“all survivors need good quality care and support to help them heal and recover”
Strengthening education sector response to sexual violence

This two-day training on good practice in education sector response to sexual violence is for teachers and other school-based staff. The aim of this training is to increase knowledge among school staff about good practice in responding to sexual violence and provide participants with the opportunity to plan how to strengthen their school’s support to students who have experienced sexual violence. This training is made up of two modules, each of which is designed to be delivered in one day.

Before participating in this training, it is necessary to complete:

- Three days of training on Sexual Violence, Social Norms and Self-Awareness, found in Part One: Building Knowledge and Awareness of the Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) Toolkit.
- Four days of training on Putting Survivor-Centred Response into Practice, found in the second section of Part Three of the CC Toolkit, Strengthening Community Based Care.
OVERVIEW

MODULE 1  SCHOOLS AND SEXUAL VIOLENCE

School-based prevention and response to sexual violence is an important component of the CC Programme for a number of reasons: schools are often places of high risk for sexual violence – girls face sexual violence perpetrated by teachers and other staff and also perpetrated by fellow students; schools are important community institutions that play a role in shaping and reinforcing beliefs and norms – both harmful and healthy; teachers are influential and respected members of the community and can play a role in identifying students who have experienced sexual violence and providing them with appropriate support and referral.

TOPICS

• TOPIC 1: Schools and teachers (1 hour, 30 minutes)
• TOPIC 2: Myths and facts about sexual violence and children (1 hour, 30 minutes)
• TOPIC 3: Schools and sexual violence (1 hour, 30 minutes)
• TOPIC 4: Good practice in education sector responses to sexual violence (1 hour)

MODULE 2  RESPONDING TO SEXUAL VIOLENCE REPORTS

This module provides practical information on recognizing indicators of sexual abuse among students and knowing what to do if a student discloses abuse, in line with legal and policy reporting requirements. The final session of the module – encourages participants to identify concrete strategies for improving response to students who have experienced sexual violence in their school.

TOPICS

• TOPIC 1: Responding to sexual violence against students (1 hour)
• TOPIC 2: Reporting and referring (2 hours)
• TOPIC 3: Our context and responsibilities (1 hour)
• TOPIC 4: Strengthening our response (1 hour, 30 minutes)
ADAPTING THE TRAINING

Before delivering the training it is necessary to review the entire content and adapt it as necessary to your context. You will need to adapt it in two ways:

1. By ensuring the activities are appropriate to your context, for example that they are culturally acceptable and relevant. If you identify an activity that might not be appropriate, you need to substitute it with one that will enable you to achieve the same objective.

2. There are places in the training that you need to insert locally specific information or material or presentations from your context. Guidance about where and how to do this is contained in the notes to facilitators at the beginning of each module.

TO DO

- Go through the modules and review all sessions, and make sure the activities are locally appropriate. Decide on alternative activities if needed.
- Read the facilitator notes for each module and make sure you have developed and inserted local information and material where indicated and planned for guest presentations before you do the training.

This training is made up of 2 modules, each of which is designed to be delivered in a day.
MODULE 1

Schools and sexual violence

LEARNING OBJECTIVES

At the end of this module participants will be able to:

1. Discuss the qualities of an effective teacher and reflect on their strengths and areas for improvement.
2. Understand the concept of informed consent.
3. Describe the role of schools in preventing and responding to sexual violence.
4. Identify components of an effective education sector response to sexual violence.

Participant handouts

Handout 1: Pre-test
Handout 2: Myths and facts about sexual violence and children
Handout 3: Coercion case studies
Handout 4: Teachers and good schools
Handout 5: Overview of promising practices and pitfalls in education sector
PART 3 Strengthening Community-Based Care

Participant handouts

Handout 1: Pre-test
Handout 2: Myths and facts about sexual violence and children
Handout 3: Coercion case studies
Handout 4: Teachers and good Schools
Handout 5: Overview of promising practices and pitfalls in education sector
# MODULE 1 | SCHEDULE | DAY 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:45</td>
<td>• Welcome participants</td>
<td>1–4</td>
<td><strong>Handout 1:</strong> Pre-test</td>
</tr>
<tr>
<td></td>
<td>• Introduce trainer/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participant introduction activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group discussion on ground rules and groups norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Present training timetable and objectives</td>
<td></td>
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</tr>
<tr>
<td>9:45–10:45</td>
<td>• Schools and Teachers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>10:45–11:00</td>
<td><strong>Morning tea</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>• Schools and teachers</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11:30–1:00</td>
<td>• Myths about sexual violence and children</td>
<td>7–10</td>
<td><strong>Handout 2:</strong> Myths and facts about sexual violence and children</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Handout 3:</strong> Coercion case studies</td>
</tr>
<tr>
<td>1:00–2:00</td>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00–3:00</td>
<td>• Schools and sexual violence</td>
<td>11–18</td>
<td><strong>Handout 4:</strong> Teachers and good schools</td>
</tr>
<tr>
<td>3:00–3:15</td>
<td><strong>Afternoon tea</strong></td>
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</tr>
<tr>
<td>3:15–3:45</td>
<td>• Schools and sexual violence</td>
<td>19–21</td>
<td></td>
</tr>
<tr>
<td>3:45–4:45</td>
<td>• Good practice in education sector responses to sexual violence</td>
<td>22–23</td>
<td><strong>Handout 5:</strong> Overview of promising practices and pitfalls in education sector</td>
</tr>
<tr>
<td>4:45–5:00</td>
<td>• Summary of day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Questions</td>
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</tr>
</tbody>
</table>
NOTE TO FACILITATORS

Establishing group norms:

If you are facilitating this training with a group that has worked together in previous training you will need to review the group norms established on the first day of the training.

If the group has not yet worked together, you may wish to use the activity below to help explore and establish group norms.

1  Divide participants into small groups of four to six. Ask each group to:
   • Reflect on how we have traditions that inform how we behave and interact on special occasions, such as weddings, funerals or religious and cultural festivals. Choose one of these occasions and make a list of behaviours that are acceptable/unacceptable for it.
   • Imagine someone is visiting from a completely different place who does not speak your language or know anything about your culture. You do not want that person to be embarrassed because he or she behaves inappropriately. Think about how you will show the visitor what is acceptable and what is not acceptable behaviour.

2  Ask group members to role-play the occasion they have chosen, without speaking. Ask one member of each group to visit a neighbouring group.

3  After a few minutes, bring the whole group together into a talking circle and ask participants the questions below:
   • How easy is it to identify/demonstrate these ‘rules’?
   • Why do these ‘rules’ for special occasions exist?
   • What benefits come from having these ‘rules’?
   • What happens if someone breaks these ‘rules’?
   • What might happen if we had no ‘rules’ to follow at these special times?

4  Explain that during the training participants will be discussing sensitive and challenging topics. It is important that everyone can feel safe to do this. This means that the group should have its own special rules for how participants behave when they are together.
What ‘rules’ do participants want that will help them learn, share and develop together safely and without fear?

List the suggestions and develop these into a set of ground rules/group norms that everyone agrees with.

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

**TO DO**

**Topic 1:** The exercise in topic 1 is a modified version of the ‘where do you stand?’ activity in which participants are read a statement and based on their response to the statement move to a sign in the room that says ‘Agree’ or ‘Disagree’. In this training the activity has been modified so that participants choose their response without seeing how other people are responding.

To facilitate the activity in this way, you will need to prepare a set of three cards for each participant — one card having the word ‘Agree’, one with the word ‘Disagree’ and one that says ‘Not sure’. To facilitate the activity this way, ask participants to choose the card that represents their response to each statement and have participants show their cards at the same time after everyone has decided.

If you prefer to do this activity using the original method of placing a sign with ‘Agree’ on one wall and ‘Disagree’ on the other and have people move to the sign, you should feel free to do so.

**Ice-Breakers and Energizers**

See the Sexual Violence module in *Part One: Building Knowledge and Awareness* for examples of ice-breakers and energizers you might wish to use throughout the training.

**Additional Reading/Resources for Facilitators**


## MODULE 1 SESSION PLAN

### WELCOME AND INTRODUCTIONS—1 hour

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome, housekeeping</td>
<td>15 minutes</td>
<td>Welcome all participants and provide information about the facilities and other logistical issues, timetable and training content.</td>
</tr>
<tr>
<td>Introductions and ice-breaker</td>
<td>15 minutes</td>
<td>Facilitate an introductory activity so that everyone is familiar with each other and ready to get started.</td>
</tr>
<tr>
<td>Group norms</td>
<td>5 minutes</td>
<td>Review the group norms already established with participants or conduct an activity to develop group norms for the day (see Notes to Facilitator).</td>
</tr>
<tr>
<td>Objectives</td>
<td>5 minutes</td>
<td>Review the objectives for this module.</td>
</tr>
<tr>
<td>Pre-test</td>
<td>15 minutes</td>
<td>Distribute Handout 1 and ask participants to complete the pre-test.</td>
</tr>
</tbody>
</table>

### TOPIC 1: SCHOOLS AND TEACHERS—1 hour 30 minutes

#### 1. Being an educator

**Individual reflection** 30 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
</table>
| SHOW SLIDE 5 | 30 minutes | Ask participants to reflect on the following questions and write their ideas down:  
• What is the role of a school in the community?  
• What are the qualities of a good teacher?  
| 2. Allow participants who wish to the opportunity to share their thoughts.  
| 3. Brainstorm a list of qualities of a good teacher. Participants will probably not have any trouble coming up with qualities that make an ideal teacher, but you can use the following suggestions for prompts if needed. Be sure to ask for concrete examples of what these qualities look like:  
• Shows moral and professional integrity  
• Is professional and responsible  
• Treats boy students and girl students equally  
• Is integrated into the community  
• Demonstrates self-control  
• Commands respect and shows respect to others  
• Is perceptive |
1. **Being an educator (continued)**

- Has a sense of humour
- Is creative
- Imparts knowledge
- Provides guidance and leadership
- Is productive, energetic and enthusiastic
- Is patient and caring

This exercise is a modified version of the ‘where do you stand?’ activity in which participants are read a statement and based on their response to the statement move to a sign in the room that says ‘Agree’ or ‘Disagree’. In this training the activity has been modified so that participants choose their response without seeing how other people are responding. To facilitate the activity in this way, you will need to prepare a set of three cards for each participant — one card having the word ‘Agree’, one with the word ‘Disagree’ and one that says ‘Not sure’. To facilitate the activity this way, ask participants to choose the card that represents their response to each statement and have participants show their cards at the same time after everyone has decided.

2. **Teacher’s attitudes¹**

*Large group activity*  
*1 hour*

1. Tell participants that in this activity you ask them to express their feelings and opinions regarding their students. Hand each participant three cards with the words or symbols for Agree, Disagree and Not Sure on them.

2. Tell participants that you are going to read out a series of statements and that on hearing the statement participants should decide whether they agree, disagree or are not sure and choose the card that reflects their decision. Tell them that when everyone has chosen a card, they up their card, all the people who agree can stand together, as can those that disagree and those who are not sure.

3. Read the first statement and ask participants to select the card that represents their response to the statement. After everyone has had time to do this, have the group show their cards and make a group with others who showed the same card.

4. After each statement, invite participants in each group to share why they agreed or disagreed and why they feel as they do about the statement. Explain that everyone has a right to express his or her opinion, without being judged, put down or disrespected.

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2. Teacher’s attitude (continued)

5. Tell participants that they can change their minds and move their position at any time during the activity. For example, a participant might disagree, but after hearing the opinion of someone who agrees, he or she may agree or become not sure. It is fine to move around during the activity and discussion.

6. After each statement, ask the participants: why did you take the position you did? Ask for at least one volunteer from each opinion to say why he or she took this stand.

7. Repeat the above steps until you have read out all statements on the list.

Statements
• Boys and girls have equal capacity to learn.
• Students should respect their teachers at all times, no matter what the situation.
• Children have rights.
• It is more important for boys to get an education than girls.
• Adults always know what is best for young people.
• If I hear or see someone harassing my students, it is my responsibility to speak up and stop it.
• Girls bring trouble on themselves by the way they dress.
• Teachers are in powerful positions and can effect change.

8. Have the participants return to their seats for a general discussion using the following questions:
• What did you learn about how you feel towards your students?
• What shapes your opinions about your students?
• Does your work as a teacher ever conflict with how you feel about your students (e.g., teachers are the ultimate authority in the classroom and students do not have rights)?
• Did any of you change or alter your opinion as a result of this activity?

SHOW SLIDE 6

9. Summarize the activity by pointing out that:
• Although people may have disagreed with some of the statements and the other participants, everyone is here because we want what is best for young people and can agree on certain issues—e.g., “all want the best for young people,” “Children have rights, but also must be taught responsibilities,” “all feel that young people are contributing members of the community”.
• This training is about the need to promote safe classrooms and attitudes that promote a safe learning environment for all students.
• Teachers’ attitudes towards their students greatly affect their behaviour towards them, whether it is positive or negative.
• Teachers should always remember the great impact they have on students and should model respect at all times.
TOPIC 2: MYTHS AND FACTS ABOUT SEXUAL VIOLENCE AND CHILDREN—1 hour 30 minutes

SHOW SLIDE 7

1. Explain to participants there are many myths surrounding sexual violence and that it’s important that we are able to distinguish between myths and facts because myths contribute to perpetuating harmful norms and practices relating to sexual violence. Tell participants that we are going to look at common myths from around the world.

2. Read the following statements one by one and ask participants to note down whether they think the statement is true or false:
   - The perpetrator of sexual abuse against a child is usually a stranger.
   - Children lie about sexual abuse.
   - Sexual abuse is not harmful to children.
   - Perpetrators of child sexual abuse are usually insane or drunk.
   - Women ask to be raped by walking alone.
   - Rape is an act of lust.
   - When a child is sexually abused by a family member, it is usually a one-time experience.

REFER PARTICIPANTS TO HANDOUT 2: Myths and facts about sexual violence and children

3. Allow participants a few minutes to review the handout individually, or do so as a group.

4. Ask participants if any of these myths are common in their community and school.

5. Ask participants to mention other myths about sexual violence in their community, especially related to young people, and discuss where these myths come from.

6. Ask participants how they think myths about sexual violence reinforce social norms that contribute to sexual violence.

4. Consent and coercion

SHOW SLIDE 8

1. On a blank flipchart, write the word consent. Ask participants what the word means and note responses down.

2. Highlight the necessary conditions for genuine consent:
   - it is voluntary, given freely without coercion;
   - it is informed, based on information about the consequences.

3. Make the point that although children and young people may agree to sexual acts, often this agreement or consent is obtained through coercion or an abuse of power and doesn’t reflect genuine or free choice.
4. Consent and coercion (continued)

**SHOW SLIDE 9**

4. In sexual coercion there is a lack of choice to pursue other options without physical or social consequences. Coercion can involve forcing another person through these methods:

- violence;
- threats;
- verbal insistence;
- deception;
- cultural expectations;
- economic circumstances.

**REFER PARTICIPANTS TO HANDOUT 3: Coercion case studies**

5. Put participants into small groups and allocate each group a case study; allow 20 minutes for the groups to review the case study and answer the questions.

6. Bring the groups back together and allow them time to report back their answers.

7. Ask participants if they have seen examples of coercion of girls and young women either by peers or older men in their community.

**SHOW SLIDE 10**

8. Conclude by making the point that children can never consent to sexual acts with adults because they are not physically, emotionally or psychologically mature enough. Ensure that participants understand what giving informed consent means:

- an absence of coercion;
- having all information about the act and its consequences;
- having the intellectual and emotional capacity to understand the agreement and the consequences;
- having equal power in the relationship.

**TOPIC 3: SCHOOLS AND SEXUAL VIOLENCE—1 hour 30 minutes**

5. Consequences of school-related sexual violence

**Discussion in triads**

30 minutes

**SHOW SLIDES 11–17**

1. Briefly review the consequences of sexual violence.

2. Ask participants to think about school-related sexual violence and to discuss what the consequences of it may be in groups of three. Participants should think about consequences at individual, family and community level; for example, early pregnancy of girls has effects on child survival and on children’s health, while girls’ lower education outcomes affect family and community economic well-being and development, etc.
5. Consequences of school-related sexual violence (continued)

3. Facilitate a large group discussion to discuss the consequences, which can include the following:
   - reducing the enrolment of girls relative to boys in some settings owing to both voluntary withdrawal and parents’ withholding girls from schools because of fears for their safety at and on the way to school;
   - limiting girls’ educational attainment and achievement of educational potential

4. Summarize by making the point that school-related sexual violence has immediate and longer-term consequences and not only harms girls but also harms the whole community.

6. The role of the education sector

SHOW SLIDE 18

1. Ask participants to discuss the following questions with the person next to them:
   - Why is the education sector important in sexual violence prevention and response?
   - What are the roles of teachers and other actors in the education system in sexual violence prevention and response?

2. After 15 minutes, ask for volunteers to share their ideas.

SHOW SLIDE 19

3. Explain that schools are central to protecting children from sexual violence because of the following:
   - Schools are an important social institution, and the one with which many children have the most contact outside the family.
   - Schools are well positioned to identify and respond to children being abused or at risk of abuse.
   - Sexual violence prevention requires a whole community response, and schools are an important part of the community.
   - Schools have a key role in shaping values and norms, e.g., about gender, violence and equality, and in promoting respect for women’s human rights.
   - Schools themselves can be unsafe places and need to be made safer than they are currently.
6. The role of the education sector (continued)

**SHOW SLIDE 20**

4. Make the point that teachers and others in the education system have an important role in specific tasks:
   - **Preventing sexual violence from happening**, e.g., teaching and modelling values and norms of equality, justice and non-violence and promoting women’s and children’s human rights.
   - **Making schools safer when sexual violence is happening**, e.g., improving the physical environment, identifying and sanctioning perpetrators, and working with children to change violent behaviour.
   - **Providing help to girls and young women who have experienced/are experiencing sexual violence**, e.g., identifying survivors and providing support and referral.
   - **Working to build beliefs that all children deserve the same rights.**

**SHOW SLIDE 21**

5. Review participants’ perspectives on the role of teachers and elaborate on the roles of teachers in sexual violence prevention and response, including the following:
   - duty-bearers of children’s rights;
   - protectors of children who have experienced/are experiencing violence;
   - community leaders;
   - opinion leaders;
   - role models;
   - agents of social change.

**REFER PARTICIPANTS TO HANDOUT 4: Teachers and good schools**

**TOPIC 4: GOOD PRACTICE IN EDUCATION SECTOR RESPONSES TO SEXUAL VIOLENCE—1 hour**

**SHOW SLIDE 22**

7. **Good practice**
   - **Large group discussion**
   - **1 hour**

1. Ask participants for suggestions on strategies for preventing and responding to sexual violence in schools and note answers on flipchart.

2. Tell participants that good practice in sexual violence response involves a ‘whole school’ approach and ask who the stakeholders in our schools are.

3. Note answers on flipchart and ensure that all education sector and school staff are mentioned, including clerical and administrative staff; district ministry staff; principals; other school support staff, such as dormitory matrons, etc.; parents; children and young people; community leaders, etc.
4. Tell participants that a holistic approach is needed to prevent sexual violence and that good practice involves implementing multiple strategies, including the following:
   - implementing policies against sexual harassment and violence in schools;
   - improving school environment and infrastructure (e.g., reducing distance that girls travel to school, providing safe latrines for girls, hiring more female teachers and single-sex schools for girls);
   - educating all school staff and students about gender-based violence, respectful and non-violent relationships, and gender equality;
   - having a system for school-based support and referral for survivors.

5. Ask participants what they think their role is in each of these strategies.

**REFER PARTICIPANTS TO HANDOUT 5: Overview of promising practices and pitfalls in education sector**

6. Tell participants that in the next module we will be focusing on improving school-based support and referrals for survivors.

**SUMMARY AND CLOSING—15 minutes**

**Questions and summary**

- Allow time for questions that have not yet been addressed.
- Provide a summary of the topics covered during the module.
Pre-test

Name: __________________________________________________________

Please remember that this is a Pre-test. It is happening before you have taken part in the training or had the opportunity to learn more about the topics. Do not be surprised or upset if you find that you cannot answer many of the questions. Just do your best.

1. Coercion can involve forcing another person through: (Circle one answer.)
   a) violence  b) deception  c) cultural expectations  d) economic circumstances  e) all of the above
   (1 mark)

2. In order to give his or her informed consent a person: (Circle one answer.)
   a) must feel this is his or her own choice  b) must have most of the information about what will happen
   c) must have some idea of the consequences  d) must think they will receive a benefit  e) none of the above
   (1 mark)

3. Children can never consent to sexual acts with adults because they are not physically, emotionally or psychologically mature. (Circle one answer.)
   True     False
   (1 mark)

4. Schools have an important role to play in preventing and responding to sexual violence. Which of these statements describes one way in which this is true? (Circle one answer.)
   a) Schools are like an extension of the family.  b) Teachers are unlikely to know which children are being abused or at risk of abuse.
   c) Sexual violence prevention is the responsibility of the community.  d) Schools have a key role in shaping values and norms, e.g., about gender, violence and equality, and in promoting greater respect for women’s human rights.
   e) Schools are safe places.
   (1 mark)

5. List three roles that teachers play in preventing sexual violence in schools.
   ____________________________________________        ____________________________________________
   ____________________________________________
   (3 marks)

6. There are four areas of good practice that schools should follow in preventing sexual violence. Fill in the blank words in the phrases describing these.
   a) Implementing ____________________________ against sexual harassment and violence in schools.
   b) Improving school ___________________________ and ___________________________ (e.g., providing safe latrines for girls, hiring more female teachers, single-sex schools for girls).
   c) ____________________________ all school staff and students about gender-based violence, respectful and non-violent relationships and gender equality.
   d) Having a system for ____________________________ and referral for survivors.
   (5 marks)
7. Children may not tell teachers about abuse or sexual violence in words. List three physical signs that might indicate to a teacher that a child has been abused.

_______________________________________________        _______________________________________________
_______________________________________________        _______________________________________________
(3 marks)

8. List four things you should do as a teacher if a child tells you she has been sexually abused.

_______________________________________________        _______________________________________________
_______________________________________________        _______________________________________________
(4 marks)

9. If a teacher cannot see any obvious physical or behavioural signs that a child has experienced abuse or sexual violence, then no abuse or sexual violence has occurred. Circle one answer.)

True     False
(1 mark)

10. There are three elements to the role of the school in responding to sexual violence. What are these? (Circle one answer.)

a) supporting, responding, referring
b) supporting, responding, reporting
c) supporting, reporting, referring
d) reporting, responding, referring
e) responding, referring, reporting
(1 mark)

11. List two services that you might refer a child to who has experienced abuse or sexual violence in your area.

_______________________________________________        _______________________________________________
(2 marks)

12. List two reporting points that you can report an incident of abuse or sexual violence to in your area.

_______________________________________________        _______________________________________________
(2 marks)

(Total 25 marks – multiply by 4 to give percentage score.)
Myths and facts about sexual violence and children

There are many myths and misconceptions about sexual violence that reflect harmful beliefs and values. Myths deny the effects of sexual violence, help to reinforce norms that silence and blame the victims and protect the perpetrators by suggesting that they are not responsible for their abusive actions. Preventing sexual violence involves confronting and challenging these myths. Below are some common myths about child sexual abuse and other sexual violence.²

**Myth: The perpetrator is usually a stranger.**

**Fact:** In most cases of sexual violence, including child sexual abuse, the perpetrator is known to the victim. The myth that strangers are the danger leaves children without information to help them understand and interpret behaviour from trusted adults when they feel uncomfortable. It increases children’s vulnerability to sexual abuse by family members. Incest is a taboo in every society and is very difficult to talk about, which helps to keep it hidden.

**Myth: Children lie about sexual abuse.**

**Fact:** Children very rarely lie or make up sexual abuse. We don’t want to believe that adults do this to children and prefer to believe that children make it up. The fact that adults often don’t believe children is one of the most difficult problems children who are being abused face.

**Myth: Child sexual abuse is harmless.**

**Fact:** Children who have experienced sexual abuse have significant problems, which may include aggressive behaviour, depression, social withdrawal and emotional problems. Adult survivors of childhood sexual abuse can experience depression, low self-esteem, difficulty in forming relationships and sexual problems. Having sex with children is also a transgression against most moral and legal codes of conduct.

**Myth: Perpetrators of child sexual abuse are usually insane or drunk.**

**Fact:** Research suggests that perpetrators are generally normal males from all sorts of socio-economic backgrounds. Most appear to be no different from other men in the community. Only a small percentage of perpetrators of child sexual abuse have a recognizable mental illness.

**Myth: Men molest girls when their wives are not satisfying them sexually.**

**Fact:** Men who have unsatisfactory sexual relationships with their wives do not usually assault or abuse children.

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HANDOUT 2 MYTHS AND FACTS (continued)

Myth: Some girls are seductive or sexually provocative and cause men to be sexually aroused.
Fact: This myth takes responsibility for abuse away from the adult and places it onto the child. Children are relatively powerless and are not responsible for an adult’s sexuality. Adults always retain a choice in determining how they will respond to a child’s behaviour.

Myth: Young women ask to be raped by:
- going out alone
- wearing trousers
- wearing short skirts
- showing interest in a man – “leading him on”
- not showing enough interest in a man – “rejecting him”
- arguing with a boy/man – “being cheeky”
- being more successful than a boy/man – “needing to be put in her place”
- being angry with a man – “needing to be shown who is boss”

Fact: Rape is a violent and terrifying crime. Nobody asks to be raped or wants to be raped. The perpetrator is the one who is responsible, not the victim.

Myth: Rape is an act of uncontrolled lust or passion.
Fact: Sexual violence is an aggressive act. The underlying factors in many sexually violent acts are power and control, not a desire for sex. It is a violent, aggressive and hostile act used as a means to degrade, dominate, humiliate, terrorize and control. Sexual violence violates a victim’s sense of privacy, safety and well-being.

Myth: Children can give consent to sexual activity with an adult.
Fact: Sometimes perpetrators accuse a child of consenting to, or even initiating, the sexual contact. But children are not capable of providing informed consent to sexual interactions with adults. A child has little knowledge about the implications of being involved in sex with an adult; in contrast, the adult has sophisticated knowledge of the significance of the encounter. The child’s lack of knowledge and power means that the child cannot give informed consent in sexual interactions with adults. The legal and moral responsibility for any sexual behaviour between adults and children is the adult’s. If a child initiates sexual contact, it is the responsibility of the adult not to respond to the child.
Consent and coercion case studies

**Case study 1**
Gloria is 12 years old and really enjoys school. Lately, she has been having trouble in class, and her teacher has offered to give her extra help. One day she stays after school, and the teacher grabs her breast and tells her she is turning into a beautiful young woman. Gloria feels very uncomfortable, but is afraid to speak up against the teacher. She decides she will fail the subject rather than ask this teacher or any other teacher for help again.

1. Is coercion being used in this situation?
2. Who has the power in this situation?
3. What kind of power does the teacher have?
4. What kind of power does the student have?
5. What advice would you give the student?
6. What advice would you give the teacher?
7. Does this scenario happen in your school?

**Case Study 2**
Mr. Daniel is a teacher and is having a sexual relationship with one of his students named Grace. He shows favouritism towards Grace in the classroom and gives her good grades even though she doesn’t always turn in her assignments. Mr. Daniel has noticed one male student in particular who has been flirting with Grace and walking her home after school. Mr. Daniel confronts the student and threatens to harm him physically and fail him if he sees him talking to Grace again.

1. Who has the power in this situation?
2. What kind of power does the teacher have?
3. What kind of power do the students have?
4. What advice would you give the students?
5. What advice would you give the teacher?
6. Does this scenario happen in your school?

**Case study 3**
Aisha has just turned 14. She has noticed that many of the boys and men, including her teacher, have begun to look at her differently. Aisha is a good student, but it is very difficult for her to keep up her studies because her father is away working in the capital, and her mother is sick. Every day when Aisha comes home from school, she has to cook, clean and take care of her younger siblings. Aisha has just found out that her school fees are due, and she must purchase a new math book. One day as she is walking home from school, a man in a very nice car pulls up next to her and offers her a ride home. She gets in the car because the man looks nice and must have a lot of money. While in the car, the man begins to rub her leg in a way that makes her uncomfortable. He then tells her he would be happy to give her a little money in exchange for a few favours that she might do for him. He tells her it is okay and that all girls her age enjoy these favours. She does not want to do these things with this man, but a little extra money would help her with her school fees and assist her family. Who has the power in this situation?

1. What kind of power does the man have?
2. What kind of power does the girl have?
3. What advice would you give to Aisha?
4. What advice would you give to the man?
5. Does this happen to girls you know?

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3 Source: Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response, op. cit.
Teachers and good schools

As a teacher, you may wonder what difference you alone can make. After all, if you don’t practice corporal punishment but your colleagues do, will that not undermine your efforts? You are right in the sense that it is only the collective action of the entire school that will bring about lasting change. However, you can play a leadership role in making that happen. You can influence the administration and other teachers in creating a safer school.

What is a good school? A good school addresses the whole child’s development, not just children’s ability to reproduce information transmitted to them. It nurtures and develops children’s abilities in the following areas:

a) Cognitive skills.
Through creative teaching methodology and relationship building, the school develops the child’s ability to analyse and process information efficiently. The school establishes high academic standards that it then helps students to exceed.

b) Social development.
Through respectful relationships and careful guidance, the school develops children’s self-confidence and ability to trust their judgment. The school promotes an environment in which the children feel accepted and valued.

c) Ethical development.
Through democratic and accountable structures, deliberate role modelling and progressive policies, the school develops children’s ability to develop compassion and a sense of civic responsibility. The school cultivates clear ethical standards that it helps the students to internalize as a life-long value system.

A good school provides an environment, relationships and governance structures that enable children to grow to their full potential. A safer school instils positive discipline in children and enables them to grow into compassionate, responsible, creative and thoughtful individuals.

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Adapted from D. Naker, What is a good School: Imagining beyond today to create a better tomorrow, Raising Voices, (Kampala, 2009).
## Overview of promising practices and pitfalls in education sector

<table>
<thead>
<tr>
<th>Promising practices</th>
<th>Pitfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation and enforcement of sexual harassment laws and policies</td>
<td>Vague, unenforced or non-existent national sexual harassment policies</td>
</tr>
<tr>
<td>Improved school infrastructure (more rural schools; more female teachers; safe, working latrines for girls, etc.)</td>
<td>Schools that ignore parents’ concerns about girls’ safety</td>
</tr>
<tr>
<td>The ‘whole school’ approach to educator training about GBV</td>
<td>Educator training limited to a single session or of poor quality</td>
</tr>
<tr>
<td>School-based counselling and referrals</td>
<td>Schools with no links to external GBV services</td>
</tr>
<tr>
<td>School-based programmes focused on changing male gender norms</td>
<td>Abuse prevention programmes focused solely on girls</td>
</tr>
<tr>
<td>School-based sexual and reproductive health programmes that encourage a critical consciousness about gender and violence</td>
<td>School-based health education focused primarily on anatomy</td>
</tr>
</tbody>
</table>

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Module 2

Responding to sexual violence reports

Learning Objectives

At the end of this module participants will be able to:

1. Describe possible signs of sexual abuse in students.

2. Understand the purpose of intervening in cases of sexual violence against students.

3. Know the difference between providing direct support, reporting and referring in cases of sexual violence affecting students.

4. Identify reporting points and referral services in the community.

Participant handouts

Handout 1: Indicators of abuse
Handout 2: Responding to disclosure
Handout 3: Supporting, reporting, referring
Handout 4: Planning considerations and template
Handout 5: Post-test
PART 3

Strengthening Community-Based Care

Participant handouts

Handout 1: Indicators of abuse
Handout 2: Responding to disclosure
Handout 3: Supporting, reporting, referring
Handout 4: Planning considerations and template
Handout 5: Post-test
## MODULE 2: Responding to sexual violence reports

### CAPACITY BUILDING

**SCHEDULE | DAY 2**

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
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<tbody>
<tr>
<td>9:00–9:15</td>
<td>• Housekeeping</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review objectives for Module 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15–10:15</td>
<td>• Responding to sexual violence against students</td>
<td>25–30</td>
<td><strong>Handout 1</strong>: Indicators of abuse</td>
</tr>
<tr>
<td></td>
<td></td>
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<td><strong>Handout 2</strong>: Responding to disclosure</td>
</tr>
<tr>
<td>10:15–10:45</td>
<td>• Reporting and referring</td>
<td>31</td>
<td><strong>Handout 3</strong>: Supporting, reporting, referring</td>
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<tr>
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<tr>
<td>10:45–11:00</td>
<td>Morning tea</td>
<td></td>
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<tr>
<td>11:00–12:30</td>
<td>• Reporting and referring</td>
<td>32</td>
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<td>12:30–1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30–2:30</td>
<td>• Our context and responsibilities</td>
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<tr>
<td>2:30–3:00</td>
<td>Afternoon tea</td>
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<tr>
<td>3:00–4:30</td>
<td>• Strengthening our response</td>
<td>34–35</td>
<td><strong>Handout 4</strong>: Planning considerations and template</td>
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<tr>
<td>4:30–5:15</td>
<td>• Summary of day</td>
<td></td>
<td><strong>Handout 5</strong>: Post-test</td>
</tr>
<tr>
<td></td>
<td>• Post-test</td>
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</tbody>
</table>
NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:
Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

Topic 3: To facilitate this topic you need to arrange a guest presentation on the local legal and policy framework for reporting sexual violence against students.

The presentation needs to cover laws, policies, procedures and responsibilities in the local context. The presentation should include the following information:6

- When is a teacher/other school staff legally required to report sexual violence to the school system?
- When is a teacher/other school staff legally required to report sexual violence to the police?
- What are the procedures for reporting rape?
- Do police and hospital staff have a protocol for responding to sexual violence?
- What is the timing to report a sexual assault?
- Is there a teacher’s code of conduct?
- What does it cover?
- To whom does a teacher report a violation of the code of conduct?
- What types of protection are given to the person reporting (such as confidentiality, protection from reprisals and so forth)? To the victim?
- How should teachers/other school staff go about reporting?
- What is the role of the customary or traditional legal system in reporting?
- Should the teacher/other staff document what happened?
- What reporting systems exist that will help the principal, police or village chief follow up on the report? In other words, what will happen with the report after the teacher makes it?
- What if the student does not want the teacher to report the incident, but the law says the teacher must?

You will need to create two handouts for participants using easy-to-understand language.

1. The first handout should clearly and simply state the laws and regulations (national laws, customary laws and Ministry of Education policies and teachers’ code of conduct, where it exists) that protect students from sexual abuse and specify reporting responsibilities and procedures.

2. The second handout should include information about formal and informal sources of care and support in the community and referral information based on information collected during the service mapping activity (see Part Three Section 1 of the Toolkit).

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6 Source: Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response, op. cit.
MODULE 2: Responding to sexual violence reports

INTRODUCTION—15 minutes

Welcome, housekeeping
15 minutes

Housekeeping

SHOW SLIDE 24

Review objectives for Module 2

TOPIC 1: RESPONDING TO SEXUAL VIOLENCE AGAINST STUDENTS—1 hour

1. Indicators of abuse

Large group activity and discussion
30 minutes

SHOW SLIDE 25

1. Tell participants that the way children and young people express feelings depends on individual personality, family and culture, etc.

2. Tell participants that much human communication is non-verbal and that often children don’t tell us with words about sexual abuse or assault; they tell us with physical signs, behaviours and feelings. These are sometimes called indicators of abuse.

3. Ask participants what signs or indicators of abuse might be and note them on flipchart.

REFER PARTICIPANTS TO HANDOUT 1: Indicators of abuse

SHOW SLIDE 26

4. Review indicators on the handout and emphasize the following:
   - Not all sexually abused children show these signs.
   - Not every child who shows some of the signs has been abused or assaulted. It is important to think about the age and developmental level of the child; for example, what is appropriate behaviour for an older child may indicate a problem for a younger child and vice versa.
   - In the vast majority of cases, there is no physical evidence of sexual abuse or assault and therefore an absence of physical signs does not indicate that the abuse didn’t happen.
SHOW SLIDE 27

1. Tell participants that when we become aware of sexual violence against a student we have a responsibility to do something about it. Responding to sexual violence against children is important for the following reasons:  
   • to assess the risk of further violence to the girl and other children and to protect from further harm;  
   • to respond to the physical, psychological, emotional and social consequences of abuse and promote healthy development and reduce risk for long-term negative outcomes;  
   • to identify perpetrators, hold them accountable and/or protect the community and other children.

SHOW SLIDE 28

2. Draw a large circle on a flipchart. At the top of the large circle, write ‘Response’. Ask participants what they think response means in the context of the teacher’s/other school staff’s role.  
   • Explain that students who have experienced sexual violence will need a wide range of support; participants will need to develop a response plan and network to support the young people who come to them.

3. Draw another circle in the larger circle that says ‘Support’. Ask participants what they think is meant by support in the context of the teacher’s role.  
   • Explain that support includes providing immediate emotional and practical support; for example, comforting a distressed child, helping a student explain what has happened to his or her parents or carers, giving information and helping the student develop a plan, being empathetic and referring students when necessary.

4. Draw another small circle in the larger ‘Response’ circle. In this circle write ‘Reporting’. Ask participants what they think is meant by reporting in the context of the teacher’s/other school staff’s role.  
   • Explain that there may be a legal or procedural requirement for reporting and that there is a need to report so that the perpetrator will be held accountable and the student and other children are protected from further violence.

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2. Responding comprehensively to students (continued)

5. Draw another small circle in the larger ‘response’ circle. In this circle write the word ‘Referral’. Ask participants what they think is meant by referral in the context of the teacher’s/other school staff’s role.
   - Explain that within a referral system, teachers direct or refer students to the services and supports they need, such as emotional support and counselling, medical treatment and services, and legal aid for victims and their families.

SHOW SLIDE 29

6. Summarize by stating that students who have experienced sexual violence will need a wide range of support; school focal points need to be familiar with the response network available in the community to support the young people who come to them. How we respond depends on various factors:
   - What the law and relevant policies say;
   - What reporting procedures are in place;
   - What services and supports are available.

7. Responding to sexual violence means supporting the victim, ensuring the safety of the young person experiencing the abuse and holding the perpetrator accountable.

SHOW SLIDE 30

- In some cases participants may use all three types of response; in other cases, perhaps only one or two. At minimum, teachers and other school staff can support students who have experienced sexual violence by doing the following:
  - Listening to the student to find out what has happened;
  - Telling the student you believe them and want to help them;
  - Identifying the student’s immediate needs, which might include: safety and protection; health; emotional and practical support needs;
  - Asking older children/adolescents how they see the situation and what they want to happen next;
  - Telling the student what will happen next.

REFER PARTICIPANTS TO HANDOUT 2: Responding to disclosure and HANDOUT 3: Supporting, reporting, referring
3. Reporting sexual violence

**Large group activity**
1 hour

**SHOW SLIDE 31**

1. Draw a large circle on a flipchart and write ‘Student’ in it. Draw at least 10 arrows extending out from the circle. Explain that for the next activity the participants are going to focus on reporting. Explain that to report an incident of sexual violence, a teacher needs to know where to report.

2. Ask participants where they could report an incident of sexual violence. They should identify all points – both in and outside the school community – to whom they might report an incident of sexual violence.

3. Ask participants the title and the type of violation they would report to this person/reporting point (e.g., police officer: any form of sexual violence that is a criminal offence). Write this information on the flipchart at the end of each arrow extending from the circle.

4. Next, ask the group to go through each reporting point, one by one, and identify possible strengths and weaknesses of this reporting point. For example: Police: Strength: is familiar with laws related to sexual violence; Weakness: very intimidating and may not take sexual violence seriously. Allow the group to work on this task for 20 minutes.

5. Discuss the reporting points within a community. Ask participants why it is important to identify the potential weaknesses and strengths of a reporting point.

6. Explain that reporting can feel risky and scary to the reporter, but even more so for the student. It is not easy to approach some of the people on the list. What if a reporting point is intimidating or people fear retaliation for reporting? What can a teacher do? Ask participants for ideas.

7. Explain that we shouldn’t be responsible for reporting alone – we need support from each other, the school, parents, the community and other referral and reporting points.

8. Explain that often teachers want to report and know they should report, but barriers keep them from doing so. Ask participants what they think are the most common barriers that would keep a teacher from reporting.

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

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9 Source: Doorways Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response, op. cit.
Strategies might include any of the following:

- Going to report with another trained teacher(s) or youth advocate; establishing a clear reporting procedure with responsibilities for different actors in the school community;
- Creating greater community support for reporting by discussing it with the local Parent Teacher Association or School Management Committee;
- Creating greater protection for those who report by getting the support of influential community members.

10. Ask participants to brainstorm ways in which teachers and other school staff can support each other or get support from the community to make reporting easier. Add these to the list of strategies.

1. Revisit the circles on the flipchart and remind participants of the response action called ‘referral’. Draw a circle and at least 10 arrows extending from the circle on a flipchart. This illustration is the same as it was for the above activity.

2. Ask participants to identify all the points – both within the community and outside the community – to whom they could refer a student for additional support (such as emotional, physical or legal). Allow plenty of time for participants to discuss and write down the points.

3. Tell participants that next to each referral point they should write a title, place to be found and the purpose for which this person can accept referrals. They will write this information on the referral point at the end of each arrow extending from the circle. For example: Hospital – nurse: pregnancy/STI/HIV test. Make sure the informal sources of support are also covered.

4. Next, ask the group to go through each referral point, one by one, and identify possible strengths and weaknesses of this referral. For example: Hospital nurse: pregnancy/STI/HIV test: Strength: understands the need to be sensitive; Weakness: lack of confidentiality.

5. Allow the group to work on this task for 20 minutes, then use the following questions to guide the discussion:

SHOW SLIDE 32

- Were any of the people or organizations listed in both the referral and reporting network? Some organizations and people might fall into both categories of response.
- Why it is important to identify the potential weaknesses and strengths of a referral?
- What can a teacher do to compensate for weaknesses? For example, the teacher could emphasize the sensitive nature of the case and ask the nurse to agree to maintain confidentiality.
You need to arrange a guest presentation on the local legal and policy framework for reporting sexual violence against students. The presentation needs to cover laws, policies, procedures and responsibilities in the local context.

It would be good to share this information as a handout also. See Facilitator Notes at the beginning of the module for more information.”

**TOPIC 3: OUR CONTEXT AND RESPONSIBILITIES—1 hour**

**SHOW SLIDE 33**

1. Provide a guest presentation on the local legal and policy framework for reporting sexual violence against students. The presentation needs to cover laws, policies, procedures and responsibilities in the local context. The presentation should cover the following information:

   - When is a teacher/other school staff legally required to report sexual violence to the school system?
   - When is a teacher/other school staff legally required to report sexual violence to the police?
   - What are the procedures for reporting rape?
   - Do police and hospital staff have a protocol for responding to sexual violence?
   - What is the timing to report a sexual assault?
   - Is there a teacher’s code of conduct?
   - What does it cover?
   - To whom does a teacher report a violation of the code of conduct? What types of protection are given to the person reporting (such as confidentiality, protection from reprisals and so forth)? To the victim?
   - How should teachers/other school staff go about reporting?
   - What is the role of the customary or traditional legal system in reporting?
   - Should the teacher/other staff document what happened?
   - What reporting systems exist that will help the principal, police or village chief follow up on the report? In other words, what will happen with the report after the teacher makes it?
   - What if the student does not want the teacher to report the incident, but the law says the teacher must?
TOPIC 4: STRENGTHENING OUR RESPONSE—1 hour 30 minutes

6. Planning activity

RENDER PARTICIPANTS TO HANDOUT 4: Planning considerations and template

1. Explain to participants that we are going to spend the remainder of the afternoon planning how to strengthen our schools’ response to sexual violence. To do this we need to consider what is achievable and realistic in terms of existing frameworks and resources.

SHOW SLIDES 34-35

2. Put participants into four small groups and tell them they are going to focus on strengthening response to students who are experiencing/have experienced sexual violence either at home, at school or in the wider community.

   - When prioritizing objectives and actions, participants should consider actions to achieve the following:
     - Support students who have experienced sexual violence;
     - Improve reporting;
     - Improve referral.

   Issues for groups to consider include the following:
   - Is there a code of conduct? If yes, is it enforced?
   - Does the school have reporting procedures?
   - How can the safety of students making a report and teachers receiving reports be assured?
   - Have all school staff been trained on reporting?
   - What are the additional training needs for teachers/other school staff to strengthen the response?
   - Is there/should there be a focal point for reporting? Who should it be?
   - How will incidents be recorded?
   - For cases of school-related sexual violence (e.g., by teachers or peers), who will be responsible for taking action?
   - Who will be responsible for coordinating with other actors?

3. After 40 minutes, bring groups back together and allow each group to present its plan to the larger group.

SUMMARY AND CLOSING—45 minutes

Questions, summary and Post-test

- Allow time for questions that have not yet been addressed.
- Provide a summary of the topics covered during the day.
- Have participants complete the Post-test.
### Indicators of abuse

<table>
<thead>
<tr>
<th><strong>Physical indicators</strong></th>
<th><strong>Behavioural indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained pain, swelling, bleeding or irritation of the mouth, genitals or anal area</td>
<td>Sadness, depression, excessive crying</td>
</tr>
<tr>
<td>Sexually transmitted infections, sores, discharge, itching of the genitals</td>
<td>Age-inappropriate behaviour</td>
</tr>
<tr>
<td>Increase in headaches or stomach aches</td>
<td>Self-harming or self-destructive behaviour</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Regression in developmental achievements and behaviour</td>
</tr>
<tr>
<td>Pain when urinating, urinary tract infection</td>
<td>Aggression towards others</td>
</tr>
<tr>
<td>Poor school performance</td>
<td></td>
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<tr>
<td>Bedwetting or soiling of pants</td>
<td></td>
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<tr>
<td>Sexualized play</td>
<td></td>
</tr>
<tr>
<td>Changes in child’s behaviour</td>
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</tbody>
</table>
Responding to disclosure

How do children tell about sexual abuse?

- Through their play, e.g., Painting, drawing
- Through their behaviour, e.g., Nightmares, angry outbursts
- Through physical indicators
- By telling someone directly
- By asking questions
- All or some of the above

When do children tell someone about sexual abuse?

- If they trust the person
- If they feel comfortable with the person
- If they feel they are in a safe environment
- If they think the person will understand them
- If they feel the person will believe them
- If they believe their future is unsafe and they need to get some assistance

If a student tells you she has been sexually abused, do the following:

- Believe the child and tell her you do.
- Reassure the child that telling you was the right thing to do.
- Stay calm.
- Find a quiet place to talk.
- Be truthful about what you can and can’t do.
- Let the child or young person take her time.
- Let the child or young person use her own words.
- Let the child or young person know what you will do next.
- Do not confront the person alleged by the child to be responsible for the abuse.
- Do not ask the child questions that may cause distress.
- Avoid asking the child to repeat her story.
- An assessment and investigation of a report should only be done by the appropriate authorities.

If a student tells you she has been sexually abused, do NOT do the following:

- Call the child a liar.
- Blame the child for what has happened.
- Tell the child that she got what she deserved.
- Allow the child to be abused further.
- Discuss the abuse with others in front of the child.
Supporting, reporting, referring

Aims of responding to sexual violence against children and young people include the following:

1. Assess the risk of further violence to the girl and other children and protect from further harm.
2. Respond to the physical, psychological, emotional and social consequences of abuse, promote healthy development and reduce the risk for long-term negative outcomes.
3. Identify perpetrators, hold them accountable and/or protect the community and other children.

Responding in the context of schools includes the following actions:

1. Providing direct support in which students can talk to a teacher skilled in listening, assessing the situation, helping students develop a plan, being empathetic and referring students to services when necessary. Direct support can include these actions:
   - Listen to the child and provide empathy.
   - Provide immediate emotional and practical support; comfort a distressed child.
   - Help a student explain what has happened to her parents or carers.
   - Give information and help the student develop a plan to meet immediate needs, which might include the following:
     - safety and protection
     - medical care
     - emotional and practical support for the needs of the child/young person
   - Ask older children/adolescents what they want to happen next.

2. Reporting crimes or violations of a teachers’ code of conduct entails the following:
   - Follow legal or procedural requirement for reporting incidents for criminal justice or other action.
   - Promote perpetrator accountability and safety of the student and other children.

3. Refer students to the services they need, such as emotional support and counselling, medical treatment and services, and legal aid for victims and their families.
Planning considerations and template

Discuss and plan how to do the following:

- Support students who have experienced sexual violence
- Improve reporting
- Improve referral

Issues for groups to consider include the following:

- Is there a code of conduct? If yes, is it enforced?
- Does the school have reporting procedures?
- Can the safety of students making a report and teachers receiving reports be assured?
- Have all school staff been trained on reporting?
- What additional training needs do teachers/other school staff have to strengthen response?
- Is there/should there be a focal point for reporting? Who should it be?
- How will incidents be recorded?
- For cases of school-related sexual violence (e.g., by teachers or peers), who will be responsible for taking action?
- Who will be responsible for coordinating with other actors?
<table>
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</tbody>
</table>
Post-test

Name: ____________________________________________

1. Coercion can involve forcing another person through: (Circle one answer.)
   a) violence    b) deception    c) cultural expectations    d) economic circumstances    e) all of the above
   (1 mark)

2. In order to give his or her informed consent a person:
   a) must feel this is his or her own choice
   b) must have most of the information about what will happen
   c) must have some idea of the consequences
   d) must think they will receive a benefit
   e) none of the above
   (1 mark)

3. Children can never consent to sexual acts with adults because they are not physically, emotionally or psychologically mature. (Circle one answer.)
   True     False
   (1 mark)

4. Schools have an important role to play in preventing and responding to sexual violence. Which of these statements describes one way in which this is true? (Circle one answer.)
   a) Schools are like an extension of the family.
   b) Teachers are unlikely to know which children are being abused or at risk of abuse.
   c) Sexual violence prevention is the responsibility of the community.
   d) Schools have a key role in shaping values and norms, e.g., about gender, violence and equality, and in promoting greater respect for women’s human rights.
   e) Schools are safe places.
   (1 mark)

5. List three roles that teachers play in preventing sexual violence in schools.
   ____________________________________________
   ____________________________________________
   ____________________________________________
   (3 marks)

6. There are four areas of good practice that schools should follow in preventing sexual violence. Fill in the blank words in the phrases describing these.
   a) Implementing ____________________________ against sexual harassment and violence in schools.
   b) Improving school ___________________________ and ___________________________ (e.g., providing safe latrines for girls, hiring more female teachers, single-sex schools for girls).
   c) ___________________________ all school staff and students about gender-based violence, respectful and non-violent relationships and gender equality.
   d) Having a system for ___________________________ and referral for survivors.
   (5 marks)
7. Children may not tell teachers about abuse or sexual violence in words. List three physical signs that might indicate to a teacher that a child has been abused.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
(3 marks)

8. List four things you should do as a teacher if a child tells you she has been sexually abused.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
(4 marks)

9. If a teacher cannot see any obvious physical or behavioural signs that a child has experienced abuse or sexual violence, then no abuse or sexual violence has occurred. Circle one answer.)

True     False
(1 mark)

10. There are three elements to the role of the school in responding to sexual violence. What are these?  (Circle one answer.)

a) supporting, responding, referring
b) supporting, responding, reporting
c) supporting, reporting, referring
d) reporting, responding, referring
e) responding, referring, reporting
(1 mark)

11. List two services that you might refer a child to who has experienced abuse or sexual violence in your area.

______________________________________________________________________________________
______________________________________________________________________________________
(2 marks)

12. List two reporting points that you can report an incident of abuse or sexual violence to in your area.

______________________________________________________________________________________
______________________________________________________________________________________
(2 marks)

(Total 25 marks – multiply by 4 to give percentage score.)