PART 3
Strengthening Community-Based Care

Strengthening Education Sector Training
Welcome!

- Logistics
- Introductions
- Group norms
Content

Module 1
Schools and sexual violence
- Schools and teachers
- Myths and facts about sexual violence and children
- Schools and sexual violence
- Good practice in education sector responses to sexual violence

Module 2 Responding to sexual violence reports
- Responding to sexual violence against students
- Reporting and referring
- Our context and responsibilities
- Strengthening our response
Module 1 Learning Objectives

1. Discuss the qualities of an effective teacher and reflect on your 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.
Topic 1 Schools and Teachers

Individual Activity

Reflect on the following questions and write your ideas down:

- What is the role of a school in the community?
- What are the qualities of a good teacher?
Key points

- Although we may have different opinions and beliefs, everyone here wants what is best for young people and can agree on certain issues—e.g., “All want the best for young people” or “Children have rights, but also must be taught responsibilities”.

- This training is about the need to promote safe classrooms and attitudes that promote a safe learning environment for all students.

- Teachers’ attitudes towards students greatly affect their behaviour towards them, positive or negative.

- Teachers should always remember the great impact they have on students and should model respect at all times.
What are some **MYTHS** about sexual violence in our community?
Consent

To ‘agree’ to something.

- must be voluntary, given freely without coercion
- must be informed, based on information about the consequences
Coercion

Lack of choice to pursue other options without physical or social consequences.

• Can involve forcing another person through:
  - violence
  - threats
  - verbal insistence
  - deception
  - cultural expectations
  - economic circumstances
Key points

• **Children can never consent to sexual acts** with adults because they are not physically, emotionally or psychologically mature.

• **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
• Consequences of sexual violence can be short and longer term.

• Effects on girls can last into adulthood and throughout life.

• Serious physical and mental health and social consequences can affect economic well-being of families and entire communities.
## Common physical consequences

<table>
<thead>
<tr>
<th>Acute</th>
<th>Chronic</th>
<th>Reproductive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• injury</td>
<td>• disability</td>
<td>• miscarriage</td>
</tr>
<tr>
<td>• shock</td>
<td>• somatic complaints</td>
<td>• unwanted pregnancy</td>
</tr>
<tr>
<td>• disease</td>
<td>• chronic infection</td>
<td>• unsafe abortion</td>
</tr>
<tr>
<td>• infection</td>
<td>• chronic pain</td>
<td>• STI, including HIV</td>
</tr>
<tr>
<td></td>
<td>• gastrointestinal disorders</td>
<td>• menstrual disorders</td>
</tr>
<tr>
<td></td>
<td>• eating disorders</td>
<td>• pregnancy complications</td>
</tr>
<tr>
<td></td>
<td>• sleep disorders</td>
<td>• gynecological disorders</td>
</tr>
<tr>
<td></td>
<td>• chronic fatigue</td>
<td></td>
</tr>
</tbody>
</table>
Physical cont.

• Physical effects can be immediate and long term.

• Physical effects will depend on the type of violence.

• Lack of physical effects, such as injuries, does not mean sexual violence did not take place.

• Survivors may present for health care a long time after the incident.
Psychological consequences

- Depression
- Anxiety and fearfulness
- Anger
- Shame, self-hate, self-blame
- Self-harming and suicidal thoughts and behaviour
- Low self-esteem
- Sexual disorders
- Traumatic stress
- Eating and sleeping disorders
- Substance abuse
Psychological/emotional cont.

- Psychological and emotional effects can be **immediate and long term**.

- Stress/trauma reactions are **normal reactions to abnormal events** – it is not the person who is defective.

- Feelings may be strongest right after a traumatic event and get better over time; however, **they may persist**.

- People are amazingly **strong and resilient**, and we all have ways of managing and responding to stress and distress.

- If the violence affects a person’s ability to function, **she may need help** to recover.
Social consequences

- Blaming and social stigma.
- Rejection by family and community.
- Social isolation.
- Withdrawal from social and community life, including education.
- Reduced contribution to family and community life.
- Economic costs, including the costs of health and social services and the costs of losses in earning potential.
Social cont.

- Sexual violence can affect **relationships with other people**, such as family members.

- Negative social effects can be **triggered by victim-blaming** attitudes, social stigma and rejection.

- Negative social effects can be **very serious and may lead to further harm**, including depression.

- Because of social stigma and shame, **most survivors never report** the incident and do not seek outside help.

- Rejection and isolation can make psychological and emotional **recovery difficult** because of lack of support.
Pairs Activity

Discuss the following questions:

- 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?
Why schools?

- Schools are an important social institution, 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 can be unsafe places and need to be made safer than they are currently.
Role of schools

• **Preventing sexual violence from happening**, e.g., teaching and modelling 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 sexual violence**, e.g., identifying survivors and providing support and referral.

• **Working to build beliefs that all children deserve the same rights.**
Role of teachers

• 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
What are some STRATEGIES for preventing and responding to sexual violence in schools?
Holistic approach

• Implementing policies against sexual harassment and violence in schools.

• Improving school environment and infrastructure (e.g. providing safe latrines for girls, hiring more female teachers, 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.
Module 2 Learning Objectives

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.
Children often don’t tell us about sexual violence with words.

Children may tell us with physical signs, behaviours and feelings – sometimes called INDICATORS OF ABUSE.
Key points

• Not all sexually abused children show 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, as what is appropriate behaviour for an older child may indicate a problem for a younger child.

• In the vast majority of cases, there is no physical evidence of sexual abuse or assault and therefore an absence of physical sign does not indicate that the abuse didn’t happen.
Importance of response

• Assess the risk of further violence to the girl and other children and to protect from further harm.

• Address the physical, psychological, emotional and social consequences of violence and promote healthy development and reduce risk for long-term negative outcomes.

• Identify perpetrators, hold them accountable and/or protect the community and other children.
Response

- Supporting
- Reporting
- Referring
Context for response

Students who have experienced sexual violence may need a wide range of support.

• How we respond depends on:
  - what the law and relevant policies say
  - what reporting procedures are in place
  - what services and supports are available
Minimum response

Support students who have experienced sexual violence by:

- listening to find out what has happened
- telling them you believe them and want to help
- identifying immediate needs, which might include: safety and protection; health; emotional and practical support
- asking older children/adolescents how they see the situation and what they want to happen next
- telling the student what will happen next
Topic 2 Reporting and Referring

Student
Discussion questions

• Were any of the people or organizations listed in both the referral and reporting network?

• Why it is important to identify the potential weaknesses and strengths of a referral service?

• What can a teacher do to compensate for weaknesses in a referral service?
Presentation on legal and policy framework for reporting sexual violence against students, including:

- Laws
- Policies and procedures
- Teacher and staff responsibilities
How can we **STRENGTHEN OUR RESPONSE** to students who have experienced sexual violence either at home, at school or in the wider community?

Consider actions to:
- support students who have experienced sexual violence
- improve reporting
- improve referral
Issues to consider

- Is there a code of conduct? If yes, is it enforced?
- Does the school have reporting procedures?
- Are students making a report and teachers receiving reports safe?
- 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?