Person A is the controller and takes the lead by holding their hand forward with their palm facing out.
 - Person B is the robot and must keep their nose a constant distance from the controller's hand.
 - When the controller moves their hand, the robot must follow. The controller may even take their robot for a walk around the room.
 - After a few minutes, the players swap roles.
3. Call time after each person has had a turn and ask the participants the following questions:
 - What was it like to be the robot in this game, rather than the controller?
 - What do you see in this game that reminds you of what it is like when one person has more power over another in life?
 4. Point out that this game shows how easy it is for those who have power over others to fail to notice what effect their use of that power has on that person – and how easy it can be to abuse power over others.
 5. Now ask participants what they think the word *power* means. Collect some answers.
 6. Explain that one way to think of power is as *the capacity to influence what happens*. A negative use of power might include *imposing control over something or someone else for one's own benefit, without regard for the effect on the other*. A positive use of power might include *using resources, skills, actions, or influence for the benefit of others*.
 7. Point out that the level of power that a person experiences may differ from one situation or relationship to another. For example, an adolescent's level of personal power may be different in their relationship with a young child, a same-age peer, and a parent or teacher.

8. Explain that sometimes it is useful to think of power operating between people in different ways.

- **Power over:** Having control over someone or over a situation. This power over others can be used in positive or negative ways. For example, a parent has power over their child, but may use this power to care for the child. In contrast, an adult may harm a child, using their power in negative ways.
- **Power with:** Having power with other people and groups involves working with others to make things happen. This power can also be used in either positive or negative ways. For example, a group can work together to tidy up their community or to help others. This is positive use of *power with*. However, a group can also band together to do crime or to be cruel to others. This is negative use of *power with*.
- **Power within:** Refers to having resources, ideas, knowledge, tools, and skills for convincing oneself and other people to do something. For example, this can be where a person makes a powerful speech to get others to look after the environment, leading to people creating less rubbish. This is a positive use of *power within*. A different person, however, may make a speech encouraging people to turn against people of a particular religion. This is a negative use of *power within*.

9. Conclude the activity by summarizing the following points:

- People can use their power in positive and negative ways.
- There are different kinds of power, including *power over*, *power with*, and *power within*.
- Relationships are influenced by the way people use their power within that relationship.
- Power is determined by different characteristics such as age, gender, ethnicity, education, and wealth, and is different in different situations.
- People with power over others have a responsibility to use this power in a way that is respectful of the human rights of others.

 60 minutes

Steps to follow:

1. Explain to the participants that this exercise will help them to understand how gender and people's access to resources can contribute to positive or negative reproductive health outcomes.
2. Ask the participants to stand in one straight line. Give each of the participants one of the pieces of paper on which you wrote descriptions of different people in society.
3. Introduce the activity by asking all the participants to read out the "role" that has been given to them.

4. Explain to the participants that for this activity, you will read a series of statements. For each statement, you would like them to consider whether that statement applies to the “role” they have been given. If it does, they should move forward one step. If it doesn’t, they should stay where they are. For example, one of the participants has been asked to assume the role of a member of parliament. You then read the following statement – I can read and write. Since it is likely that the member of parliament can read and write, the person playing this role would move forward one step.

5. Proceed reading each of the following statements:

- I can negotiate safer sex with my partner
- I can find the time to read the newspaper each day
- I can get a loan when I need extra money
- I can read and write
- I can refuse a proposition of sex for money, housing, or other resources
- I don’t have to worry about where my next meal will come from
- I can leave my partner if s/he threatens my safety
- If I have a health problem, I can get the help I need right away
- I have had or will have opportunities to complete my education
- If my sister were pregnant, I would have access to information to know where to take her
- I can determine when and how many children I will have
- I can protect myself against HIV
- If I become HIV positive, I can access antiretroviral treatment when I need it
- I can walk down a street at night and not worry about being raped
- I can travel around the city easily
- I could find a new job easily
- I am respected by most members of my community

6. Conclude the activity by summarizing the following points:

- Individuals are discriminated against based on their class, caste, age, sex, educational levels, physical abilities, and so on. Power structures operate to keep discrimination in place and very often use violence to achieve this.
- Our position, or status, in society, plays a big role in determining how vulnerable we are to poverty, violence, HIV, and other health problems.
- Those who are involved in community structures and know their rights are more likely to have greater control of their lives and be able to access rights and services.

SESSION 5: Awareness of gender-based violence

Learning objectives

- *Learn that violence has many forms, including physical, psychological, verbal, sexual, and economic*
- *Identify that, at different times, people can be in the position of target, witness or observer, perpetrator and/or accomplice, and what the negative consequences of violence on each of these parties could be*
- *Develop an understanding that discrimination and violence can often go together and have similar effects*
- *target of in and around school*
- *Describe the kinds of GBV that females tend to observe, initiate, or be the target of in and around school*
- *Identify the physical and psychological effects of SRGBV on targets, witnesses, accomplices, and perpetrators*
- *Speak about experiences of gender issues*
- *Develop a better understanding of and empathy for the experience of the other gender*

You will need:

- PowerPoint presentation for Session 5 to support your delivery of this session
- Flipchart or whiteboard
- Markers
- Pre-printed GBV scenarios

Activity 1: What is violence?

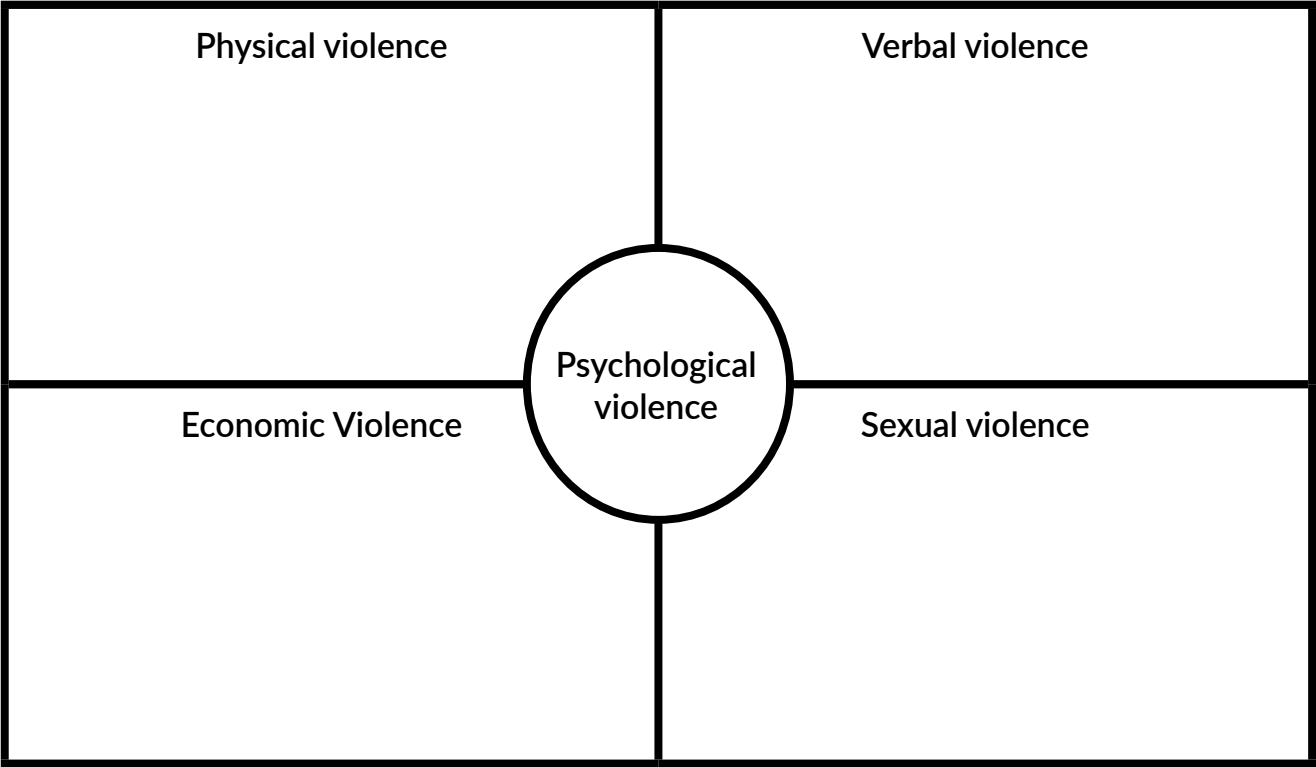


35-45 minutes

Steps to follow:

1. Write the words *victim*, *target*, *survivor*, *perpetrator*, *accomplice*, and *witness* on the flipchart or whiteboard.
2. Invite participants to share their understandings of these words.
3. Next, ask them to identify the words or phrases used in local languages to communicate the ideas *victim*, *target*, *perpetrator*, *accomplice*, and *witness*. Write these words down as well.

4. After discussion, share these definitions:
- Target (sometimes referred to as victim or survivor) - the person who experiences the violence
 - Perpetrator = the person who carries out the violence or causes the hurt and harm
 - Accomplice = the person or people who encourage, join in, or show that they are entertained by the violence
 - Witness (or observer) = the person who sees a violent act
5. Explain that we often use the word violence to describe only physical acts against another person, like hitting, slapping, and kicking. However, the word violence can also be used to include a whole range of actions and behaviours that cause distress and harm. Violence can be verbal, psychological, sexual, and economic. It can occur face-to-face or through cyber-space, through social media or other websites, or using other electronic devices, such as telephones. Both adults and children can be perpetrators, as well targets.
6. Now draw the following table on the flipchart or whiteboard:



7. Invite participants to describe what they think each of these terms mean, using a few examples as part of their definition. Provide definitions if needed.
- **Emotional or psychological violence** includes threatening, abusing, scaring, humiliating, or shaming people – so that they feel bad even though no one has touched them.
 - **Physical violence** can involve hurting the body or damaging or stealing someone’s possessions.

- **Sexual violence** means having sexual contact without permission of the other person. This includes rape and also other sexual contact like touching private parts of the body without permission. It can also include saying sexual things about someone, telling stories, or posting pictures of a sexual nature about someone.
- **Verbal violence** involves written or verbal name-calling, intimidating behaviour, spreading rumours about someone, or shouting and screaming at them.
- **Economic violence** involves limiting a person’s access to money or resources. At school, economic violence could include behaviour such as stealing lunch from another learner.

Activity 2: What is gender-based violence?

 35-40 minutes

Steps to follow:

1. Explain to participants that around the world, females tend to experience more discrimination than males. However, some males also experience gender-based discrimination, especially males who do not conform to gender norms.
2. Ask participants to recall what is meant by the term gender. Explain that when the terms *violence* and *gender* are put together, we get the concept of *gender-based violence*.
3. Provide the following definition of gender-based violence:
 - **Gender-based violence** is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, economic, or psychological harm or suffering to someone based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one’s gender, and unequal power relationships between genders.
 - **Gender-based violence** can affect males, but females are more at risk of being the victims of gender-based violence. People who do not conform to traditional gender stereotypes are also at heightened risk of gender-based violence.
4. Ask participants to provide some examples of gender-based violence. Aim to get examples for each of the categories (physical, psychological, verbal, sexual, and economic). Some examples are provided below:

Examples of gender-based violence

- **Physical:** A husband hitting his wife for not having dinner ready when he wants it.
- **Verbal:** Young men calling out mean comments to another man because he seems feminine.
- **Psychological:** A male threatening to damage the reputation of a girlfriend if she does not do what he wants.
- **Sexual:** A man forcing a woman to have some form of sexual contact with him against her wishes.
- **Economic:** A man forcing his wife to hand over the money that she has earned and not allowing her to make decisions about what happens to their money.

5. Now tell participants that they will be given some scenarios (see below) and asked to create a scenario of their own. These scenarios will provide an example of a form of gender-based violence that might happen to young people in or around a school.
6. Working in small groups, they must name the type or types of gender-based violence that are occurring in the scenarios, as well as think about what can be done to prevent or respond to this type of gender-based violence.
7. Hand each group a copy of the scenarios below:

Scenario 1

On Thursday, Mercy was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

Scenario 2

John is an 8th-grade learner. His classmates have started teasing him and telling him he is too much like a girl. When he went to play cricket on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had posted fake photo-shopped pictures all over Facebook which showed John dressed as a girl.

Scenario 3

Nomusa is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and making signs to show her breasts have grown. Then the others would laugh. She started to wish she had never come back to school.

Scenario 4

Make your own scenario

Questions:

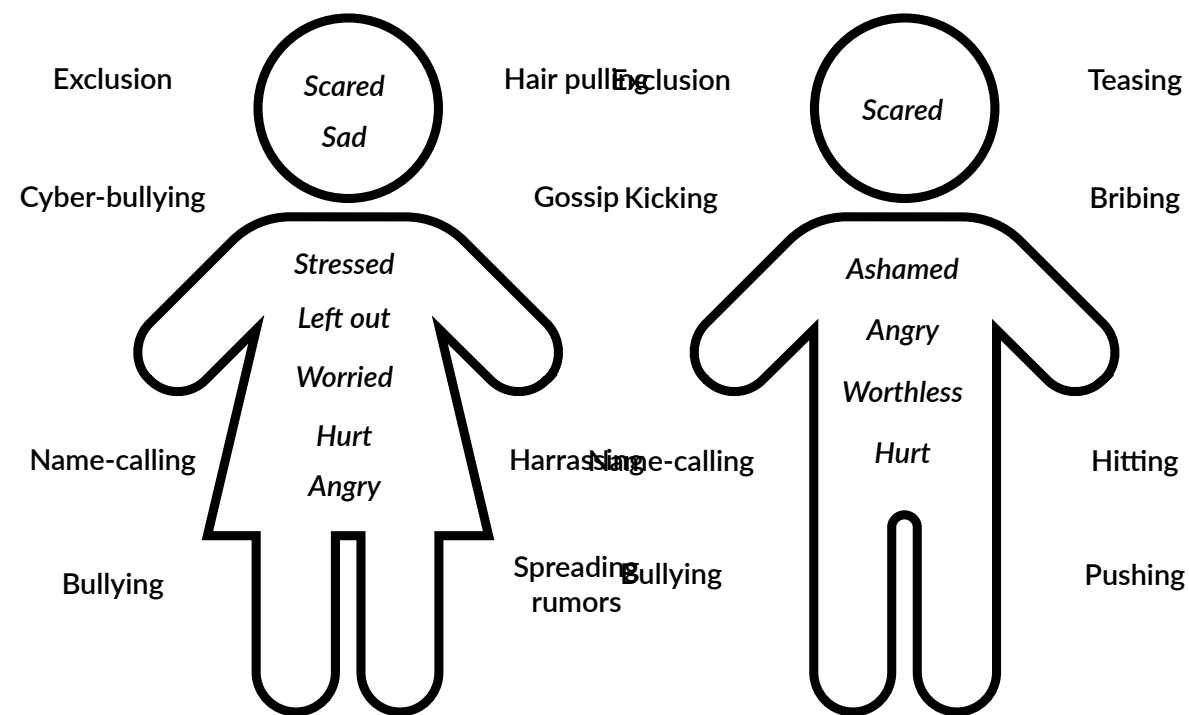
- What type of gender-based violence is happening in the scenario (physical, verbal, psychological, sexual, economic)?
 - How might this affect the victim?
 - What needs to change to prevent this from happening?
 - What needs to change so that effective responses are made if the problem does happen?
8. Ask the groups to report back on what they discussed, and on what suggestions they had for both prevention and response.
 9. Conclude the activity by highlighting that:
 - Gender-based violence is violence that targets people on the basis of their gender.
 - It can affect anyone, but it is most often experienced by people who do not conform to gender norms.
 - It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations.
 - We can work against gender violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in efforts to prevent or respond appropriately to the problem.
 - We can work to reduce the harm caused by gender-based violence through a combination of prevention strategies and through effective response strategies.

Activity 3: Effects of gender-based violence on males and females

 30-40 minutes

Steps to follow:

1. Explain to participants that in this activity, you are going to talk about the different kinds of violence that male, female, and transgender students can encounter around the school, and identify what emotions the person experiencing the violence might feel.
2. Ask participants to break into pairs or small groups.
3. Give each group a sheet of paper (or ask them to use paper from their notebook) and ask them to draw the outline of a female body on one side and the outline of a male body on the other side.
4. Now ask them to list all the kinds of violence that can happen around the outside of the body on each respective outline.



5. Next, ask them to write all of the feelings that these kinds of violence might cause for the person who experiences these forms of violence (e.g. fear, embarrassment) on the inside of the bodies.
6. When the groups have completed the exercise, ask them to share their answers with the rest of the group and compare the kinds of violence experienced by males and females. Ask the group:
 - What are the most commonly experienced forms of violence? Are they the same for females and males?
 - What types of violence do males tend to perpetrate against males? Against females?
 - What types of violence do females tend to perpetrate against females? Against males?
 - Do you notice any patterns?

Bonus activity: Gender fishbowl

 60 minutes

Steps to follow:

1. Divide the participants into a male group and a female group.
2. Ask the women to sit in a circle in the middle of the room and the men to sit around the outside of the circle facing in.
3. Begin a discussion with the women by asking the questions below. The men's job is to observe and listen to what is being said. They are not allowed to speak out.
 - What do you think is the most difficult thing about being a girl/woman in your community?
 - What do you think boys/men need to better understand about girls/women?
 - What do you find difficult to understand about boys/men?
 - How can boys/men support girls/women?
 - What is something that you never want to hear again about girls/women?
4. Once the women have talked for 30 minutes, close the discussion. Then ask the men to switch places with the women and lead a discussion with them while the women listen. Ask the men the following questions:
 - What do you think is the most difficult thing about being a boy/man in your community?
 - What do you think girls/women need to better understand about boys/men?
 - What do you find difficult to understand about girls/women?
 - How can girls/women support men?
 - What is something that you never want to hear again about boys/men?
5. Discuss the activity after both groups have completed the discussion. Highlight the following points:
 - Our prejudices, stereotypes, and role-typing influence individuals' lives and shape societal norms.
 - Some gender norms and expectations can lead to harm and inequality.
 - Gender roles impact societies in many ways and contribute to unequal power dynamics that affect individuals' opportunities and choices.
 - Gender roles have far-reaching implications on various aspects of life, including relationships, careers, and personal identity.
 - Understanding the world necessitates acknowledging the societal influence of gender norms and the need to challenge them for positive change.

SESSION 6: A focus on school-related gender-based violence

Learning objectives

- Identify where and when learners are most likely to experience GBV at school
- Identify where and when I are most likely to be free from GBV at school
- Learn about the concept of empathy (or the ability to imagine what others are feeling)
- Explore the positive impact of empathy on preventing or responding to GBV

You will need:

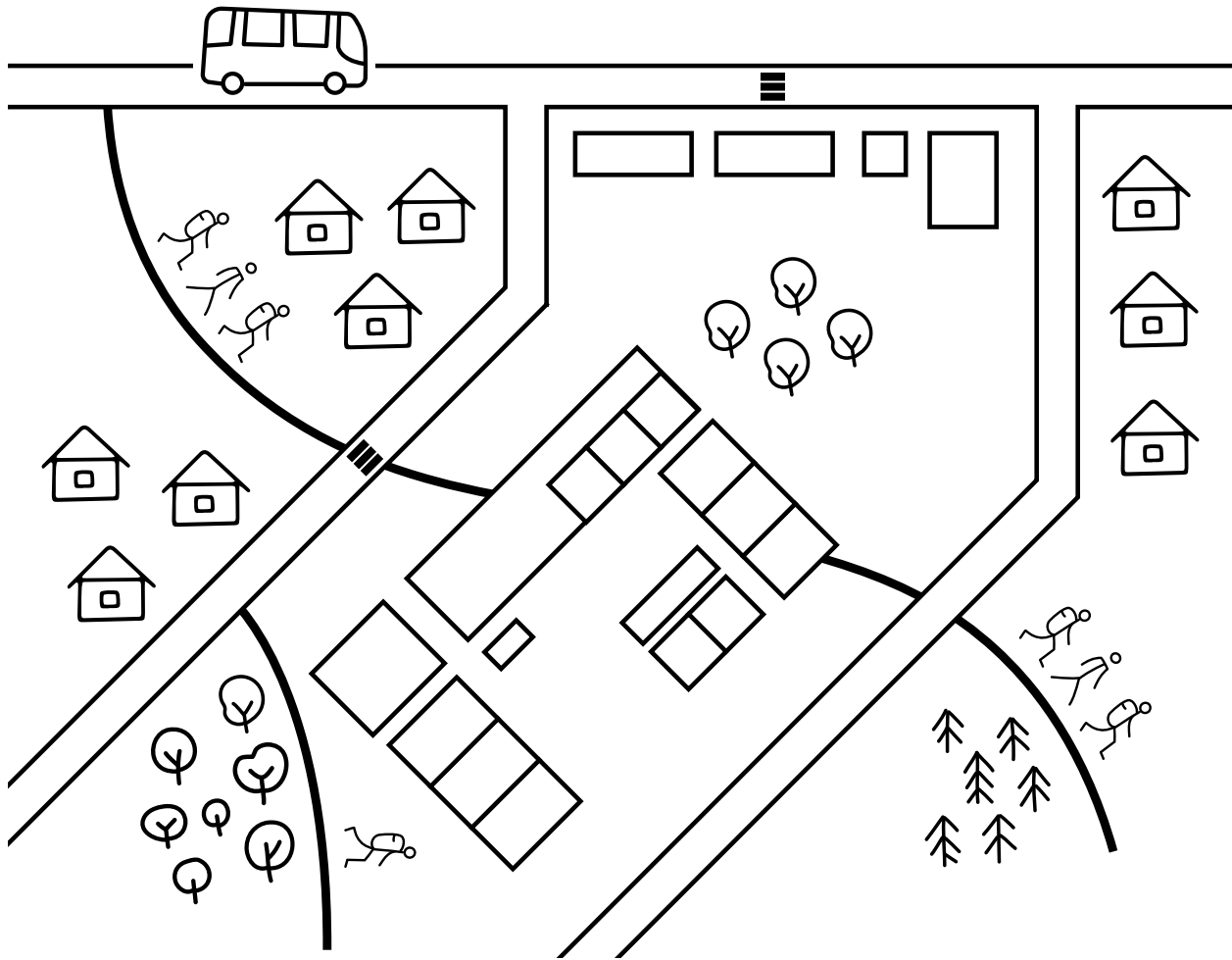
- PowerPoint presentation for Session 6 to support your delivery of this session
- Flipchart or whiteboard
- Markers

Activity 1: School mapping of gender-based violence

 35-45 minutes

Steps to follow:

1. Ask participants to form groups of three. In their groups, get them to draw a simple map of their school, including the streets, pathways, and buildings around the school. Ask them to include the different routes that learners take to school and the different modes of transport they use (e.g. walking, bus, taxi). Label the different parts of the map if necessary.



2. Now ask the groups to mark the following on their drawing in different colours:
 - The places in and around the school that are safe and friendly for all learners.
 - Which places in and around the school learners are most likely to witness or experience violence
3. Then ask them to indicate what types of violence happen in these places by drawing one of the symbols below to represent the different types of violence:
 - ⊙ Psychological violence
 - ◆ Verbal violence
 - # Physical violence
 - ★ Sexual forms of violence or sexual harassment
4. Ask one or two groups to present their drawings to the rest of the group. Use the following questions to guide discussion:
 - Do boys and girls experience violence in the same places in school?
 - Where is violence most likely to occur?
 - Why do people get away with violence in these places?
 - What needs to be done to stop this violence?

Activity 2: Empathy, imagination, and hidden emotions

 30-40 minutes

Steps to follow:

1. Explain to participants that it is important for people to be able to imagine how life might be experienced by others. Sometimes we can ‘read’ people and guess what they are thinking or feeling by observing their body language, listening to the tone of their voice, and observing their actions. Other times this is not enough. They may try to hide what they feel or to pretend that they are okay. We need to both imagine ourselves in their situation and ask them how they are feeling. The ability to understand how others feel is called ‘empathy’.
2. Draw an example ‘Emotions Boat’ on the flipchart or whiteboard. Tell participants that this is a metaphor for the way in which some emotions can be seen close to the surface, while others may be buried or hidden (under the waterline), but still affecting us.
3. In pairs or small groups, ask participants to write a short scenario involving a form of gender-based violence.
4. With this scenario in mind, ask them to draw their own ‘Emotions Boat’ and fill in what emotions might show or be above the waterline and what might be hidden (or be below) the waterline.

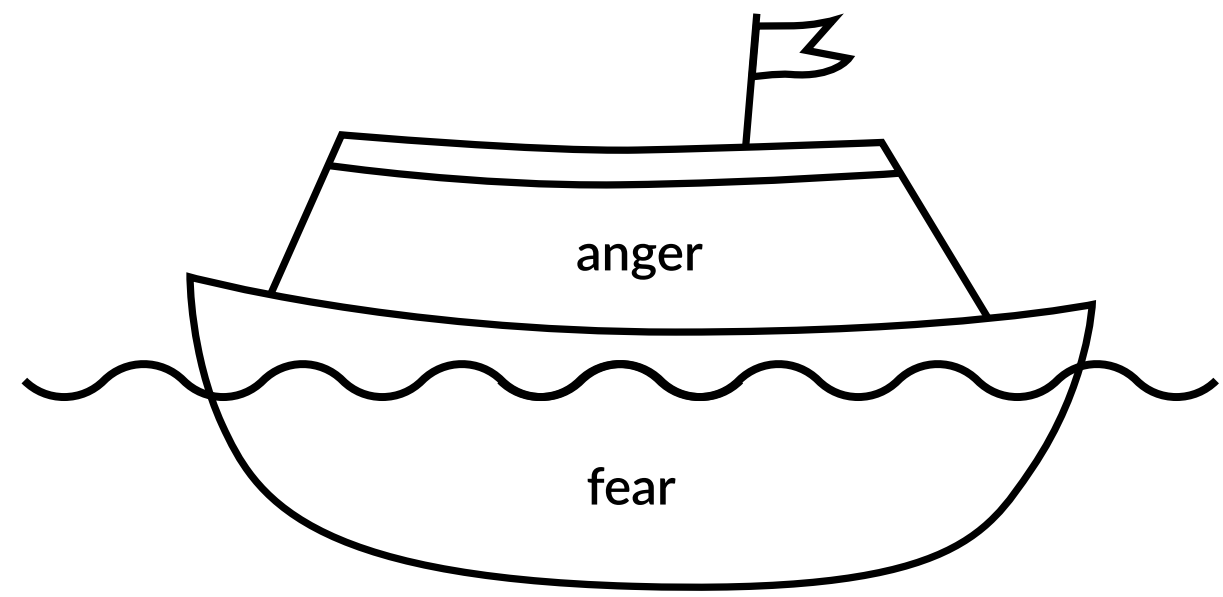
Some deeper emotions might include:

Fear Shame Hurt Despair Sadness Loneliness Powerlessness

Some emotions that show might include:

Anger Embarrassment Anxiety

5. Once they have mapped the emotions, ask them to read their scenarios to the rest of the group and discuss what different emotions each of the key characters might be experiencing and whether they think that there may be gendered pressures at play.



6. Conclude the activity by summarizing that:
 - Empathy is the ability to imagine what someone else might be thinking or feeling.
 - People may wish to hide some deeper emotions because they do not feel safe to share them.
 - We can develop the ability to empathize by practising the skills of watching, listening, imagining, asking, and showing care for others.
 - These skills are important because they are the basis for good relationships. If we can empathize with the feelings of those who experience violence, we are much less likely to carry out such acts and more likely to offer support.

SESSION 7: Communication skills for respectful relationships

Learning objectives

- Identify positive and negative actions and attitudes in friendships
- Learn about assertive, aggressive, and submissive behaviour
- Practice assertive communication strategies to address or prevent GBV

You will need:

- PowerPoint presentation for Session 7 to support your delivery of this session
- Flipchart or whiteboard
- Markers

Activity 1: What good friends do

 30-40 minutes

Steps to follow:

1. Point out that friendships become very important as children grow into adolescents, but that friendship can also be difficult. It is normal for them to experience loneliness and some fears about being liked by their friends. They may worry about pleasing their friends and sometimes this can mean they forget about what is right for themselves.
2. For this activity, organize participants into groups of about five or six people. In their groups, ask them to divide a piece of paper in half: on one side they must write “It is good when your friend...” and on the other side “It is not good when your friend...” On each side they need to list as many ideas as possible about what good friends do, and what they don’t do. Encourage them to use verbs to show the actions.

Some examples might be:

It is good when your friend...	It is not good when your friend...
Is trustworthy	Is dishonest
Cheers you up	Spreads rumours
Helps you with your homework	Is bossy
Shares with you	Gets jealous
Laughs at your jokes	Laughs at you
Treats you respectfully	Leaves you out of the game

3. Ask one group to read their ‘Good’ list. Ask another group to read their ‘Not good’ list. Ask other groups to add any additional ideas they had.
4. As groups are presenting their ideas, ask a volunteer to write the main ideas on the flipchart or whiteboard.
5. Explain that often the good qualities that we look for in a friend are also important in a relationship. Ask participants to put a square symbol next to the qualities that they think are also important in relationships between **male and female siblings**. Are there any additional qualities that are important for a brother or sister to have to ensure equal and happy relationships?
6. Now ask them to put a cross next to the qualities that they think are also important for a **spouse (husband or wife)** to have in a marriage. Are there any additional qualities that are important for a spouse to have to ensure equal and happy relationships?
7. Finally, ask them to put a circle next to the qualities that they think are also important for a **co-worker (of the opposite gender)** to have. Are there any additional qualities that are important for a co-worker ensure equal and happy relationships?
8. To reflect, ask the participants to report back on what they noticed when they compared the desired qualities for good friendships and for good cross-gender relationships.
9. Conclude the exercise by referring participants to the 50 Acts of Kindness chart (below). Ask them to identify some which would be helpful to someone who has been the target of gender-based violence. Invite them to explain their choices.

- Ask how they are
- Send a friendly text message
- Give a smile or a hug
- Pat someone on the back
- Share a snack
- Invite them to join in
- Sit with them
- Talk it over
- Play a game
- Do homework together
- Walk home together
- Send a friendly photo
- Tell jokes together
- Let them borrow your belongings
- Invite them to your birthday
- Sing or dance together
- Shake hands
- Say hello
- Ask how they are
- Share a joke
- Give a compliment
- Ask them to help you
- Offer to help them
- Apologize for what has happened
- Listen to them
- Walk to class with them
- Take a photo of the two of you together
- Help them with a school work task
- Ride your bicycles together
- Invite them to join in your sports club
- Tell them you don't support the bullying
- Go with them to get help or to report an offence.
- Sit with them on the bus
- Ask them to help you with your task
- Ask their advice
- Write a letter
- Spend time with them after school
- Encourage others to include them
- Speak out when others are mean to them
- Report bullying against them to a trusted adult
- Refuse to laugh at or to join in with mean talk
- Send an email
- Share some sweets
- Wave when you see them
- Ask how they are feeling
- Notice what is happening to them
- Share funny stories with them
- Share how you are feeling with them
- Thank them
- Encourage them to join in

Activity 2: Introducing assertiveness



40-45 minutes

Steps to follow:

1. Explain that we all need skills to be able to communicate our needs and rights in our relationships with friends, family, workers, or bosses without being violent or aggressive – but we also need to make sure our rights are respected, regardless of our gender or age. We should not feel guilty about saying no to something when we know it is not good for us or is disrespectful or dangerous.
2. Point out that there are three different styles that people might use when communicating their feelings, wants, opinions, or needs:
 - **Aggressive:** A person expresses their feelings and opinions in a punishing, threatening, demanding, or violent manner. The person pushes for their own rights, but the other person's rights do not matter. It sounds like: *'This is what I want. What you want is not important!'* Aggression is a way to exert power over others in a negative way.
 - **Assertive (clear and polite and respectful):** A person expresses their feelings, needs, legitimate rights, or opinions to others and without being punishing or threatening or infringing upon their rights. People who are assertive can say yes or no to requests politely and respectfully, but without sacrificing their own well-being and without feeling guilty. It sounds like: *'I respect myself and I respect you too.'*
 - **Submissive:** A person fails to express their feelings, needs, opinions, or preferences or they express them in a manner that is so indirect that the other person cannot understand the message. People who are passive might feel guilty for saying no even if doing something is bad or dangerous for them. It sounds like: *'What you want is important, but what I want is not, so don't worry about me.'*
4. Use the following scenario as an example to demonstrate the difference between these three ways of communicating:

Scenario: A 13-year-old girl asks the boys if she can join in their ball game. One of the boys yells out "Don't be silly! Girls are useless! Ball games are for boys!"

- **Aggressive response:** The girl yells at the boy, "You run like a girl anyway!!! So you should let me play!!!"
- **Assertive response:** The girl says, "I am very good at ball games. I want to have fun like you. Girls can be good at ball games too!"
- **Submissive response:** The girl says nothing. She walks away and gives up the idea of playing ball.

- Point out that the terms assertive, submissive, and aggressive can be difficult to translate. Ask the participants to identify the words or phrases that exist in local languages to communicate the ideas aggressive, assertive, and submissive. Write these words on the flipchart or whiteboard.
- Now invite participants to choose **one** of the following four options as the task through which they will show the difference between an aggressive, assertive, and submissive response. They can either choose their own scenario or use one of the ones below:

Scenarios:

- One learner calls another learner a mean name.
- A learner starts using someone else's pens without asking first.
- A learner keeps kicking the back of someone's chair in an annoying way.
- A learner tries to get their friend to join in with some bullying.

Option 1: Cartoons. Ask participants to draw three simple cartoons illustrating how either the target or a witness responds in an aggressive, assertive, or submissive way. Ask a few participants to show their cartoons to the group. The group should guess which communication style each cartoon is illustrating.

Option 2: Freeze-frames. Ask participants to work with a partner to create three freeze-frames (or still images) illustrating how either the target or a witness responds in an aggressive, assertive, or submissive way. Ask a few pairs to show their freeze-frames to the group. The group should guess which communication style each freeze-frame is illustrating.

Option 3: Role-play. Ask participants to work with a partner or in a group of three to create three short role-plays illustrating how either the target or a witness responds in an aggressive, assertive, or submissive way. Ask a few groups to act out their role-plays to the group. The group should guess which communication style each role-play demonstrates.

Option 4: Scripts. Ask participants to write three short scripts illustrating how either the target or a witness responds in an aggressive, assertive, or submissive way.

- Conclude the activity by emphasizing that assertiveness is a very useful skill. It can be used in situations in which we need to solve conflict or in situations in which we feel pressured to do something that we feel uncomfortable with. When we are assertive, we are firm, clear, and polite.

SESSION 8: Skills for people who witness violence

Learning objectives:

- Explore how the response of the witness can either encourage or prevent GBV
- Learn about positive strategies that witnesses can use to prevent or reduce the effects of GBV
- Practice appropriate, safe, and responsible witness responses to GBV
- Develop scripts that witnesses can use to report GBV or to provide support to people experiencing violence

You will need:

- PowerPoint presentation for Session 8 to support your delivery of this session
- Flipchart or whiteboard
- Markers

Activity 1: Building support strategies

 35-45 minutes

Steps to follow:

- Remind participants that a *witness* is someone who sees or knows about violence that is happening to someone else.
- Depending on how they react, witnesses can become an important part of the solution. However, they can also end up contributing to the acceptability or persistence of the violence by becoming a supporting audience or by joining in and becoming accomplices. To remain passive and take no action can also be read as a sign that the violence has been accepted.

3. Present the question: *What are the possible actions that a witness might take in response to observing an act of violence?* Collect ideas from the participants, including both positive and negative responses, and write them on the flipchart or whiteboard.

Some positive peer responses to bullying or harassment	Some negative peer responses to bullying or harassment
- Ask the perpetrator to stop - Walk away, but report the incident to a trusted adult - Talk to the victim later to offer support - Seek help from a teacher	- Watch to be entertained - Encourage others to join in - Laugh - Join in

4. Explain that often when people see or hear about violence, it can be difficult to know what to do. We can worry that if we get involved, we might get hurt or make the situation worse for the person experiencing the violence. That is why it is useful to consider both positive strategies and personal safety.
5. Ask participants to break into pairs or small groups and, using the scenarios below, discuss which strategies they think the witness should use straight away (short-term) and which could be used afterwards (follow-up). Point out that they must consider both the relative power of the people involved and the issue of safety, as well as methods to support the target of the violence.

Scenarios: Building support strategies	
Scenario 1: At break time, a boy from my class always teases one of the younger girls. I think they want her attention because she is pretty. The other boys sometimes laugh. I can see she is frightened and upset by this.	Scenario 2: On my way home from school, I see a boy from Grade 9 grab a younger boy’s schoolbag and throw it into the bushes, then laugh and run off with his friends. The younger boy looks upset.
Scenario 3: When I went to the toilets during class, I saw two of the boys threatening a smaller boy. They were blocking him from getting out of the toilets. He looked very frightened. They were keeping him there when he was trying to get back to class.	Scenario 4: Last week, a group of girls started to spread a rumour about one of the other girls in their class. It is hurtful and I know that it is not true.
Scenario 5: On the way to school, one of the boys crouched behind my friend and then lifted her skirt when she wasn’t looking. She was shocked and embarrassed.	Scenario 6: There is a new girl at school and she is from a different region. Her skin is darker than most of the other learners. At break time, one of the boys called her ‘ugly face’. A group of girls and boys who heard laughed and repeated the name-calling.

Scenario 7: This morning between lessons, a group of boys were laughing and mimicking one of the boys in their class. They said he is too ‘feminine’ and he doesn’t belong at this school.

Scenario 8: My older sister told me that one of the male teachers was always asking her to stay back after class and trying to get friendly with her and touch her. She told me not to tell our parents in case they took her out of school, or punished her for attracting attention.

Scenario 9: When we were playing soccer at school during the break, two boys from our class asked to join in. The team captain said they weren’t allowed to play because they had not been initiated and were not real men.

Scenario 10: Last week some of the boys in the class were teasing girls and asking personal questions about menstruation and trying to guess who was menstruating at that time.

6. Ask one group to report back for each scenario. Which option(s) did they choose for the short-term strategy? Which option(s) did they choose for the follow-up?
7. Conclude the activity by highlighting that:
- The witness to violence must make a choice about how to act.
 - When a witness gives positive attention to the perpetrator, it can contribute to the continuation of the violence.
 - Taking action can support the target of the violence and help put a stop to further acts of violence.
 - Taking action requires strength and courage.
 - Taking action can be risky so witnesses should choose which actions to take in the short-term to protect their safety, and which strategies can be used for follow-up to get others involved in helping to reduce or respond to the violence.

Activity 2: I want to do something to help!

 35-45 minutes

Steps to follow:

1. Explain to participants that, building on the work they did with the short- and longer-term actions in the previous activity, they will now prepare three different options to use in relation to the scenarios below: one for protection or safety, one for peer support, and one for peer referral.
 - *Safety: Does the witness need to do anything to protect their own immediate safety, or that of the target? If so, what can they do?*
 - *Peer support: What could the witness do to provide support (i.e. things they can do without the help of other adults)?*
 - *Peer referral: Who could the witness ask for advice, help, or support? What could they say to get some help (this can include help from adults)?*

Scenarios: I want to do something to help!

Scenario 1: Lateefa is walking home from school with her two younger sisters. On the other side of the road, two boys approach a girl in the year above her. They go up close to her, even though she looks scared, and one of them rubs against her body. The girl runs away, but the boys follow her for a while, calling out names to her, until they notice some adults approaching on the other side of the road.

Scenario 2: Badru is eating his lunch at break and notices a younger boy from his class being pushed roughly by three older and bigger school learners in the corridor. There are no teachers around. The bigger boys are telling the victim that he looks like a girl.

Scenario 3: John always sits next to Augusto in class. Augusto keeps asking John for help with the maths problems because he is too scared to ask the new teacher to explain. The teacher, angry that the boys are talking during the lesson, shouts at Augusto, calling him 'stupid' in front of the whole class.

Scenario 4: On the way home on the school bus, Akili sees a group of boys picking on a quiet and shy boy from her class. They steal his bag, throwing it to one another each time he tries to grab it. There are no adults around to help.

Scenario 5: Kofi and his friend are walking past the canteen queue. They see an older learner take lunch money off a younger learner and push him out of the line. It seems like this might have happened before.

Scenario 6: Create your own scenario

2. Ask each group to present their scenario and each of their three strategies to the rest of participants.
3. Once the groups have presented, ask each participant to choose one of the scenarios and to write a short script which either:
 - Shows how the witness could provide social support to the target of the violence; or
 - How the witness could report the incident to a trusted adult, such as a teacher or a parent.
4. Once the participants have developed their scripts, ask them to work in pairs to rehearse and then perform the script.
5. Conclude the activity by reiterating that:
 - There are strategies witnesses can use to support the target/s of violence.
 - It is important to consider safety when choosing appropriate actions.

SESSION 9: Help-seeking and peer support skills

Learning objectives

- Consider when reporting or help-seeking is warranted in response to SRGBV
- Identify a range of people from whom learners can seek support if experiencing or observing GBV
- Identify a range of people who learners can support so as to contribute to the reduction of GBV
- Learn to empathize with the possible emotional responses of someone affected by gender-based violence
- Identify possible positive response strategies
- Identify the strengths that may be needed to take action
- Identify the possible help sources that the target could access

You will need:

- PowerPoint presentation for Session 9 to support your delivery of this session
- Flipchart or whiteboard
- Markers

Activity 1: When and if to seek help

 60 minutes

Steps to follow:

1. Explain to participants that as we go through the ups and downs of life, all of us will need help and support at certain points. One of the decisions that must be made is *if*, *when*, and *from who* we should seek help. The next activity will open discussion as we consider various scenarios and think about when help-seeking from an adult is needed, and when informal peer support or individual effort might be sufficient.

2. Begin by presenting the data about help-seeking patterns in the box below.

Did you know?

In **Eswatini**, 33% of males and 31% of females aged 13-15 reported being bullied one or more times in the last 30 days.

In **Zimbabwe**, just over half (57.2%) of females aged 13-17 who experienced sexual violence in the past 12 months, told someone.

Those who didn't tell anyone about their experience of sexual violence said it was because they:

- did not want or need services (25.5%)
- did not think the violence was a problem (15.5%)
- were afraid of getting in trouble (10.6%)
- felt it was their fault (8.6%)
- had been threatened by the perpetrator (8.3%)

Of those who experienced sexual violence in the past year, 40% had mental distress in the past 30 days (compared to 18% for females who did not experience sexual violence in the past year).

In **Zambia**, males aged 13-17 years who experienced emotional violence in the previous 12 months they were much more likely to report self-harm than those who did not experience emotional violence in the previous 12 months (23% compared to 9%).

Data sources:

- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Learner Health Survey: Swaziland*. 2013.
- Zimbabwe Ministry of Health and Child Care. *Young Adult Survey of Zimbabwe: A Violence Against Children Survey, 2017*. 2nd Edition. Harare, Zimbabwe: Elizabeth Glaser Paediatric AIDS Foundation, 2019.
- VACS Ministry of Youth, Sport and Child Development, Ministry of Community Development and Social Services, University of Zambia, United Nations Children's Fund, Save the Children International, United States Centers for Disease Control and Prevention, *Violence against Children in Zambia: Findings from a national survey, 2014*, Ministry of Youth, Sport and Child Development, Lusaka, 2018

3. Ask participants to share their ideas about why more people don't ask for help when experiencing violence, about what might be done in the school to encourage this, and how teachers could respond if a student asks them for help.
4. Now divide participants into groups of four and assign each group one of the following scenarios. In their groups, they should answer these questions:
 - Is this a serious situation?
 - Should the character deal with this on their own or ask someone for help?
 - Who should they ask?
 - What might happen if they do not involve anyone else?

Scenarios: When and if to seek help

Scenario 1: During lunch, Lizwe was playing football with a group of boys in his grade. He tried to stop a goal but missed and the other team scored. After the game, bigger boys on the team pushed Lizwe down. When he tried to get up, one boy punched him saying, “You should play with the girls! You are so weak you make us lose the match.” Then the other boys joined in calling him a “girl.”

Is this serious? Should Lizwe tell someone about this? Should his friends tell someone about this? Who? What might happen if nobody takes action?

Scenario 2: Nomusa doesn’t like staying at her auntie’s house. Her auntie’s son Tinashe is always trying to be alone with her. He tells her how mature she has become and a couple of times has tried to touch her breasts. When she asked him to stop, Tinashe tells her that if she tells anyone, her auntie will be very angry and won’t let her stay anymore. She will be out on the streets with nowhere to go.

Is this serious? Should Nomusa talk to someone else about this? Who? What might happen if nobody takes action?

Scenario 3: Thandiwe has just started secondary school. On her way to school, a group of older schoolboys follow her, tease her, and try to touch her. She has to walk past this same group of older boys every day. She is scared to tell anyone in case they think it is her fault.

Is this serious? Should Thandiwe talk to someone else about this? Who? What might happen if nobody takes action?

Scenario 4: Farai is a senior learner who wants to be an engineer when she grows up. Her uncle, who is an engineer, offers to help her study for her exams. When she meets him to study, he starts to sit very close to her. He is sitting closer and closer as they begin to review problems. She tells him that she doesn’t feel very comfortable. He ignores her comment. When her mother comes to collect her, she arranges for them to meet at the same time next week. Farai doesn’t know what to do. She doesn’t want to go back next week, but doesn’t want to bring shame to the family.

Is this serious? Should Farai talk to someone else about this? Who? What might happen if nobody takes action?

Scenario 5: Sipho has not come to school for a week. The teacher thinks she is being lazy, and gives her a punishment. But her friend Thando knows that the real problem is that Sipho has gotten taller recently and her uniform is now too short. Her family does not have money for a new uniform right now. Thando is worried that Sipho may not come back to school.

Is this serious? Should Thando talk to someone else about this? Who? What might happen if nobody takes action?

Scenario 6: Natsai and Nothando have been friends for a long time. Often, Nothando does not attend school because she is helping her mother and caring for her younger brothers and sisters. When Nothando has not been at school for two weeks, Natsai is worried about her. Natsai remembers Nothando saying that her parents wanted to marry her off to a much older man. Nothando was very upset by this and made Natsai promise not to tell anyone. Natsai does not want to get Nothando or her family in trouble but is very worried about Nothando.

Is this serious? Should Natsai talk to someone else about this? Who? What might happen if nobody takes action?

5. Ask each group to present their scenario and their answers. Compare the answers from the different groups and discuss which scenarios groups suggested needed referral to an adult for help and which they thought could be managed within the peer group.
6. Conclude the activity by reiterating that It is important for students to be aware of the types of situations in which they should seek help from another person. If they know how and who to ask for help, they may be better able to respond when under the pressure of a difficult situation.

Activity 2: Where to go for help

 20 minutes

Steps to follow:

1. Explain to participants that in this activity, they will brainstorm the people students could go to for help, support, or advice.
2. In their groups, ask each person to trace an outline around both of their hands. On each finger of one hand, they should identify the type of person students could approach for some kind of help if faced with a challenge or if they are feeling down. Encourage them to choose at least one family member and one from another setting (e.g. work, school, club). On each finger of the other hand, they should identify the type of person students could give help or support to.
3. Provide some information about where learners can get help in the school and in the local community.
4. Conclude by pointing out that:
 - There are many barriers to disclosure or reporting of violence
 - Help-seeking skills and norms can be taught
 - Peers can assist each other to start on a help-seeking pathway
 - If you encourage students to ask for help, expect more disclosures to happen in the school, and prepare to respond appropriately

Activity 3: How to seek help

 40-50minutes

Steps to follow:

1. Remind participants that often shame or a fear of rejection, blame, or disapproval can be a barrier to help-seeking. In this case, help-seeking is an act of courage. Sometimes we need to call on additional strengths like loyalty, compassion, or wisdom to help us activate the courage to seek help.
2. In this activity, participants will work in pairs or small groups to prepare a piece of advice to help a person in need to overcome their fear of seeking help. The advice can suggest help-seeking by the character who has experienced the violence or by their friends.
3. Assign each group one of the scenarios below and ask them to answer the following questions:
 - Name the fears and emotions the person may have
 - Suggest two or three possible strategies or actions they could take
 - Name two or more strengths the person may need to draw on to carry out this advice
 - Name some possible help sources the person could use

Scenarios: How to seek help

Scenario 1: Anesu cannot sleep well at night because she worries about how some boys tease and follow her when she is walking to and from school. She is scared to tell her mother in case she is blamed for attracting the attention of the boys.

Scenario 2: Gift has stopped coming to school every day. His parents are fighting a lot, and sometimes they hit him. When he has bruises on his face, he does not like to come to school in case people ask about it.

Scenario 3: Tadiwa is 15 and has mainly female friends at school. This has not bothered him in the past, but people have started to tease him for being feminine.

Scenario 4: Loreen has been getting teased by girls in her school. They have told her that she has no honour. Loreen is sad and confused about why they are saying this to her.

Scenario 5: Nyasha may have to drop out of school because her family wants her to stay at home and help take care of her young brother. She is very sad as she has very good grades, and teachers think that she would be able to get a scholarship to study at university next year. Her father says that even though she won't be 18 yet, he wants her to be married the next year, as soon as her little brother is old enough to start school.

Scenario 6: A group of young girls are feeling unhappy to be in class because some boys in the class have been passing around a phone that has pornography on it. They are scared to tell the teachers. Other boys have been laughing and asking the girls if they look like this underneath all their clothes.

Scenario 7: Praise's older sister Tanatswa has a secret boyfriend that their parents don't know about. He is older than her. He is always buying her gifts, and sometimes gives her sweets. One day, Praise sees her sister crying. She asks her what is wrong and Tanatswa replies that her boyfriend has broken up with her. When Praise gives Tanatswa a hug to comfort her, Tanatswa whispers in her ear that she is worried she might be pregnant.

4. Ask each group to present their scenario and their answers.
5. Conclude the activity by reiterating that seeking help can be hard because of the fear of being judged, rejected, or blamed or the fear that you will not be believed. In the face of fear it can take courage and encouragement from others to seek help.

SESSION 10: Using positive discipline

Learning objectives

- *Introduce participants to positive discipline*
- *Sample the six-step model for positive discipline to guide teachers in their use of positive discipline approaches to student misbehaviour across the range, from low- to high-level misdemeanours*
- *Consider the 50 positive discipline strategies for use in prevention, intervention, and follow-up of disciplinary incidents*
- *Rehearse and demonstrate use of different positive discipline strategies*

You will need:

- PowerPoint presentation for Session 10 to support your delivery of this session
- Flipchart or whiteboard
- Markers
- Data cards from Session 1
- Handout: A hierarchy of responses to misbehaviour
- Handout: 50 tips for positive behaviour management

Activity 1: Positive discipline vs. corporal punishment

 10 minutes

Steps to follow:

1. Explain to participants that positive discipline:
 - Focuses on strengthening positive behaviour
 - Aims to encourage children to become responsible for managing their own behaviour, rather than leaving it to those in authority to make them behave
 - Is a positive alternative to corporal punishment
 - Is designed to help children learn, rather than to make them suffer
2. Ask participants to break into pairs or small groups to discuss the following questions:
 - What types of corporal punishment happen in homes and schools? Use your own observations and the data cards.
 - What alternative strategies can be used to enact positive discipline?
3. Ask each group to present their answers and lead a brief discussion on these with all participants.

4. Next, take participants through the “Six steps for positive discipline” model:

- Level 1: Use tactical ignoring and positive attention. Catch them being good
- Level 2: Give positive instructions
- Level 3: Use questions and directions
- Level 4: Give directed choices
- Level 5: Send to time out and follow up
- Level 6: Use crisis plan or removal when most severe

5. Conclude the activity by emphasizing the following important “rules” for managing student misbehaviour in the classroom:

- Keep discipline interactions short and calm
- Keep language clear
- Keep emotions down
- Apply logical consequences
- Never engage in physical contact
- Avoid personal remarks
- Name the positive rules
- Give clear and specific instructions about what to do

Activity 2: 50 strategies for positive discipline

 20 minutes

Steps to follow:

1. Explain to participants that you will now identify the different kinds of positive discipline strategies that can be used pre, during, and post a disciplinary interaction.
2. Divide participants into groups of four to six, and ask them to review the “A hierarchy of responses to misbehaviour” handout.
3. Then give each group the “50 tips for positive behaviour management” handout and ask them to cut out each of the 50 strategies to make a set of cards.
4. Now ask them to sort the cards into three categories: pre (prevention), during, and post the disciplinary incident.
5. Get each group to present some of their answers and lead a brief discussion on these with all participants.
6. Remind participants that positive teacher-student relationships support positive discipline and are used throughout the *Connect with Respect programme*.

A HIERARCHY OF RESPONSES TO MISBEHAVIOUR	
Activity:	How you do this:
Prevention through: Meaningful participation in learning activities	Provide interesting work that is within the ability level of the student. When students are bored or unable to do the work, they are more likely to misbehave
Prevention through: Setting clear expectations of behaviour	Work with the class to make clear the rules and expectations
Prevention through: Role modelling	Model the kinds of respectful behaviour you expect from the students
Prevention through: Noticing what is going on	Constantly watch the room to see what students are doing
Prevention through: Organization of order and routines	Be on time to class and make sure all children know the routines and rituals for starting work
Prevention through: Positive relationships with students	Get to know the students and show you care about them and their learning
Prevention through: Positive reinforcement by giving feedback when students do the right thing	Smile, nod, notice and comment on effort, notice and comment on the correct behaviours
Intervention: Verbal corrections at time of the misbehaviour	Use the student's name to remind them about what they should be doing and re-direct them to the task: Ask: What should you be doing? Which rule did you break? What will you do differently next time?
Intervention: Change of seat	Give a warning to the student that if they do not stop talking/playing/wrestling, they will be moved. Move them to another seat in the room if they continue the behaviour
Intervention: Verbal or written self-reflection	Ask the student to stay behind to write down (or explain) the rule or expectation they have broken and the behaviour they should have used instead
Intervention: Daily progress sheet	For students who repeatedly misbehave, make up a contract which lists the positive behaviours they should be showing. At the end of each lesson, mark in those they did show and list those they need to improve. Give positive feedback for their progress and ask for their plan about how to improve on their failings

Intervention: Short detention	Where students have not completed their work due to misbehaviour, ask them to remain behind or to return at a set time to work on completing their assignment. Use only part of their break and allow time to return for play and eating. Check to see if the student is capable of doing the task. If they are not, provide some easier work which they can complete. Often misbehaviour is a cover for inadequacy
Intervention: Check capabilities	Check to see if the student is capable of doing the task. If they are not, provide some easier work which they can complete. Often misbehaviour is a cover for inadequacy
Intervention: Check wellness	Check to see if the student is well. Health issues, hunger, and fatigue can affect learning, concentration, and behaviour
Intervention: Check safety	Check to see if the student is safe at school, during travel to school, and at home. Sometimes violence, including gender-based violence, can affect learning, concentration, and behaviour
Intervention: Sit quietly to reflect on own behaviour	Remove the student from the group for a short time to reflect on their misbehaviour. Set a task during this time. Invite them to re-join the group and show how they can respect the group rules
Intervention: Removal of privileges	Remove the student from the game or reward activity for a while. Invite them to return and prove they can work within the rules
Intervention: After-school public service	Ask the student to remain behind to complete some chores which will make the class or school a better place for their peers. Encourage them to notice that when they misbehave, they make the school a worse place for their peers
Intervention: Sit in a senior class	Sit the child in class with older students for a while. Give them work to do but without peers to misbehave with
Intervention: Time-out	After other methods fail and when the misbehaviour is very persistent or serious, arrange for the student to be removed to a supervised location until a follow-up conversation can be had. Set a task for them to do while removed. This location may be the classroom of another teacher or in a place next to the principal's office

Follow up: Behaviour plan	Makes a behaviour plan with the student in an after-class meeting
Follow up: After-school counselling	Arrange a follow-up conversation with the student to discuss the impact of their behaviour on others and make a plan to correct it
Follow up: Interview with principal	Arrange for a follow-up conversation with the student and the principal in which they discuss the impact of their behaviour on others and make a plan to correct it
Follow up: Interview with parents and principal	Arrange for a follow-up conversation with the student, the student's parents, and the principal in which they discuss the impact of their behaviour on others and make a plan to correct it
Follow up: Home contact	Arrange a parent interview or send a copy of the behaviour contract home for the parent to see

50 TIPS FOR POSITIVE BEHAVIOUR MANAGEMENT	
Positive relationship-building	
1.	Smile when greeting students
2.	Use students' names
3.	Build goodwill through positive and friendly conversations
4.	Model respectful behaviour
5.	Make expectations clear
6.	Notice and acknowledge positive behaviour and effort
7.	Show your respect for students even when they misbehave
8.	Use classroom meetings as a forum for agreement-making and problem-solving
9.	Comment on what is working well
10.	Take an interest in your students
11.	Play some games to celebrate accomplishment

Positive task management
12. Explain the purpose of the task
13. Design interesting and relevant tasks
14. Emphasize the importance of learning
15. Get the students' attention before giving instructions
16. Set tasks with clear and simple instructions
17. Repeat instructions or put them on the board
18. Give instructions in a clear and firm tone
19. Wait for a reasonable time for students to start doing what you ask
20. Provide advanced- and lower-level tasks to suit a range of students' abilities
21. Notice and comment on effort
22. Give encouragement
23. Give feedback on progress along the way
24. Use eye contact when talking to or questioning the class
25. Watch what everyone is doing
26. Move around the room when possible and useful
27. Don't lose track of what the class is doing when talking to individuals – continue to scan the room
28. Let students know that you notice when they are on or off task
29. Attend to the needs of the majority first
30. Anticipate problems and provide advice

Positive behaviour management
31. Develop and refer to class agreements
32. Emphasize positive outcomes of desired behaviour (rather than avoiding negative outcomes)
33. Refer to existing shared understanding of rights, responsibilities, and rules
34. Approach discipline as a joint responsibility (emphasize respect for all, rights of all, rules which protect rights, responsibilities for self and impact on others)
35. Discipline students respectfully (discipline with dignity, avoid grudges, affirm when possible, re-establish working relationships) and get them back on task
36. Use positive rather than negative language to discipline
37. Respond to students' challenges in a quiet but firm voice
38. Stay calm (avoid pleading, yelling, using threats, aggression, insults, sarcasm)
39. Restate clearly and calmly – but only once – the reasons why the student must do something
40. Avoid getting drawn into power struggles or negative interactions
41. Use selective ignoring in a strategic way
42. Use a hierarchy of consequences that matches the misdemeanour
43. Don't spend more time than is needed to explain or to discipline
44. Give students a choice to meet expectations or to experience logical discipline consequences
45. Provide logical and appropriate consequences (rather than punishments) for non-compliance
46. Use only logical consequences which you can follow through
47. Provide opportunities to re-join the group or task or to have another go
48. Move away from a student you have just disciplined giving them time to calm down and take up an instruction
49. Follow up issues beyond the classroom – including opportunities for right of reply
50. Seek support from colleagues when needed

Activity 3: Rehearsing skills for positive discipline

 45 minutes

Steps to follow:

1. Explain to participants that in this activity, you will use sample scripts to model five of the “Six steps for positive discipline”.
2. Distribute the sample scripts below and divide participants into groups.
3. Tell the groups they need to each select a student misdemeanour and then rehearse and demonstrate use of positive discipline strategies from level 1 to level 5, showing what they look like/sound like in action.
4. Get each group to present their script and then lead a discussion on what the participants thought was effective and what they might change.



Scripts modelling five of the six key steps for managing discipline interactions

Level 1 strategies: Tactical ignoring

Use some tactical ignoring for low-level disruptive behaviour. Show that you are aware of the behaviour, but prefer to attend to what is really important – the learning tasks and the positive behaviour of others.

Tactical ignoring	Example:
Aim to make four positive comments for every negative comment.	Teacher: Gemma and Tim – it is good to see you have started. <i>(Teacher walking around the room, tactically ignoring those who have not started yet).</i>
For low-level mis-behaviour, let students know you have seen them, but focus first on giving the positive comments to those who are doing the right thing.	Teacher: Max – good to see you have one of your answers done already! <i>(Teacher approaching area of students who are not working).</i>
Reward them with attention when they start doing the right thing.	Teacher: By the time I get to this side of the room I want to see everyone working. <i>(Teacher approaching one of the slow starters who has now started)</i> Teacher: Jim – good to see you are in action. Thanks to all of you who have made the effort to be on time. That is a great start to the day.

Level 2 strategies: Positive Instructions

When a student is not doing what you expect (such as not listening during instructions or not starting work after your explanation) – name the behaviour you want to see. This works to set positive expectations.

Name the behaviour	Examples:
Tell students what you want them to do, rather than what NOT to do	Teacher: Simon, I want you to pick up your pen and write down your answer. Teacher: Donna and Michelle, face this way and listen. Thanks!

Name the rule:

When a student is breaking a rule, name the rule or give a rule reminder.

Name the rule	Examples:
Remind students about the rule when they are breaking it or when you know they may be about to break it	Michelle, we've got a rule for asking questions – ‘hands up’. Use it thanks! Toni, we have a respect rule. Use it thanks! Lina, we have a punctuality rule. Find a way to be on time tomorrow. Class, we will need to remember the lining-up rule before I open the door.

Take-up time:

After you give an instruction, allow for a bit of take-up time. When it is an individual corrective instruction, appear to look away for a moment to address other students. This will allow the student to take up your instruction without losing face. It will also show you expect them to obey. Keep them under your attention. Then aim to make a positive comment to catch them being good.

Take-up time	Example:
Name the behaviour – then give take-up time – and then follow with positive comment	Teacher: Simon, I want you to put your toy away, pick up your pen, and write down your answer. <i>(Teacher gives take-up time and walks towards students who are on task.)</i> Teacher: Great effort over here Lee and John. <i>(Teacher circles back to area where Simon sits.)</i> Teacher: Good to see you’ve started there Simon.

Level 3 strategies: Questions and directions

When strategies from levels 1 or 2 do not work, or when a more serious incident happens, continue to use a calm, firm voice. Repeat the rule or request. Do not be drawn into arguments, lecturing, yelling, or blaming.

Avoid power struggles:

Avoid getting drawn into a power struggle if a student refuses to obey or defends their misbehaviour. Ask questions about what they are doing and should be doing.

Avoid arguments:	Examples:
Avoid 'Why?' questions. Instead ask: 'What are you doing?' and then 'What should you be doing?'	Teacher: What are you doing Johnnie? Johnnie: Nothing Teacher: What should you be doing? Johnnie: The story Teacher: That's right. Let's see you get started. I will be there in a minute to see how you are going.

Avoid power struggles	Examples:
Don't get hooked into arguing. Dignifying the reason can help to avoid the power struggle (e.g. 'that may be the case')	Donna: I was just helping him with his work! Why are you telling me off? Teacher: 'That may be the case, Donna, but I want you to stop talking, turn around, and pay attention to the lesson. Teacher: You are late. Sit down and get started. Donna: It's not my fault. Tim made me late. Teacher: That may be the case, but you still need to sit down and get started so you don't fall behind.

Avoid getting drawn in by the student's response:	Examples:
Pretend not to notice when a student does what they are told but in a sulky or grumpy way. The student has obeyed the instruction.	Teacher: Mary, stop talking, sit down, and start working. <i>(Mary flounces and pouts and sighs in a rude way while she obeys.)</i> <i>(Teacher tactically ignores Mary and shows a positive focus on the class working.)</i> Teacher: Hands up those who have started! Good work. Hands up those who have finished question one already. Well done.

Level 4 strategies: Directed choices

If actions at levels one to three have not worked, go to the next level. Firmly offer alternative choices. Both alternatives must be acceptable to you, the teacher. Still aim to avoid power struggles by staying calm, giving clear instruction or options, and allowing take-up time. Follow through with consequences. Avoid threats that you won't act on.

Give choice	Examples:
Provide two clear choices for the student – both of which are acceptable to you, the teacher.	Teacher: John, you can choose to stop talking with Simon and stay sitting where you are, or you can choose to sit here near me. This was your last reminder. <i>(Teacher gives take-up time)</i> Teacher: I can see you made the choice to stay, so I am watching now to see you are working and not talking. Teacher: John, you can choose to stop talking with Simon and stay sitting where you are, or you can choose to sit here near me. This was your last reminder. <i>(Teacher gives take-up time)</i> Teacher: Simon – you have used up your warning. I can see when you kept talking that you made the choice to move. Bring your books and sit over here. <i>(Teacher gives take-up time.)</i> Teacher: Simon! (teacher makes hand signal to point to desk. <i>(Teacher looks away to give take-up time).</i> Teacher: <i>(after Simon has moved – teacher walks over)</i> Let's see what help I can give you with this. Teacher: Susan, you can put your toy away or you can put it on my desk. Which is it to be?

Level 5 strategies: Time out and follow up

If redirection, rule restatement, and alternative choices do not work, step five comes into play. Move the student to a special seat or a safer place in the classroom or to an agreed place outside the class (e.g. supervised time-out room, classroom of another teacher, or principal's office). Sending the student to time-out sends a clear message to the entire school community about non-negotiable behaviours. Give a task for the student to do in time-out. Either give work the student can easily do on their own without assistance or give a reflective task. A reflective task could be one in which they write or draw what they should be doing in class, or in the case of a student-to-student incident, what they think happened and what they could do to avoid being in such a situation again.

Time out	
After time-out, it is important to have a follow-up conversation with the student.	Teacher: You have used up your warnings Simon. Now your choices mean you cannot stay in class. We are in here to learn and you are stopping people from learning. Take your book with you and report to Mr X. You will work on questions 1 and 2. Options: • When you come back after lunch, I want to see your work and your new start. • I will send a student in two minutes to check that you have arrived. • I will see you at the start of lunch to talk about this.

Follow-up conversations

Some follow-up conversations may be short and focus on re-stating the rules and making an agreement and plan about what the student can do to help themselves keep the rules. Some follow-up conversations will be longer and involve making a behaviour contract. This conversation may involve another teacher or the principal. In the behaviour contract, include some behaviours which the student can more easily achieve (like arriving on time or sitting in the right place on a seating plan) as well as some the student has been finding more difficult. Mark the behaviour sheet at the end of each session of the day. Give praise for success. Ask for strategies that the student can use to make sure they succeed on the goal they have not met.

Follow-up conversations	Example
Ask students:	Teacher: Which rules did you break today?
Which rule did you break?	Student: Fighting.
Are you prepared to keep the rules when you come back to class?	Teacher: Yes – it was the rule: “Treat everyone with respect”. What was the other rule you broke?
What can you do to help yourself keep the rules?	Student: I don't know.
	Teacher: The other rule was “Students work hard in class”. You weren't working. This means you aren't learning. Are you prepared to keep these rules when you come back to class tomorrow?
	Student: Yes.
	Teacher: What can you do to help yourself keep the rules?
	Student: I don't know.
	Teacher: Who should you sit near?
	Student: Maybe Tim.
	Teacher: OK. Good choice. What should you do when you find the work hard?
	Student: Put my hand up.
	Teacher: Good. I think you know the right thing to do. You can have a new start tomorrow. I want to see you learning. I know you can do it when you try.

Level 6 strategies: Crisis plan or removal

In the most extreme cases, teachers need a crisis plan for out-of-control children. A message system of some sort may be needed for dangerous or violent students or for those who refuse to leave the classroom when directed. Stay calm. Do not use violence yourself. Send one or two students to get assistance from another teacher or principal. Tell the class to ignore the behaviour and keep working. When the student has been removed, praise the class for their effort to keep working in a difficult situation.

SESSION 11: Understanding a whole-school approach to prevention of SRGBV

Learning objectives

- Use the Gender Happy School tool to identify the key domains of action to contribute to the effective whole-school approach to the prevention of SRGBV
- Use the Fish tool to identify the cultural and institutional strengths schools have to support whole-school approaches to prevention of SRGBV, the resources they already have, and what else is needed to help build added strength or commitment

You will need:

- PowerPoint presentation for Session 11 to support your delivery of this session
- Flipchart or whiteboard
- Markers
- “Fish” diagram

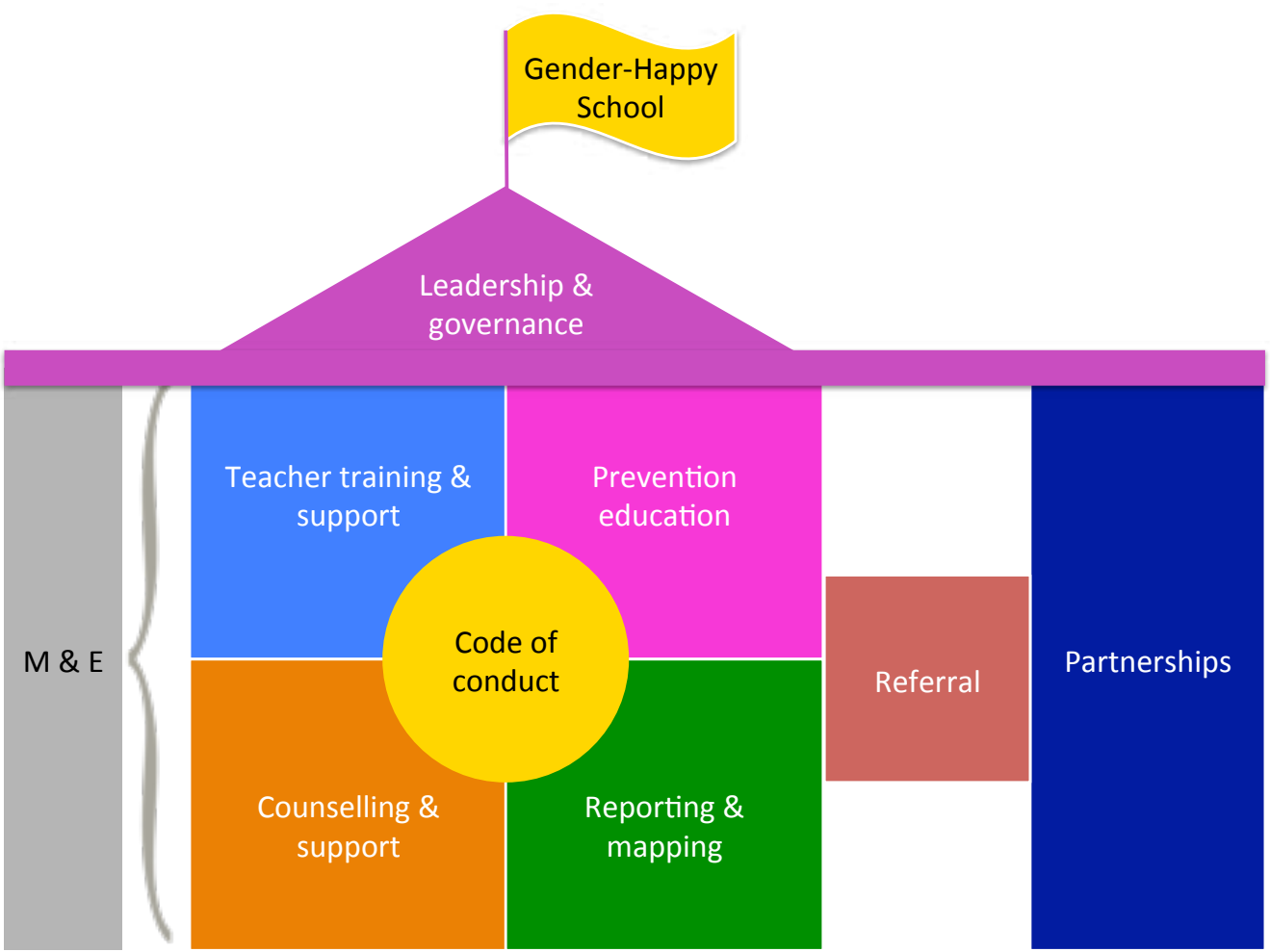
Activity 1: Design a ‘gender-happy’ school

 40 minutes

Steps to follow:

1. Explain to participants that a range of elements need to be in place to support effective school-based prevention responses to SRGBV, including:
 - Leadership and governance
 - Prevention education
 - Teacher training and support
 - Codes of conduct
 - Reporting and mapping
 - Counselling and support
 - Referral
 - Partnerships with parents and communities
 - Monitoring and evaluation
2. In addition, UNESCO’s six guiding strategies for a comprehensive approach to prevention of SRGBV can be applied (UNESCO, 2016).

3. Explain to participants that you will now use the “gender-happy school” tool to identify the key domains of action needed to contribute to the effective whole-school approach to the prevention of SRGBV.
4. Arrange participants into nine groups and allocate each group one of the nine elements.
5. Explain to the participants that together, these elements create a “gender-happy school”. Now ask each group to design what the gender-happy school would put in place within their allocated category to build a school in which all students are connected and protected. Ask them to write each idea on a separate Post-it note.
6. While groups are brainstorming, set up a mapping space on the floor, including space for each element (an example is given below).
7. Bring groups together around the mapping space. Ask each group in turn to present their strategies.
8. Point out the multiple elements which are required to ‘build’ a school in which all students are connected and protected.



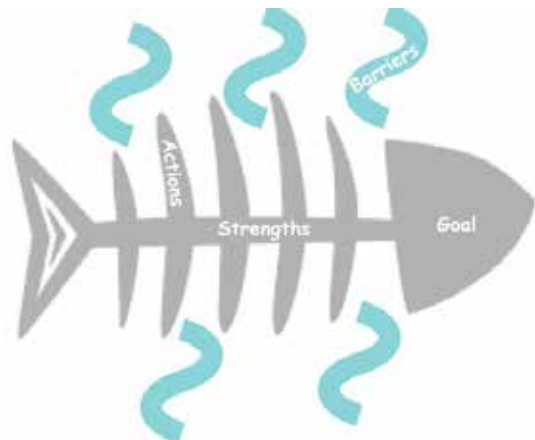
Example: Mapping space

Activity 2: Planning for action in the school

 20 minutes

Steps to follow:

1. Arrange participants in groups of four or five. As this is a planning activity, they may prefer to work in groups that reflect their organizations or areas of work.
2. Explain that they will now reflect on the current situation, goal, positive and negative forces, and possible steps that need to be taken to reach the goal.
3. Distribute a fish diagram and some marker pens to each group, and explain how it works:
 - At the head of the fish write your goals and objectives
 - Along the skeleton of the fish write the strengths and resources you already have that will help you to work towards this goal
 - Along the waving lines representing the tide write the barriers that you may have to work against in your efforts to move towards your goal
 - Along the fins identify all the key actions that will help the fish to swim towards its goal of implementing the programme and reducing SRGBV



4. Ask groups to present their work.
5. Conclude the activity by referring the participants to some of the resources available and highlighting the criteria that should be applied for selecting resources.

SESSION 12: Monitoring and evaluation and planning for next steps

Learning objectives

- Introduce participants to the M&E strategy and tools
- Identify key actions and next steps for action in the school

You will need:

- PowerPoint presentation for Session 12 to support your delivery of this session
- Flipchart or whiteboard
- Markers

Activity 1: Overview of the M&E strategy

 20 minutes

Steps to follow:

1. Ask participants what they understand M&E to be and why it is necessary for the Connect with Respect programme
2. Present samples of the data collection tools to outline the key steps.

Activity 2: Planning for immediate next steps

 20 minutes

Steps to follow:

1. Explain to participants that they will now work together in their groups to identify and plan what steps are needed for action in the school using the “journey tool” to help them.
2. Ask participants to map their next steps.
3. When they have finished, ask the groups to present their plans take them through the example.
4. Finally, take participants through the *Connect with Respect* pilot logical framework to demonstrate how they can roll out a pilot of the programme in their schools.
5. Conclude the activity by pointing out the 10 key commitments needed for successful rollout of a CwR pilot.

Closing

Steps to follow:

- 1. Bring the training to a close by thanking everyone for their participation and support.
- 2. Hand out the evaluation forms and ask participants to complete them, explaining that their feedback will be helpful in our work to refine the programme.

Training evaluation template

Demographics

Q1. Name of school

Q2. Role: (please tick)

Principal / principal class	
Teacher	
Well-being staff or counsellor	

Q3. Gender?

☐ Male

☐ Female

Teaching practice

Q4. Please MARK ONE box

How important do you think it is for teachers to use participatory learning activities to develop their students' social skills?	Not at all important (1)	Somewhat important (2)	Important (3)	Very important (4)	Extremely important (5)

Q5. Please MARK ONE box

How important do you think it is for the teacher to model respectful gender relationships?	Not at all important (1)	Somewhat important (2)	Important (3)	Very important (4)	Extremely important (5)

Q6. How often do you use the following teaching strategies? Please MARK ONE box per question

	Never (1)	A few times a year (2)	A few times a term (3)	Most weeks (4)	Weekly or more (5)	Not applicable (0)
a) Paired sharing						
b) Small group activities						
c) Role-play						
d) Collaborative games						
e) Teacher-led discussion						

Training

Q7. How effective was the training in: Please MARK ONE box per question

	Not at all effective (1)	Somewhat effective (2)	Effective (3)	Very effective (4)	Extremely effective (5)
a) Improving your overall knowledge of effective teaching strategies to use when teaching the <i>Connect with Respect</i> programme?					
b) Improving your confidence to teach activities from the <i>Connect with Respect</i> programme?					
c) Promoting the importance of taking a whole-school approach to building positive gender relationships?					
d) Promoting understanding of how to use positive discipline and behaviour management strategies?					
e) Improving your confidence to take a positive approach to behaviour management in the classroom?					

Q8. How useful were these different parts of the training? Please MARK ONE box per question

	Not at all effective (1)	Somewhat effective (2)	Effective (3)	Very effective (4)	Extremely effective (5)
a) Reading the introductory notes					
b) Reading the lesson materials					
c) Participating in the learning activities					
d) Discussion with fellow teachers					
e) Advice from the facilitators					
f) PowerPoint presentations					

Implementation

Q9. Please MARK ONE box per question

How important do you think it is for a school to teach about prevention of gender-based violence?	Not at all important (1)	Somewhat important (2)	Important (3)	Very important (4)	Extremely important (5)

Q10. Please MARK ONE box

How important do you think it is for a school to provide a classroom programme which teaches social skills?	Not at all important (1)	Somewhat important (2)	Important (3)	Very important (4)	Extremely important (5)

Q11. Please MARK ONE box

If the <i>Connect with Respect</i> programme is provided in full for students, how likely do you think it is to benefit them?	Not at all likely (1)	Somewhat likely (2)	Likely (3)	Very likely (4)	Extremely likely (5)

Q12. Please MARK ONE box

How confident are you that you can effectively teach the lessons in the <i>Connect with Respect</i> programme?	Not at all confident (1)	Somewhat confident (2)	Confident (3)	Very confident (4)	Extremely confident (5)

Q13. Please MARK ONE box

How confident are you to lead discussions about gender with your students?	Not at all confident (1)	Somewhat confident (2)	Confident (3)	Very confident (4)	Extremely confident (5)

Q14. Please MARK ONE box

How familiar are you with leading participatory learning activities similar to those in the <i>Connect with Respect</i> programme?	Not at all familiar (1)	Somewhat familiar (2)	Familiar (3)	Very familiar (4)	Extremely familiar (5)

Q15. Please MARK ONE box

To what extent does this programme fit with your personal values?	Not at all (1)	Somewhat (2)	A good fit (3)	A very good fit (4)	Extremely good fit (5)

Intentions to use

Q16. Do you intend to teach these units within the *Connect with Respect* programme? Please MARK ONE box

	No (1)	Not sure (2)	Yes (3)	Not applicable (0)
a) Topic 1: Gender and equality				
b) Topic 2: Gender equality and positive role models				
c) Topic 3: Awareness of gender-based violence				

d) Topic 4: A focus on school-related gender-based violence				
e) Topic 5: Communication skills for respectful relationships				
f) Topic 6: Skills for people who witness violence				
g) Topic 7: Help-seeking and peer support skills				

Q17. Please MARK ONE box

How likely are you to advocate for implementation of the <i>Connect with Respect</i> programme in your school?	Not at all likely (1)	Somewhat likely (2)	Likely (3)	Very likely (4)	Extremely likely (5)

Q18. How much support will you have in your school? Rate the following factors in relation to the extent to which they are likely to help support the teaching of *Connect with Respect* in your school? Please MARK ONE box

	Very low (1)	Low (2)	Moderate (3)	High (4)	Very high (5)
a) Having leadership support from your principal					
b) Having a place in the curriculum					
c) Commitment and support of other staff					
d) Awareness of high rates of gender-based violence					
e) Education department policy					
f) Receiving training in how to teach the programme					
g) Parent or community demand					
h) Other (please specify)					

Q19. How big are the following barriers? Rate the following in relation to how big a barrier they will be to limit or prevent teaching of the *Connect with Respect* programme in your school. Please MARK ONE box

	Very low (1)	Low (2)	Moderate (3)	High (4)	Very high (5)
a) Not enough time to teach the curriculum					
b) Not comfortable with the topic					
c) Not comfortable with using collaborative learning strategies					
d) Don't believe it is important					
e) Don't believe it should be part of my job					
f) Not enough training to guide me					
g) Class too big					
h) Not enough support from school leader					
i) Lack of staff team to help					
j) Challenges with managing student behaviour					
i) Other (please specify)					

Q20. Please MARK ONE box

I have a clear idea about when I will teach the <i>Connect with Respect</i> programme (e.g. which month)	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Very strongly agree (5)

Q21. Please MARK ONE box

I know which subject or learning area I will use to teach the <i>Connect with Respect</i> programme	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Very strongly agree (5)

Overall

Q22. Please MARK ONE box

Overall, how useful have you found this training?	Not at all useful (1)	Somewhat useful (2)	Useful (3)	Very useful (4)	Extremely useful (5)

Q23. Please MARK ONE box

Based on what you have learned, how keen are you to see the <i>Connect with Respect</i> programme provided for students?	Not at all keen (1)	Somewhat keen (2)	Keen (3)	Very keen (4)	Extremely keen (5)

Q24. Please MARK ONE box

Having completed this training, do you think you are likely to make any changes to the way you teach?	Not at all likely (1)	Somewhat likely (2)	Likely (3)	Very likely (4)	Extremely likely (5)

Q25. Please MARK ONE box

Having completed this training, do you think you are likely to make any changes to the way you relate to others?	Not at all likely (1)	Somewhat likely (2)	Likely (3)	Very likely (4)	Extremely likely (5)

Q26. Please MARK ONE box

To what extent was this training useful in having you understand your own gender relationships?	Not at all useful (1)	Somewhat useful (2)	Useful (3)	Very useful (4)	Extremely useful (5)

Glossary of terms

Accomplice: A person or people who support or encourage violence.

Bisexual: Someone who is attracted to and/or has sex with both men and women.

Bullying: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm; and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

Cyberbullying: A form of bullying characterized by the fact that bullies use the internet (mainly social media platforms such as Facebook) and mobile phones to hurt and upset people's feelings.

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal traits. Victims of discrimination are prevented from enjoying the same rights and opportunities as other people. Discrimination goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights.

Empathy: The ability to imagine what someone else might be thinking or feeling.

Gay: Same-sex sexual attraction, same-sex sexual behaviour, and same-sex cultural identity in general.

Gender is a word used to describe the way in which ideas about how males and females should behave influence what happens. This includes things like the way they dress, the things they do, and the way they relate to others. Gender roles and expectations are learned, can change over time, and can vary within and among cultures.

Gender-based violence: Gender-based violence is violence that targets individuals or groups on the basis of their gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering against someone (male or female) based on gender role expectations and stereotypes. Gender-based violence occurs as a result of normative role expectations associated with one's gender and unequal power relationships between genders. Gender-based violence can be from male-to-male; male-to-female; female-to-female; or female-to-male. Females are more at risk of being the victims of gender-based violence, although males who are thought to be or who are same-sex preferred are also at heightened risk of gender-based violence, as are transgender people.

Gender equality: The equal valuing by society of men and women and equal conditions for realizing full human rights contributing to, and benefiting from, economic, social, cultural, and political development.

Gender equity: The process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How an individual expresses their own gender to the world, i.e. through names; clothes; how they walk, speak, and communicate; and general behaviour.

Gender identity: An individual's self-conception as being man or woman (or both or neither), as distinguished from their biological sex during and after birth.

Gender justice: Equal treatment and equitable value of all genders.

Help-seeking: Help-seeking involves communicating with other people to obtain help in terms of understanding, advice, and general support in response to a problem or distressing experience. Help-seeking relies on other people and is therefore often based on social relationships and interpersonal skills.

Homophobia: Fear, rejection, or aversion, often in the form of stigmatizing attitudes or discriminatory behaviour, towards people who have sex with and/or sexual attraction to or desires for people of the same sex.

Homophobic bullying: A gender-specific type of bullying that is based on actual or perceived sexual orientation or gender identity. Can also be called bullying on the basis of perceived sexual orientation or gender identity/expression.

Human rights: The freedoms and entitlements that belong to everyone because they are human. Human rights are about respecting people's dignity and ensuring they have the resources needed to survive, develop, and participate in society. They are universal and cannot be taken away.

Lesbian: A female who experiences sexual attraction to and the capacity for an intimate relationship with other women.

Men who have sex with men: Males who have sex with males, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity.

Perpetrator: A person who carries out a violent act or causes hurt and/or harm.

Positive behaviour management: Positive behaviour management approaches are those that stress prevention, support, and avoidance of confrontation and that focus more on development of values, relationships, and skills enabling positive student behaviour rather than on punishment for student misbehaviour.

Power: Power can be positive or negative. Positive power is seen when we use the power we have within ourselves to change our surroundings for the better. Negative power can be seen when one group of people uses their cultural advantages to control another group. Gender inequality is closely linked to unequal power between females and males.

Prejudice: Unreasonable feelings, opinions, or attitudes generally formed without knowledge, thought, or reason, often of a hostile nature, regarding a racial, religious, or other group.

Rape: Forcing another person into an act of penetrative sex against their will.

Respect: A feeling of understanding and appreciation for all human beings and creatures in the world.

School-related gender-based violence (SRGBV): All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual, or psychological harm of children (female, male, intersex, and transgender children and youth of all sexual orientations). SRGBV is based on stereotypes, roles, or norms attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalization and other vulnerabilities. SRGBV can include physical, psychological, verbal, and sexual violence.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts.

Sexual harassment: Sexual harassment is unwelcome sexualized verbal or physical behaviour. Examples include comments and whistling. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexual identity: How individuals identify their own sexuality (usually based on sexual orientation).

Sexual orientation: Whether an individual is attracted to the same sex, another sex, or both the same and other sexes. The term 'gender identity' is used to describe whether an individual defines themselves as being a man, woman, or some other gender.

Sexuality: The sexual knowledge, beliefs, attitudes, values, and behaviours of individuals. Its dimensions include the anatomy, physiology, and biochemistry of the sexual response system; sexual identity, orientation, roles, and personality; and thoughts, feelings, and relationships. Its expression is influenced by ethical, spiritual, cultural, and moral concerns.

Stereotype: A generalized and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men, or women is called gender stereotype.

Social cohesion: A socially cohesive society is one where all groups have a sense of belonging, recognition, and legitimacy despite differences in ideas, opinions, skills, and experience. Education can help promote social cohesion by including all young people and teaching the importance of citizenship, healthy peaceful relationships, and respect for diversity.

Stigma: An opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions.

Tolerance: Being willing to accept feelings, habits, or beliefs that are different from your own and which you may not agree with.

Transgender: A transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance); female to male (male appearance); third gender which is neither male nor female; or not yet have made a transition to a specific gender. Transgender is not a sexual orientation; transgender people may have any sexual orientation.

Victim: A victim is a person who has been the target of violence.

Violence against women and girls: Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.

Whole-school approach: A whole-school approach assumes that all members of the school community (teachers, administrative staff, students, and parents) have a key role to play in promoting a supportive school culture. A whole-school approach involves all areas of the school – policy and procedures, teaching practices, curricula, and the physical and social environment.

Witness: In the context of violence, a witness is a person who sees or hears about a violent act, or is told about a violent act.

Appendix: Example data cards

HANDOUT FOR SESSION 1, Activity 6: Data swap (1 set – Modify the cards to suit your local context)

Regional statistics

In Africa, what are the top five most common causes of death for young people aged 10-19?

Males aged 10-19	Females aged 10-19
1. HIV and AIDS (44%)	1. HIV and AIDS (49%)
2. Road injuries (21%)	2. Diarrhoeal disease (18%)
3. Meningitis (18%)	3. Lower respiratory infections (18%)
4. Lower respiratory infections (17%)	4. Meningitis
5. Diarrhoeal disease (17%)	5. Maternal conditions (16%)

Source: United Nations, 2015

**Look for the data from your country here:*
<http://apps.who.int/gho/data/node.wrapper.HEALTHADO?lang=en>

Source: United Nations, *The World’s Women 2015*, D.o.E.a.S.A. (DESA), Editor. 2015, United Nations Publications: New York.

What proportion of young people aged 15-19 in Eastern and Southern Africa think that it is acceptable for a husband to hit his wife?

55% of females
46% of males

**Look for the data from your country here:*
http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children’s Fund (UNICEF).

What percentage of young people aged 15-19 in Eastern and Southern Africa are married or in union?

19% of females
3% of males

**Look for the data from your country here:*
http://www.unicef.org/sowc2013/files/Table_11_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children’s Fund (UNICEF).

National statistics*

**Example statistics have been provided. Follow the links to look for statistics from your country*

In Tanzania, are males or females more likely to attend secondary school?

26% of males attend secondary school
24% of females attend secondary school

**Look for statistics for your country here:*
http://www.unicef.org/sowc2013/files/Table_5_Stat_Tables_SWCR2013_ENGLISH.pdf

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children’s Fund (UNICEF).

In Malawi, what percentage of young people aged 15-19 are married or in union?

2% of males
23% of females (that’s nearly one quarter)

**Look for statistics for your country here:*
https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children’s Fund, Division of Communication: New York.

In Zambia, what proportion of young people aged 15-19 think that it is acceptable for a husband to hit his wife under some conditions?

55% of adolescent males
61% of adolescent females

**Look for statistics for your country here:*
<http://www.unicef.org/sowc2014/numbers/documents/english/EN-FINAL%20Table%2011.pdf>

Source: UNICEF, *State of the Worlds Children: Statistical Tables*. 2014, New York: United Nations Children's Fund (UNICEF).

What proportion of males aged 15-49 in Tanzania think that it is acceptable for a husband to hit his wife under some conditions?

38% of adult males (that's nearly 4 in 10)
54% of adult females (that's over half)

**Look for statistics for your country here:*
https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

In Uganda, what proportion of adults aged 15-49 think that it is acceptable for a husband to hit his wife under some conditions?

58% of adult women
44% of adult males

**Look for statistics for your country here:*
https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

Source: UNICEF, *State of the Worlds Children: A Fair Chance for Every Child*. 2016, United Nations Children's Fund, Division of Communication: New York.

True or false: In Zimbabwe, the constitution guarantees equal treatment for women and men under the law.

True. The equal treatment of women and men is included in Section 56 of the Constitution of Zimbabwe.

True or false: In Swaziland, the constitution prohibits the use of corporal punishment on children.

True. The 2005 Constitution, Child Protection and Welfare Act, prohibits the use of corporal punishment.

In Namibia, what percentage of young people aged 13-15 drink alcohol?

21% of females (that's over 2 in 10)
26% of males (that's nearly one quarter)

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Namibia*. 2013.

In Namibia, what percentage of young people aged 13-15 drink alcohol?

21% of females (that's over 2 in 10)
26% of males (that's nearly one quarter)

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Namibia*. 2013.

In Kenya, how many young people (under 18 years) report physical violence?

73% of males
66% of females

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, & Kenya National Bureau of Statistics. (2012). *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*. Nairobi, Kenya: United Nations Children's Fund Kenya Country Office.

In Zambia, what percentage of young people aged 13-15 drink alcohol?

39% of males
45% of females

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia*. 2004.

In Zimbabwe, what percentage of young people 13-15 report having drunk so much alcohol they were really drunk on one or more times during their life?

19% of males
14% of females

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zimbabwe (Harare)*. 2003.

In Swaziland, what percentage of young people aged 13-15 report being in a physical fight one or more times during the past 12 months?

27% of males
14% of females

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Swaziland*. 2013.

In Uganda, what percentage of young people aged 13-15 report being seriously injured one or more times during the past 12 months?

67% of males
60% of females

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Uganda*. 2003.

In Zambia, what percentage of young people aged 13-15 years have experienced bullying during the past month?

63% of males (that's over 6 in 10)
67% of females (that's nearly 7 in 10)

**Look for statistics for your country here:*
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia*. 2004.

In Kenya, what percentage of young people aged 13-15 report having had a hangover, feeling sick, getting into trouble with family or friends, missing school, or getting into fights from drinking alcohol?

29% of males
27% of females

*Look for statistics for your country here:
<http://www.who.int/ncds/surveillance/gshs/factsheets/en/>

Source: Centre for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-based Student Health Survey: Kenya*. 2003.

In Tanzania, how many young people reported that their first experience of sexual intercourse was unwilling?

18% of males
29% of females

[12]*Look for statistics for your country here:
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.

In Kenya, what percentage of people believe that a woman should tolerate spousal violence in order to keep her family together?

50% of males
40% of females

*Look for statistics for your country here:
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children's Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.

In Malawi, how many young people aged 18-24 reported the experience of emotional violence prior to 18 years?

One in three males
One in five females

*Look for statistics for your country here:
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

In Kenya, what percentage of young people (under 18 years) have experienced corporal punishment?

73% of males
66% of females

**Look for statistics for your country here:*
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: United Nations Children’s Fund Kenya Country Office, Division of Violence Prevention, National Centre for Injury Prevention and Control, US Centers for Disease Control and Prevention, and Kenya National Bureau of Statistics, *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood*, in VACS series. 2012, United Nations Children’s Fund Kenya Country Office: Nairobi, Kenya.

In Tanzania, how many young people experience sexual violence before turning 18 years old?

13% of males
30% of females

**Look for statistics for your country here:*
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.

In Malawi, where are young people (under 18 years) most likely to experience sexual abuse?

Males	Females
1. Perpetrator’s home (28%)	1. Victim’s home (23%)
2. Victim’s home (22%)	2. Perpetrator’s home (22%)
3. School (20%)	3. On a road (18%)
4. On a road (17%)	4. At school (14%)
5. By a field or body of water (8%)	5. Someone else’s home (12%)

Source: Ministry of Gender et al., 2013

**Look for statistics for your country here:*
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey*, in VACS Series. 2013: Lilongwe, Malawi.

In Zimbabwe, what was the most common reason for not seeking services following an incident of sexual abuse prior to 18 years?

Males	Females
1. Did not think it was a problem (72%)	1. Did not think it was a problem (31%)
2. Embarrassed for self or family (20%)	2. Afraid of getting into trouble (25%)
3. Other (9.5%)	3. Did not want to get the abuser into trouble (24%)
4. Did not need/want services (9.3%)	4. Other (11%)
5. Afraid of getting into trouble (9%)	5. Did not need/want services (9%)

Source: ZIMSTAT et al., 2013

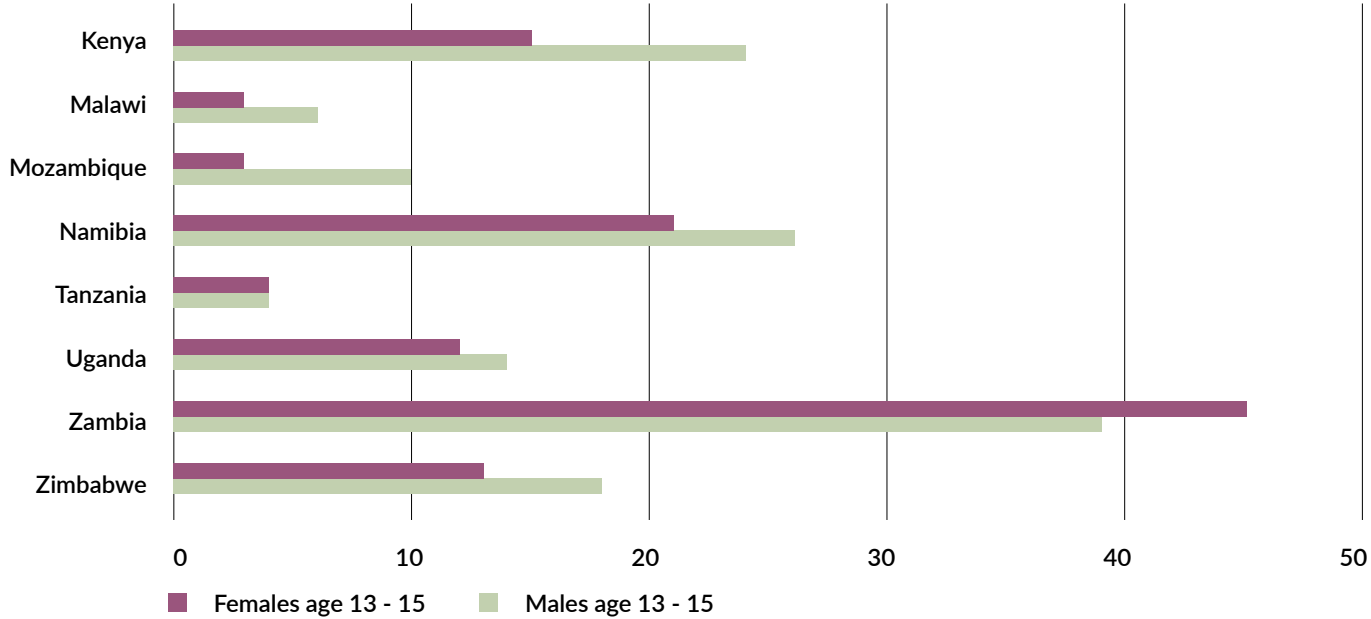
*Look for statistics for your country here:
<https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/reports.html>

Source: Zimbabwe National Statistics Agency, United Nations Children’s Fund, and Collaborating Centre for Operational Research and Evaluation, *National Baseline Survey on Life Experiences of Adolescents, 2011*, in VACS Series. 2013, ZIMSTAT: Harare.

Statistics for teachers

(these can be found in the *Connect with Respect* Guidance notes)

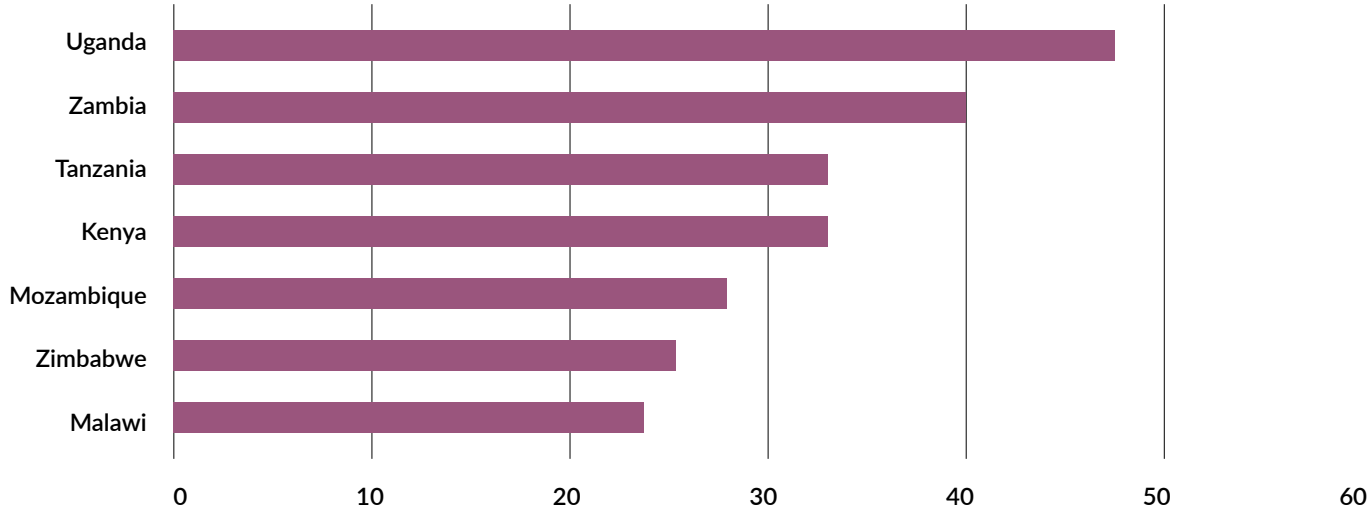
Graph 1: Alcohol consumption 13-15 year olds (%)



Indicator: Alcohol consumption (aged 13-15) defined as the ‘percentage of 13-15-year-olds who had consumed at least one alcoholic drink on at least one day during the 30 days before the survey’.

Data reported in this figure was compiled from the Global School-based Student Health Survey in: Kenya [11]; Malawi [17]; Mozambique [18]; Namibia [6]; Tanzania [19]; Uganda [10]; Zambia [7]; Zimbabwe [8]

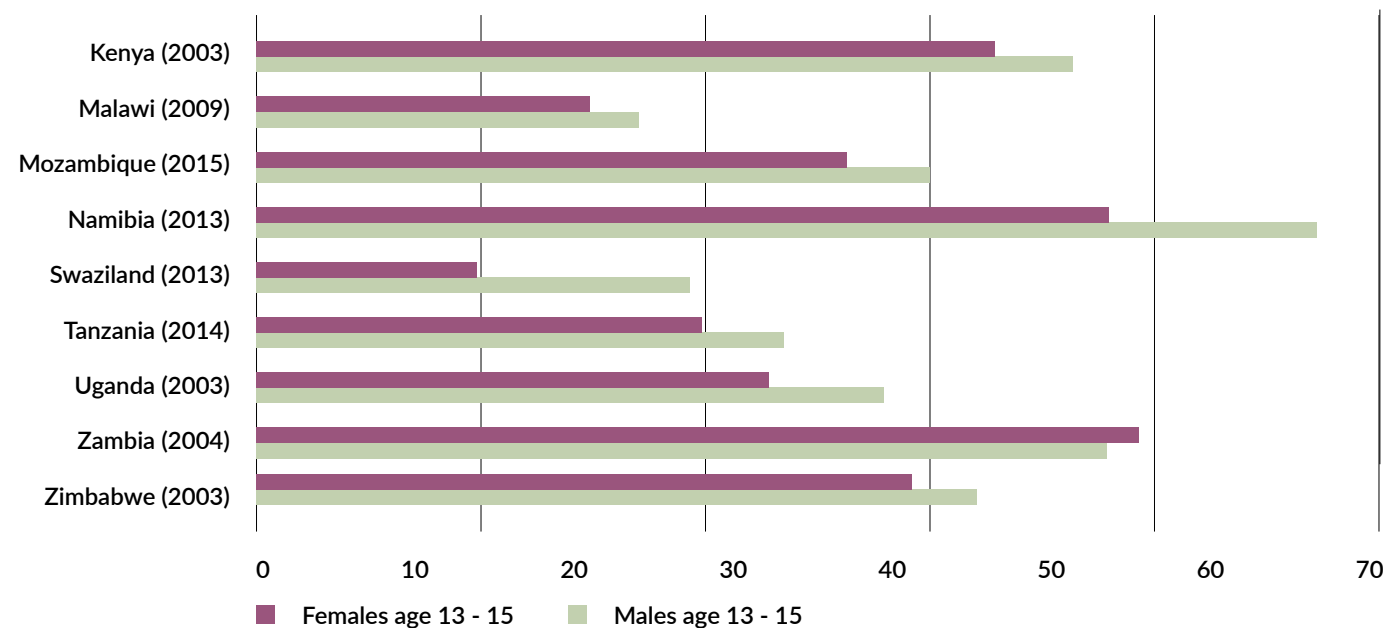
Graph 2: Lifetime experience of physical violence reported by females (%)



Indicator: Proportion of women aged 15-49 experiencing physical violence at least once in their lifetime.

Source: United Nations, 2015

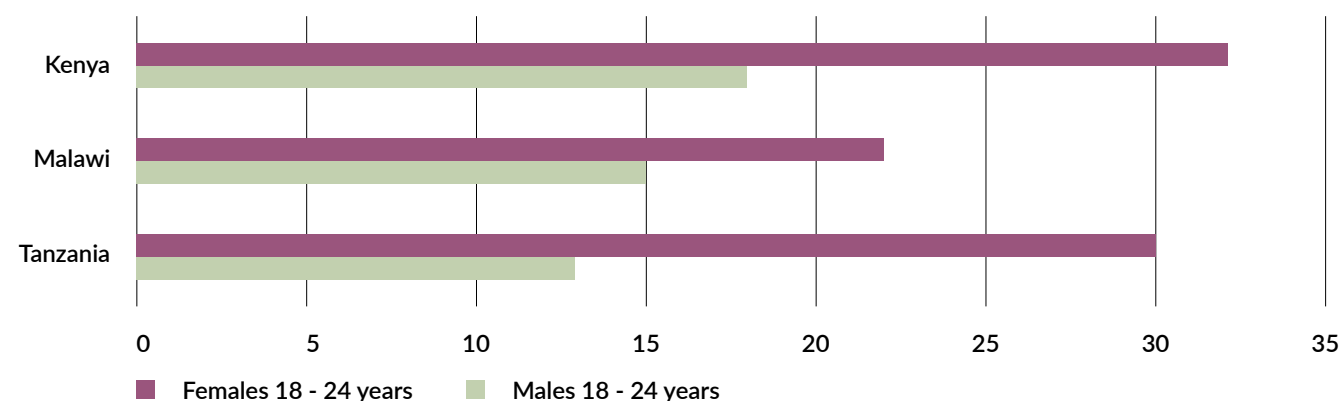
Graph 3: Students who were in a physical fight one or more times during the past 12 months (%)



Indicator: Students (aged 13-15) who report being in a physical fight defined as 'percentage (%) of students who were in a physical fight on or more times during the past 12 months'

Data reported in this figure was compiled from the Global School-based Student Health Surveys in: Kenya (CDC & WHO, 2003); Malawi (CDC & WHO, 2009); Mozambique (CDC & WHO, 2015); Namibia (CDC & WHO, 2013a); Swaziland (CDC & WHO, 2013b); Tanzania (CDC & WHO, 2014); Uganda (CDC & WHO, 2003a); Zambia (CDC & WHO, 2004); and Zimbabwe (CDC & WHO, 2003b)

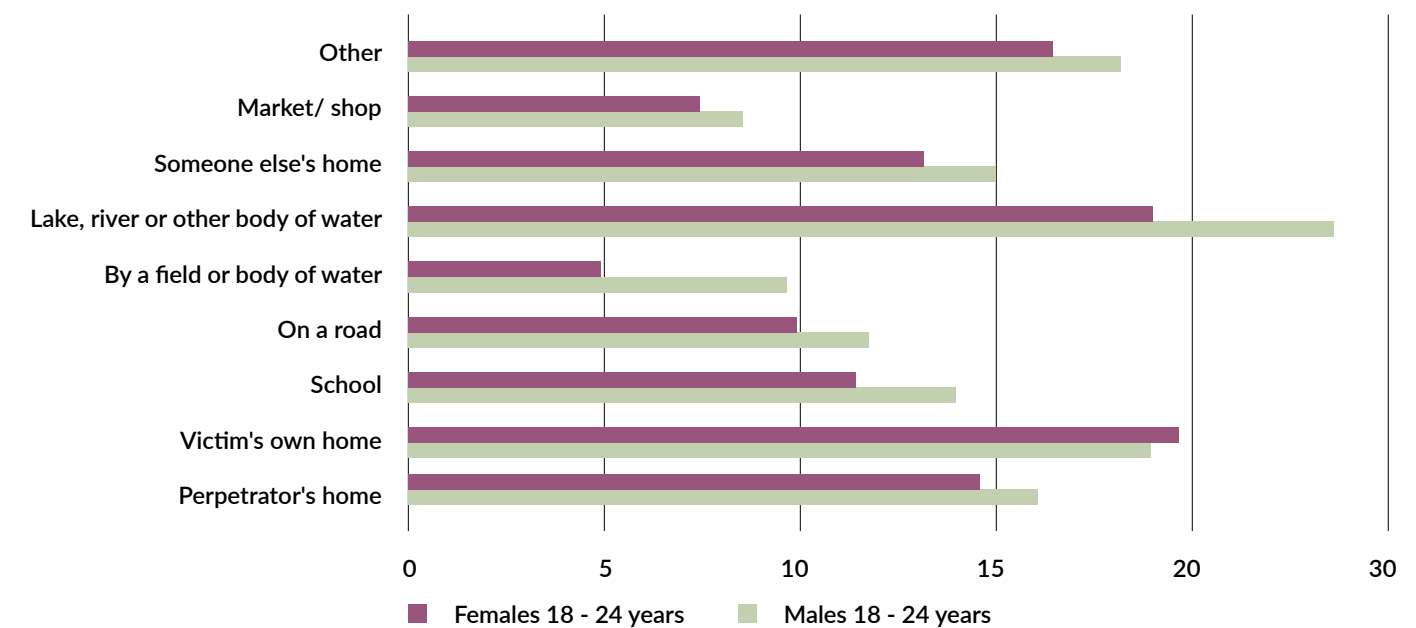
Graph 4: Reported experience of sexual violence by young people prior to 18 years (%)



Indicator: Reported experience of sexual violence defined as 'percentage (%) of males and females aged 18-24 who reported experiencing any sexual abuse prior to the age of 18'

Data reported in this figure was compiled from the VACS studies in: Kenya (UNICEF Kenya et al, 2012); Malawi (Ministry of Gender et al., 2013); and Tanzania (Division of Violence Prevention et al., 2009)

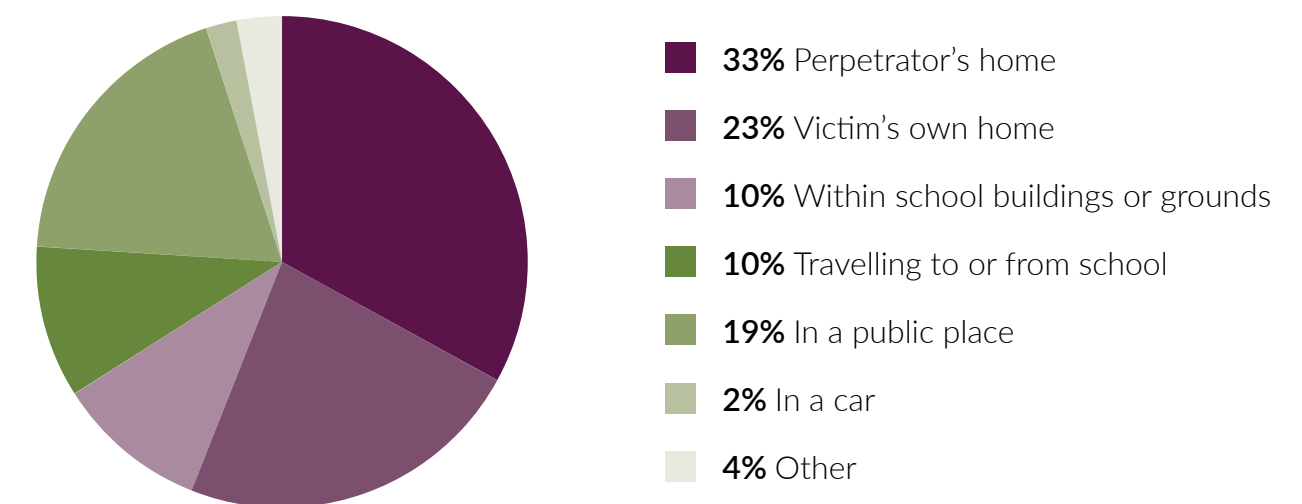
Graph 5: Malawi: location where first incident of sexual abuse occurred, as reported by 18-24-year-olds to have occurred prior to 18 years of age (%)



Indicator: Malawi, location of sexual abuse defined as 'location (%) where first incident of sexual abuse occurred: 18-24-year-olds experiencing sexual abuse prior to 18 years of age'

Source: (Ministry of Gender et al., 2013)

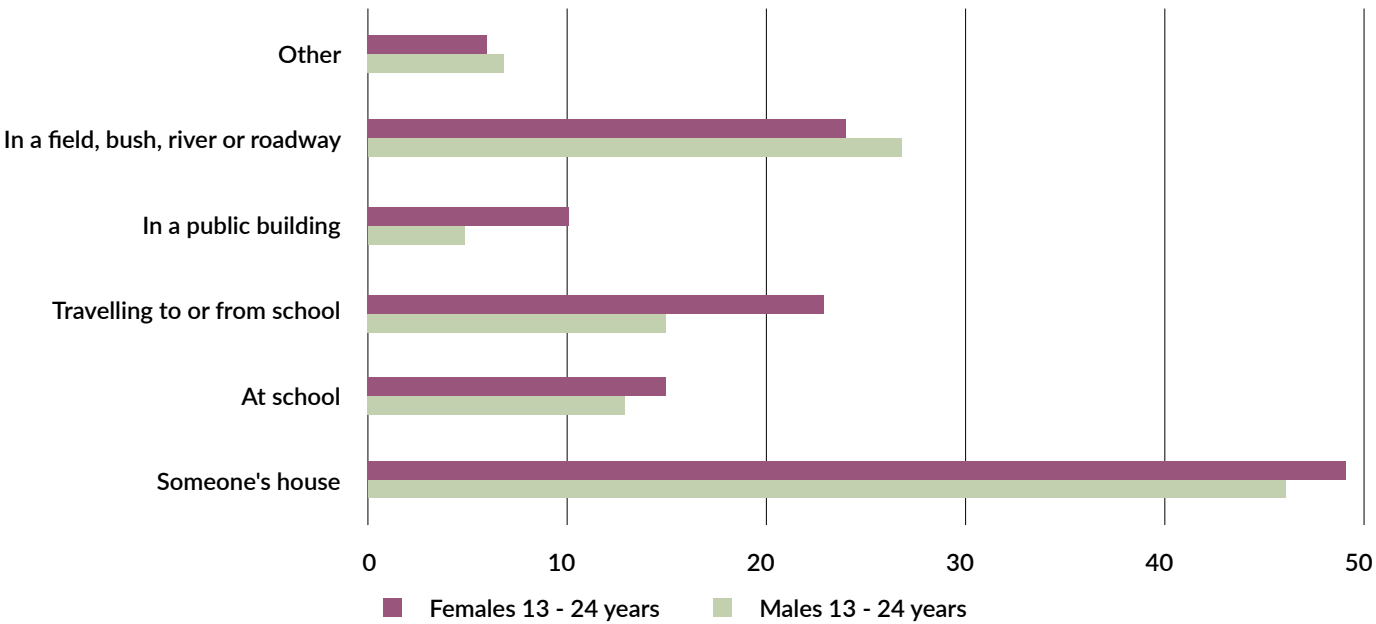
Graph 6: Swaziland: location where first incident of sexual abuse occurred prior to 18 years, as reported by 18-24-year-old females



Indicator: Swaziland, location of sexual abuse defined as 'location percentage (%) where first incident of sexual abuse occurred: 18-24-year-old females experiencing sexual abuse prior to 18 years of age'

Source: (Swaziland UNICEF & CDC, 2007)

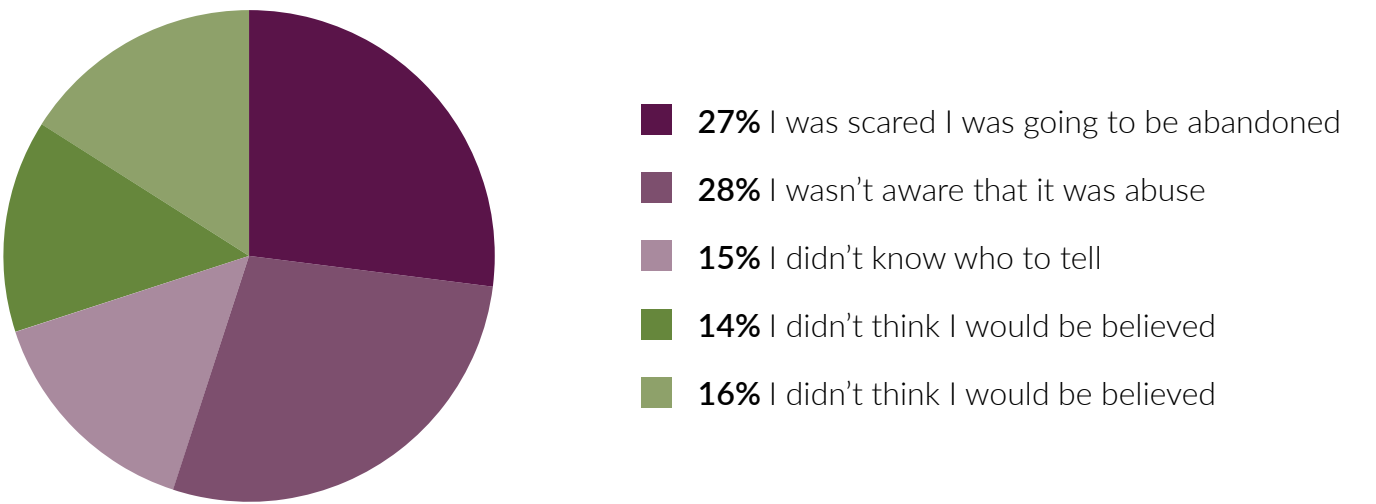
Graph 7: Tanzania: location where first incident of sexual abuse occurred, as reported by 13-24 year olds. Abuse to have occurred prior to 18 years of age (%)



Indicator: Tanzania, location of sexual abuse defined as 'location (%) where first incident of sexual abuse occurred: 13-24-year-olds prior to 18 years of age'

Source: (Division of Violence Prevention et al., 2009)

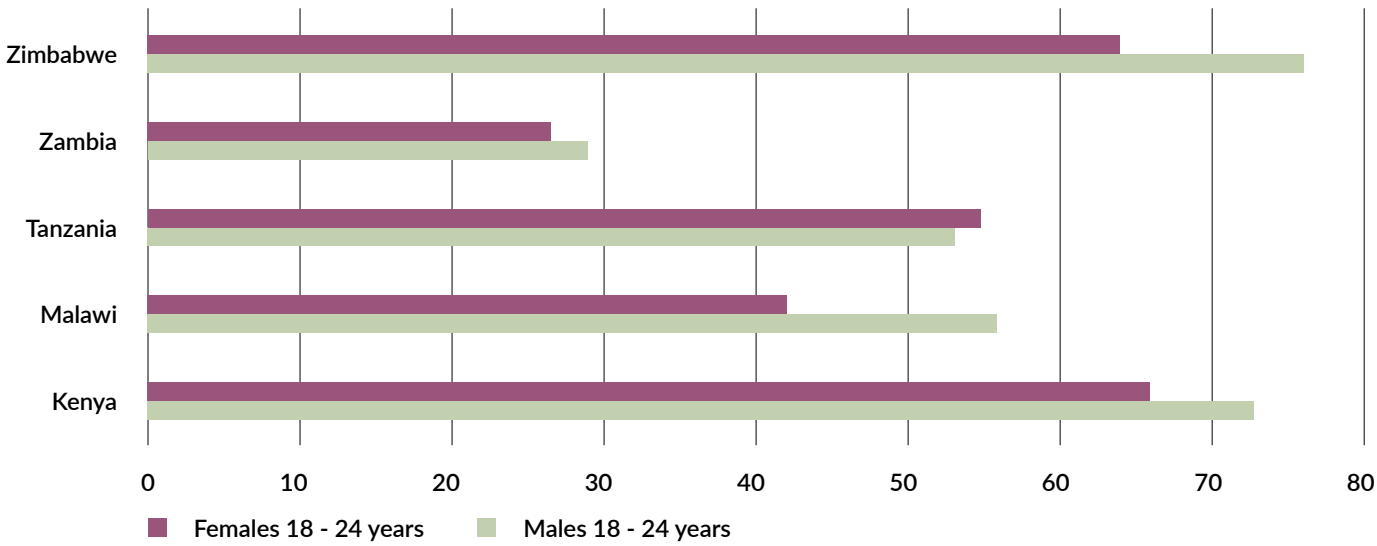
Graph 8: Swaziland: reasons for not reporting incidents of sexual violence experienced by females aged 13-18 (%)



Indicator: Reasons for not reporting incidents of sexual violence defined as 'primary reason for not reporting sexual violence among those who did not report, aged 13-18, when the incident occurred'

Source: (Swaziland UNICEF & CDC, 2007)

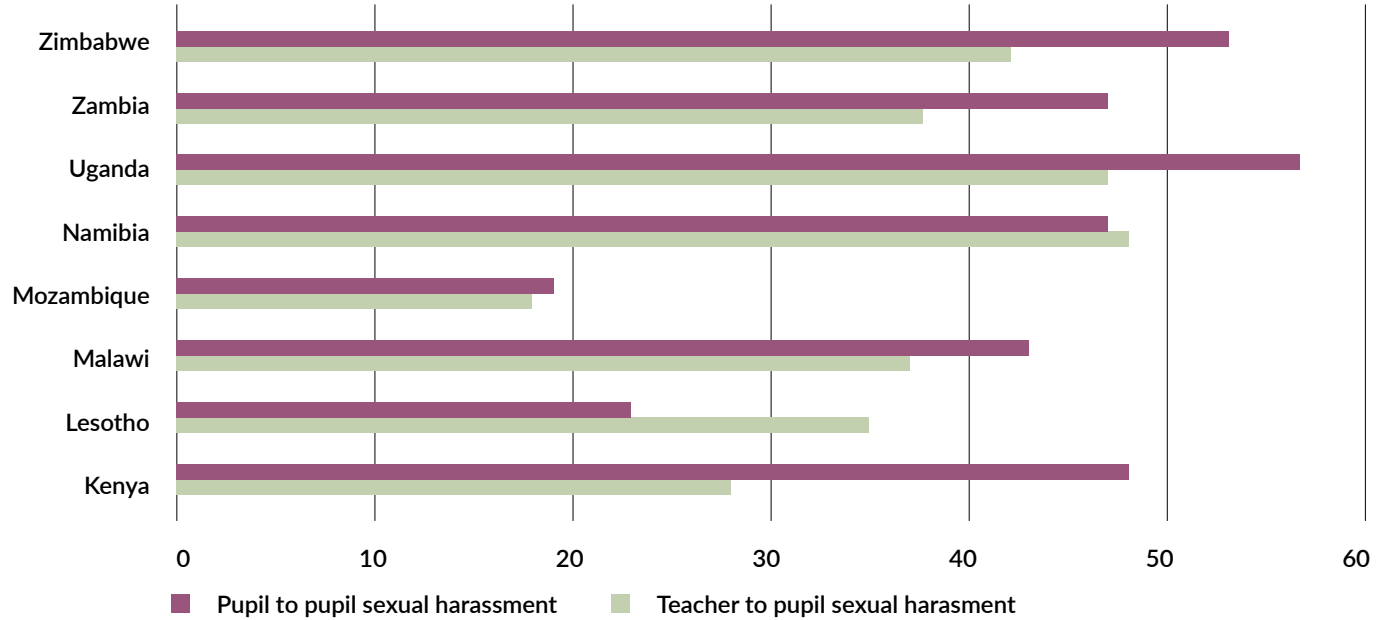
Graph 9: Experienced violence on the part of parents, adults, care givers and authority figures prior to age 18 years



Indicator: physical violence experienced before 18 years, perpetrated by parents, adults, care givers and authority figures defined as 'prevalence of physical violence prior to age 18 reported by females/males 18-24 years of age by parents, adult caregivers, and authority figures in 9 VACS country sites.'

Source: (Fry, 2016)

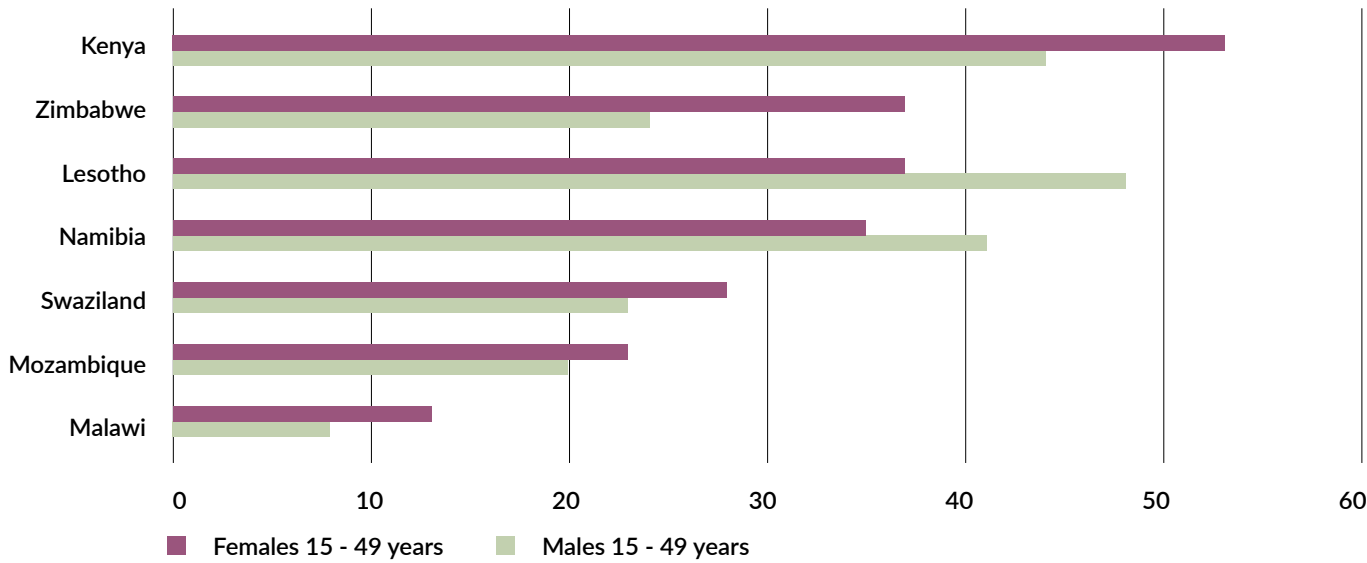
Graph 10: Principal reports of sexual harassment occurring from teacher to student, and from student to student (%)



Indicator: Principal reports of sexual harassment defined as the 'percentage of school principals who report that sexual harassment occurs 'often' or 'sometimes' in their schools, by perpetrator and country, 2007'

Source: UNESCO & UNGEI, 2015

Graph 11: Men and women (aged 15-49) who believe it justifiable for a husband to hit his wife for one or more specified reasons (%)



Indicator: Attitudes towards wife-beating: proportion of women and men aged 15-49 years who agree that a husband is justified in hitting or beating his wife for at least one of five specified reasons: if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations'

Source: United Nations, 2015.

Table 2: Tanzania: reasons for not reporting incidents of sexual violence experienced by females and males (aged 13-24)

Reason	Female	Male
Fear of abandonment or separation	33.8%	16.0%
Did not want to embarrass their family	9.3%	17.8%
Did not know who to tell	7.3%	No data
Did not think people would believe them	6.6%	13.3%
Did not view it as a problem	4.6%	28.0%
Believed it was no one else’s business	9.3%	15.1%
Thought they were strong enough to deal with it them self	6.0%	14.2%
Not wanting to get the perpetrator in trouble	7.3%	12.5%
Threats by the perpetrator	0.6%	No data

Indicator: Reasons for not reporting incidents of sexual violence defined as ‘reasons given for not telling anyone about experiences of sexual violence, as reported by 13-24 year olds who experience childhood sexual violence and did not disclose [12]

Table 3: Zimbabwe: reasons for not seeking services for incident/s of sexual violence (males and females’ experiences prior to the age of 18 years)

Reason	Females aged 13-24	Males aged 13-24
Afraid of getting into trouble	25.0%	8.9%
Embarrassed for self or family	18.7%	20.2%
Did not want abuser to get into trouble	23.8%	0.0%
Too far to services	8.9%	0.0%
Afraid of being abandoned	0.4%	0.0%
Did not think it was a problem	31.6%	71.7%
Could not afford transport	0.7%	0.0%
Could not afford service fee	0.0%	0.0%
Did not need/ want services	9.1%	9.3%
Other reason	10.3%	9.5%

Indicator: Zimbabwe, reasons for not seeking services following incident/s of sexual violence defined as ‘percentage of males and females aged 18-24 who reported various reasons why they did not try and seek services for incidents of sexual violence prior to the age of 18’ [ZIMSTAT et al., 16]

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UNESCO Regional Office for Southern Africa

8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe
+263 (0)776775 - 9
harare@unesco.org



@unescoROSA



@unescoROSA



www.unesco.org/harare