

THEATRE
FOR A **CHANGE**



SEXUAL AND
GENDER-BASED
VIOLENCE
SELF-STUDY GUIDE 2020

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1. PROJECT INFORMATION

a. The Sexual and Gender-based Violence project (SGBV)

Project Aim: To improve the ability of teachers to protect primary school children from sexual and gender-based violence in flood affected areas.

1.2.1 Background to Collaboration

Theatre for a Change and GIZ have collaborated in the Basic Education Sector in Malawi since 2007, primarily in the training of pre-service teachers and their lecturers in Teacher Training Colleges. Theatre for a Change holds a Memorandum of Understanding with the Ministry of Education, Science and Technology as a provider of training for pre-service teachers for the improvement of learning among primary school children. We have strong relationships with all the public Teacher Training Colleges in Malawi, and are well known in the Primary School sector, having worked closely in partnership over the last 12 years. This will provide a strong platform for this project, and for building on existing relationships with the principals, head teachers and school authorities.

1.2.1 Background to the Project-SGBV

The Government of Malawi declared a State of National Disaster on the 8th of March 2019 following heavy rains and floods in the Southern region. Approximately 870,000 people in 15 districts were affected. The most affected areas are Chikwawa, Nsanje, Phalombe and Zomba. 174 schools have been affected and 104 are being used as camps or shelters for Internally Displaced People (Education Cannot Wait April 2019). The disaster has also affected Teaching Practice Schools (TPSs) in this region and has disrupted learning.

Evidence of the link between Sexual and Gender-based Violence and Flooding

There have been a number of reports of sexual and gender-based violence (SGBV) as a result of the flooding in the South of Malawi, and this project is designed to support the prevention of, and improve the response to such incidents of SGBV. In addition, this particular self-study guide has also been adapted in response to SGBV risks during COVID-19.

We use the Red Cross definition of sexual and gender-based violence ie:

‘An umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females... The term ‘gender-based violence’ is most commonly used to underscore how systemic inequality between males and females – which exists in every society in the world – acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls.’

The United Nations, through UNFPA, has been active in responding to increased levels of sexual and gender-based violence and sexual exploitation in the camps for people displaced by the flooding:

‘In emergency contexts of this nature, women and girls have minimal or limited options for immediate protection from sexual and gender-based violence (SGBV). Emergencies can increase vulnerabilities to abuse amongst

populations already deeply disadvantaged by the effects of a crisis. Limited access to resources, including food quickly gives way to heightened threats, creating increased possibility conditions for abuse and sexual exploitation.’ UNFPA <https://mw.one.un.org/un-responds-to-gender-based-violence-SGBV-in-flood-affected-districts/>

Women and girls are disproportionately affected by sexual and gender-based violence. The Post Disaster Needs Assessment (PDNA)¹ also identified specific types of SGBV resulting from the flooding such as sexual assault and transactional sex:

The disaster also resulted in an increased risk of sexual and gender-based violence (SGBV) due to poor conditions in the camps (including lack of adequate lighting and shortage of basic supplies). In particular, these conditions resulted in increased risk of violence for young girls and women. For example, there was a significantly higher number of reports of women being infected with STDs in the post-disaster period in Blantyre, Machinga and Nsanje districts compared to the period prior to the disaster. In addition, there were reports that some girls and women engaged in negative coping mechanisms, such as exchanging sex for relief items or engaging in prostitution to obtain money for survival.

Increased Risk of SGBV as a result of COVID-19:²

In March, 2020, The World Health Organisation classified the spread of COVID-19 as a pandemic. Action to stop the spread of the virus in many countries has meant the prohibition of mass gatherings, closing schools, and asking people to stay at home. For the most vulnerable, especially women and girls, the changes in daily life present increased risks of SGBV in several ways, including:

- Intimate partner and domestic violence may increase as livelihoods are put at risk. Isolation in households may also add to the risk and psychological impact of violence.
- At a family level, as the stress of caregivers increases, there will be a psychological impact on children. This may include an increase in violence and other forms of child abuse such as neglect.
- Child and Forced Marriage may increase as families look for ways to cope economically. Families may feel that it is safer for their daughters to marry them to others who can provide for them. However, an increase in child marriage may lead to an increase in child pregnancy – a high cause of death for adolescent girls. These marriages leave girls with decreased opportunities and fewer rights.
- The closing of schools and other places may lead to negative economic impact increasing sexual health risks for women and girls turning to transactional and survival sex for food and other needs. This increases the likelihood of sexual abuse and health risks.
- As women and adolescent girls are travelling more often and for larger distances to collect water and fuel, there is an increased risk of sexual violence.
- Reporting systems and procedures for Child Abuse and SGBV may be closed or no longer functioning.
- There is likely to be increased stress and trauma for children due to death, illness or separation of a loved one.
- Loss of caregivers may lead to an increase in child-headed households, putting them at risk of exploitation and abuse.

¹ Government of Malawi, June 2019

² Adapted from: Girls’ Education Challenge. (2020). Safeguarding, protection and COVID-19: Guidance note for projects (2nd Ed).

Recommended approaches:

The Inter Agency Standing Committee (IASC) report recommends linking SGBV to its roots in gender discrimination and gender inequality, necessitating strategies that promote long-term social and cultural change towards gender equality. Such strategies include ensuring leadership and active engagement of women and girls, along with men and boys; conducting advocacy to promote the rights of all affected populations; and enlisting females as programme staff, including in positions of leadership.³

The design of this project is centred on recommendations such as these, and the wide ranging evidence that structural gender inequality in communities, and institutions such as teacher training colleges and schools, leads to greater vulnerability among girls and young women to sexual and gender-based violence. We will focus our efforts in this project on supporting gender equality to enhance the prevention of, and response to, sexual and gender-based violence.

This project is for two years beginning from **October 2019 to August 2021**.

b. Project Goal
The Impact we want to have:

To Improve the ability of teachers to prevent and respond to sexual and gender based violence in Teacher Training Colleges (TTCs) and teaching practice schools (TPSs).

c. Project Team**5.1 TfaC Project Team Contacts****Simeon Chirwa: Programme Coordinator**

Phone number: +265 888 557 478

Email: simeon.chirwa@tfacafrika.com

Andrew Banda: Senior Project Officer

Phone number: +265 994 055 806

Email: andrew.banda@tfacafrika.com

Wanangwa Pasidya,

Monitoring and Evaluation Officer.

Phone # +265 999671200

Wanangwa.pasidya@tfacafrika.com

5.2 Fountain of Life**Fountain of Life**

Team Leader: Sylvia Namakhwa

E-mail: sylvia.namakhwa@gmail.com

Phone: +265 888 877 365

Postal Address: Box 31321, Lilongwe 3

Ronald Manjomo: Monitoring & Evaluation Manager

Phone: +265 993 02 78 59

³ Inter-Agency Standing Committee. 2015. Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery.

2. SELF-STUDY GUIDE OVERVIEW

a. Structure of learning

Each of the five self-study sessions will be structured around the **knowledge, attitudes and skills**.

We do this because we believe that learning is about **changing behaviour**. To improve our trainees' ability to prevent and respond to SGBV in their TTCs and TPS, we will build a foundation of **awareness** of the issue in learners lives and communities. Learners will become aware of the need for change when they are able to situate the facts about SGBV in their own lived experiences and behaviours. How does SGBV affect me and the people I know? Acknowledging this reality, learners can find **motivation** to change in understanding the consequences of SGBV and the benefits of prevention. Learners will develop **skills** and strategies for preventing and responding to SGBV by combining their expertise, supporting each other to change, and **reflecting** on their progress.

b. Schedule and Learning Aims and Outcomes

WEEK ONE	WEEK TWO	WEEK THREE	WEEK FOUR	WEEK FIVE
GENDER EXPECTATIONS	GENDER RELATIONSHIPS AND POWER	SEXUAL AND GENDER-BASED VIOLENCE	ASSERTIVENESS FOR PREVENTING AND REPORTING SGBV	CHILD SAFEGUARDING
AWARENESS		MOTIVATION	SKILLS	
AIM: To explore how gender expectations impact our lives	AIM: To understand how gender inequalities create power imbalances	AIM: To learn to identify SGBV in our communities	AIM: To learn how assertive behaviours can help us respond to SGBV	AIM: To learn child rights and safeguarding procedures
KNOWLEDGE: To identify the different expectations placed on males and females	KNOWLEDGE: To identify power imbalances in gender relationships	KNOWLEDGE: To know what SGBV is and how and why there is an increased risk during flooding disasters	KNOWLEDGE: To identify avoiding and attacking behaviours.	KNOWLEDGE: To know child safeguarding procedures for SGBV
ATTITUDES: To feel that gender inequalities can lead to unfair treatment	ATTITUDES: To appreciate the benefits of balancing power	ATTITUDES: To feel that SGBV is harmful and to value Sexual and Gender Rights	ATTITUDES: To value assertive communication for asserting rights and needs	ATTITUDES: To feel that adults are responsible for protecting Child Rights
SKILLS: To reflect on how gender expectations have affected our own lives and work.	SKILLS: To demonstrate how we can practise balancing power in our own relationships	SKILLS: To reflect on the consequences of SGBV in our communities	SKILLS: To demonstrate assertive responses to SGBV	SKILLS: To describe how you will implement child safeguarding procedures in your life and work
REFLECTION				

3. HOW TO USE THIS SELF-STUDY GUIDE

a. Who is this Study Guide for?

This self-study guide is for pre-service teachers in TTCs or TPSs. The goal of this guide is to provide you, a student teacher, with the knowledge, attitudes, and skills you will need to **prevent** and **respond** to sexual and gender-based violence both in TTC and TPC, and in schools and communities.

This guide is designed to address:

- issues of gender inequality that are a leading cause of gender-based violence and child abuse.
- gender rights, sexual rights, and child rights in Malawi
- SGBV in our schools and communities
- child abuse and child safeguarding procedures

In addition, this guide will explore the impact of flooding and COVID-19 on SGBV. In times of crisis or disaster, it is common for the risks of SGBV and child abuse to rise. The reasons for these increased risks, and how to respond to them, will be covered in this guide.

b. Self-Study Activities

This self-study guide covers five weeks of training. Each week will have a different topic and feature activities to be completed by yourself, activities to do with other participant via WhatsApp, and reflection activities to be completed alone *after* you have attended the WhatsApp meeting.

Self-study activities will typically provide you with some information, and then ask you to respond to it or answer some questions to test your knowledge. Sometimes, the knowledge contained in the self-study activities will be tested during a short quiz in the WhatsApp call.

Sometimes, the self-study activity will simply ask you to provide examples of experiences from your own life that connect with what we are learning. To get the most from this learning, it is important that you are honest in these answers. But you do not have to share anything you wish to keep private and do not have to provide any names or locations.

c. WhatsApp Activities

A WhatsApp group call* will be held every week for participants on this training. You will be invited to the group call via a WhatsApp group and you will use your phone to attend. Sessions will be led by a TfaC trainer and involve short group activities such as quizzes, discussions, or short roleplays. The day and time will be communicated by the trainer.

Some weekly WhatsApp activities will be text-based, prompted by questions asked by the trainer – including providing answers from the self-study questions and quizzes.

**If you do not have WhatsApp, protect officers will find alternative ways of contacting you.*



d. Reflection Activities

In order to digest the learning from each week's self-study and WhatsApp activities, the final section for each week will ask you to complete several skills-based reflection activities. These questions will ask you to demonstrate your ability to think independently about the topic and provide explanations of how you can *apply* what has been learned.

A space will also be provided for you to fill out a **Learning Journal** entry for each week, reflecting on how the topic has affected you personally. These journal entries will be prompted with specific questions.

In addition, the guide contains blank pages at the end of the manual for you to write your personal thoughts privately. You may tear out these pages at the back of the manual if you do not want your private reflections to be collected for evaluation.

e. Evaluation

To finish this training and qualify for a certificate, you must complete all the activities within this study guide and participate in all weekly WhatsApp activities.

ALL COMPLETED SELF-STUDY GUIDES WILL BE COLLECTED AT THE END OF THE TRAINING TO EVALUATE THE PROGRAM.

YOUR SELF-STUDY GUIDE WILL BE RETURNED TO YOU AFTER IT HAS BEEN ASSESSED BY TFAC.

4. WEEKLY SELF-STUDY SESSIONS

Week One: Gender Expectations

SELF-STUDY WEEK 1: GENDER EXPECTATIONS		
AIM: To explore how gender expectations impact our lives		
LEARNING OUTCOMES	KNOWLEDGE:	To identify the different expectations placed on males and females
	ATTITUDES:	To feel that gender inequalities can lead to unfair treatment
	SKILLS:	To reflect on how gender expectations have affected our own lives and work
WHATSAPP	Discussing Gender Expectations. You will be contacted with the day and time.	30-40 mins

Knowledge 1: What is the difference between “sex” and “gender”?

A. GENDER VS. SEX INFORMATION (please read)

Gender is the qualities associated with being male or female in a culture or society. Sex is the biological characteristics of being male or female e.g. having a penis or vagina. Someone’s ‘gender’ is seen as different around the world due to different cultures, while someone’s ‘sex’ is always the same.

“Gender refers to the economic social and cultural attributes and opportunities associated with being male or female (WHO working document 2001).”

Sex refers to the biological characteristics which define humans as male or female.

For example, *Male* and *female* are sex categories, while *masculine* and *feminine* are gender categories.

Note: Identification of the female or male sex will not vary substantially between different human societies. Meanwhile ideas of masculine and feminine gender identities may vary greatly, as gender is socially constructed, and each community is different.

B. GENDER VS. SEX ACTIVITY

Tick the boxes next to the statements that are descriptions of **gender** rather than **sex**.

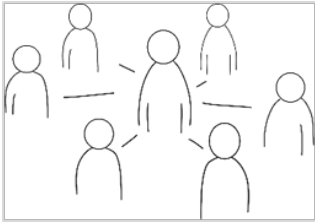
<input type="checkbox"/>	Women wear dresses and men wear trousers.	<input type="checkbox"/>	Females can get pregnant.
<input type="checkbox"/>	Women look after children.	<input type="checkbox"/>	Males have a penis.
<input type="checkbox"/>	Men and boys should not cry.	<input type="checkbox"/>	Women look after the home.
<input type="checkbox"/>	Females menstruate.	<input type="checkbox"/>	Males are usually bigger and more muscular than females.
<input type="checkbox"/>	Men are the head of the family.	*Do you agree or disagree with any of the gender statements?	

Knowledge 2: Mapping Gender Expectations in Your Life

DRAW A MAP OF PEOPLE IN YOUR LIFE

Looking at the example (below), draw a map with **you** in the middle. This map should show all the important people in your life and the *expectations* that they have of you based on your gender.

Write the expectations next to each person. For example, think about...



- What does your mother or father expect of you?
- What does your husband, wife or partner expect of you?
- What do your other family expect of you?
- What do your teachers expect of you?
- What do your children expect of you?
(and more...)

Attitudes Activity: Unfair treatment based on gender inequality

DESCRIBE AN EXPERIENCE FROM YOUR LIFE:

We have established that we have different expectations placed on us as a result of our gender. Sometimes the way we are treated feels equal and fair. But other times, gender expectations are unequal and unfair.

Think of a time in your life that you felt you were treated unfairly based on your gender and describe it briefly below. If you feel comfortable sharing, we will discuss these stories in this week's WhatsApp meeting.

WhatsApp Activities: Unfair treatment based on gender inequality

GROUP CALL: JOIN AND EXPLORE ATTITUDES AROUND GENDER EXPECTATIONS (30-40 mins)

1. The facilitator will ask questions to recap our understanding of gender vs. sex.
2. The facilitator will lead a discussion where participants are asked to share their experiences of being treated unfairly due to their gender.

Reflection questions:

- a) What differences did you notice *between expectations for males and females*?
- b) Where do we notice unfair treatment based on gender in our lives as student teachers?
- c) How has flooding and COVID 19 affected the gender expectations in our lives?

WHATSAPP TEXT DISCUSSION: SEND YOUR RESPONSES TO THE GROUP TEXT CHAT

3. In the chat, post some examples of gender expectations for men and women.
4. Please post your answers to these reflection questions in the group chat.
 - a) How do gender expectations put people at risk of SGBV?
 - b) What do you notice about your own behaviour that reinforces gender expectations or that may lead to unfair treatment?

Skills Activity: Gender Expectations for Women and Girls

LIST THREE WAYS....

List **three ways** that gender expectations placed on women and girls can be damaging to their education and health.

1.

2.

3.

Skills Reflection Activity: Reflecting on your own behaviour

EXPLORING MY OWN EXPECTATIONS OF GENDER

In the space below, briefly explain how learning about gender expectations has made you think about your own behaviour. How do you treat others based on their gender?

Learning Journal Page (Please tear out this page to keep for yourself)

WEEK ONE: GENDER EXPECTATIONS

This page is an open space for you to write your own personal reflections about what you have learned this week. What has it made you think about? What aspects of your own life and practice could you do differently as a result of this learning?

For example, consider the question: **What could you do differently to avoid treating people unfairly based on gender expectations?**

LEARNING JOURNAL CONTINUED....

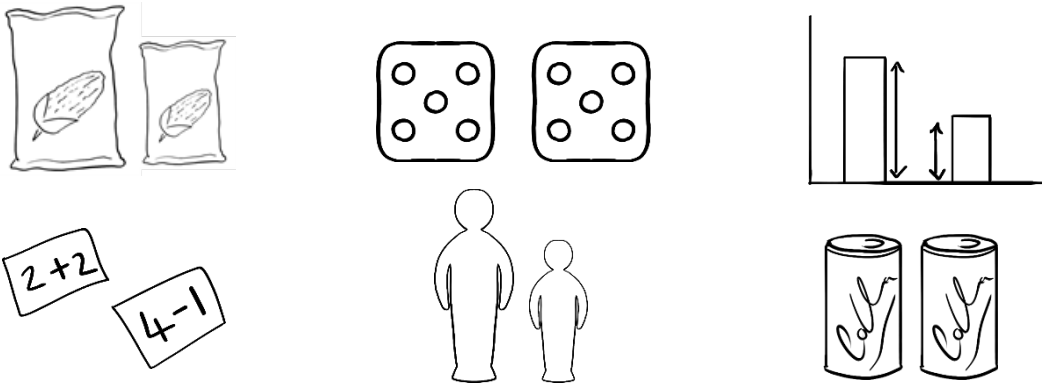
Week Two: Gender Relationships and Power

SELF-STUDY WEEK 2: GENDER RELATIONSHIPS AND POWER		
AIM: To understand how gender inequalities create power imbalances in relationships		
LEARNING OUTCOMES	KNOWLEDGE:	To identify power imbalances in gender relationships
	ATTITUDES:	To appreciate the benefits of balancing power
	SKILLS:	To demonstrate how we can balance power in our own relationships
WHATSAPP	Discussing Gender Relationships and Power. You will be contacted with the day and time.	30-40 mins

Knowledge Activity 1: Understanding equality, balance, and equity.

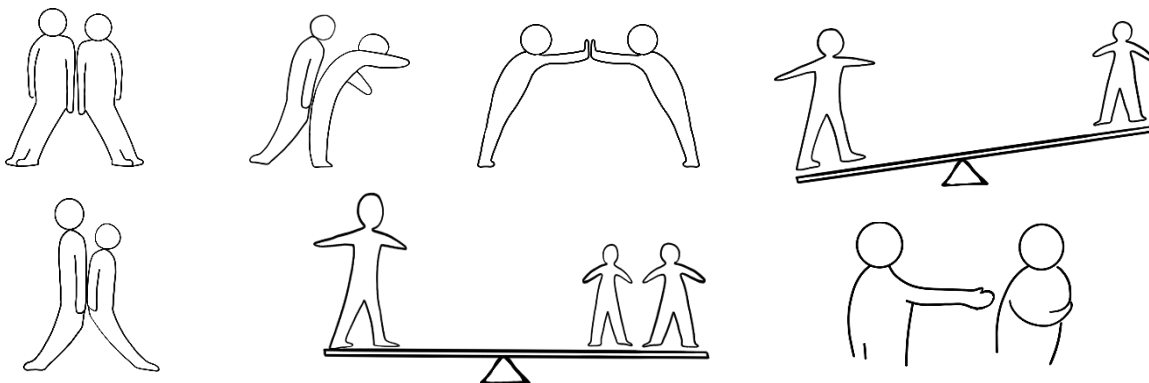
A. EQUAL AND UNEQUAL

Circle the images below that show **unequal** things. This will depend on how you interpret the images.



B. BALANCED VS. UNBALANCED

Circle the images that show situations of **balance** between two people.



Notice that not all positions of balance require **equal** pairings. Even when weight or amounts are different, there are still “equitable” ways of creating balance. We can think of balanced power relationships this way; people can have different roles and responsibilities but cooperate in balanced ways. Unfortunately, power is often unequal and unequitable between females and males. If equality means “same”, equity means “fair”.

Knowledge Activity 3: The Balance of Power

C. GENDER POWER IMBALANCES

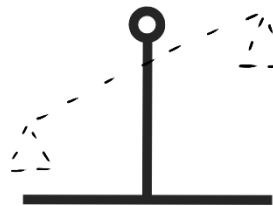
There are different types of power – some power is granted by our roles or positions in life, some may be based in our own individual expertise, abilities, and skills, some may arise from groups, social status, wealth or cultural leadership. Some power is simply about being heard.

It may be useful to think of power as influence over decision-making – these decisions may be economic, social, cultural, or political. Decisions may involve family, money, business, friends, education, health, or personal sexual relationships. If the decision is not something you have control over, power could mean being able to say what you want and need and having those wants and needs heard and considered in the outcome of decisions. A balanced relationship is where both people consider each other in decisions.



EXAMPLE:

MALE POLICE OFFICER



FEMALE CHILD

The diagrams in this activity represent the scales of power between two types of people. The heavier the weight on one person's side, the greater the power. In terms of power in gender relationships, the balance may vary depending on the situation and the circumstance. Complete the arms of the scale in each diagram depending on where you think the power lies in common professional or family gender relationships (ie the typical patterns of power we see in our society). Some scales will be more unbalanced than others.

 1) MALE TEACHER FEMALE STUDENT	 2) FEMALE TEACHER MALE TEACHER	 3) BOYFRIEND GIRLFRIEND
 4) MOTHER SON	 5) FATHER DAUGHTER	 6) HUSBAND WIFE

YOUR ANSWERS TO THESE DIAGRAMS WILL BE DISCUSSED IN THE WHATSAPP GROUP THIS WEEK.

Attitudes Primer: Situations of Power Imbalance

DESCRIBE AN EXPERIENCE FROM YOUR LIFE:

Describe a situation where you have experienced a power imbalance. Make note of the key features of the situation including the age, gender and position of the individual or individuals that created the power imbalance in relation to yourself. How did you act or react? What was the consequence of this imbalance?

This will be used for the group WhatsApp discussion.

WhatsApp Discussion Activities: Gender Relationships and Power Imbalance

GROUP CALL: JOIN TO DISCUSS ATTITUDES AROUND GENDER POWER IMBALANCE (30-40 mins)

1. Facilitator leads discussion of the scales in Knowledge Activity 3.

Q: Where did you put the scales for diagrams 1-6 and why?

2. Facilitator to lead discussion around experiences of power imbalance and ask reflection questions:

a) Share some of your experiences of power imbalance with the group. How did gender play into these situations?

b) (If time) What are the consequences of power imbalance in gender relationships?

WHATSAPP TEXT DISCUSSION: SEND YOUR RESPONSES TO THE GROUP TEXT CHAT

Power often means choice and influence on decision making. In your WhatsApp group, share you answers to the following question. See how many suggestions you can get.

Q: What communications skills can we use to ensure that we/others have choice or influence in decision-making? *

**Make sure to note down some answers for the following skills activity.*

Learning Journal Page (Please tear out this page to keep for yourself)

WEEK TWO: POWER IN GENDER RELATIONSHIPS

This week, please consider the question:

What could you do differently to balance power in your personal gender relationships?

LEARNING JOURNAL CONTINUED....

Week Three: Sexual and Gender-Based Violence

SELF-STUDY WEEK 3: SEXUAL AND GENDER-BASED VIOLENCE		
AIM: To learn to identify SGBV in our communities		
LEARNING OUTCOMES	KNOWLEDGE:	To know what SGBV is and how and why there is an increased risk during flooding disasters
	ATTITUDES:	To feel that SGBV is harmful and to value Sexual and Gender Rights
	SKILLS:	To reflect on the consequences of SGBV in our communities
WHATSAPP	Discussing Sexual and Gender-Based Violence. You will be contacted with the day and time.	30- 40 mins

Knowledge Activity 1: Sexual and Gender Rights

A. SEXUAL AND GENDER RIGHTS INFORMATION

Please read and make a note of this list of **sexual** and **gender** rights in Malawi:

1. It is illegal to discriminate (treat unequally) based on gender.
2. It is illegal to engage in harmful practices, sexual harassment or assault towards women.
3. It is illegal child abuse to engage in sexual interactions with anyone under the age of 18.
4. It is illegal to employ a lot more men than women in decision making positions in public services.
5. It is illegal not to offer girls and women the same access to education as boys and men.
6. The law says that schools should teach a 'gender neutral' curriculum that teaches women and girls the same things it teaches men and boys.
7. Both males and females have the right to safe sexual and reproductive health; including information and health service provision.
8. Marriage before the age of 18 is now illegal in Malawi.

B. SEXUAL AND GENDER RIGHTS REFLECTION

What sexual and gender rights are surprising to you and why?

Knowledge Activity 2: Types of Sexual and Gender-Based Violence (SGBV)

WHAT IS GENDER-BASED VIOLENCE? (Please refer to **Resource 2a – Page 47** - for a more detail.)

Gender-based violence (GBV) is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society.

It is important to remember that gender-based violence can affect both women and men, girls and boys. Men and boys can become victims of attacks for going against traditional masculine roles, or victims of violence and sexual violence. However, the **majority of persons affected by gender-based violence are women and girls**, as a result of unequal distribution of power in society between women and men

Read and learn the **five main types of gender-based violence (GBV)** below, including **sexual violence (SGBV)**:

1. Sexual Violence

- Sexual violence includes **rape** - being involved in a sexual act without consent by force, coercion or intimidation. Rape can also be carried out by a spouse where the husband or wife does not consent – this is called **conjugal rape**.
- **Sexual assault or abuse** – threatened or actual physical intrusion of a sexual nature, including inappropriate touching without consent.
- **Sexual harassment** – any unwelcome or unsolicited sexual attention or behaviour including verbal or physical conduct of a sexual nature.
- **Sexual exploitation** – this includes trafficking, prostitution, pornography, forced marriage or requiring sexual favours as a transaction.

2. Physical Violence (beating/hitting etc.)

- **Physical assault** is causing physical harm to another person by any means, including punching, kicking, smacking, beating or using any object to harm others **This includes corporal punishment in schools (this is Child Abuse)**.
- **Trafficking and slavery** are selling and /or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs

3. Emotional & Psychological Violence (verbal abuse/ bullying etc.)

- This may include **abuse, neglect, and humiliation**: non-sexual verbal abuse that is insulting, degrading, demanding, compelling the victim to engage in humiliating acts, denying basic needs for family survival.
- **Confinement**: Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction, restriction of the right to free movement.

4. Social Economic Violence (denial of money, education, opportunities)

- occurs when the abuser has complete control over the victim's money and other economic resources, **denying opportunities and services** such as health or education, employment or property rights. This may also involve **social exclusion** – denial of access to freedoms based on gender or sexual orientation.

5. Harmful Traditional Practices (e.g. Female Genital Mutilation, Forced/Early Marriage)

- These harmful “traditional’ or “cultural” practices involve the abusing of an individual’s rights based on social or cultural traditions that are harmful to the health, rights and wellbeing of the individual.
- Examples include **forced marriages, female genital mutilation (FGM) and initiation ceremonies**.
- **See Resource 2a - Page 47 – for more definitions.**

Knowledge Activity 3: SGBV QUIZ - Tick the box for TRUE OR FALSE:

<p>A. TRUE OR FALSE?</p> <p>1. Women have the individual right to decide when and if they want to have children.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p> <p>2. Rape inside of marriage is legal.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p> <p>3. Corporal punishment for children is illegal.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p>	<p>3. It is legal to refuse to provide contraception to an unmarried woman or girl.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p> <p>4. It is legal to marry before the age of 18.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p> <p>5. It is illegal for adults to have sexual interactions with children.</p> <p>TRUE <input type="checkbox"/> FALSE <input type="checkbox"/></p>
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B. MULTIPLE CHOICE

Circle the letter of the correct answer.

- Which of these describes sexual harassment?**
 - A. A man tells a woman that he likes her.
 - B. A man touches a woman on her buttocks without consent.
 - C. A male boss tells his female employee that she should wear outfits that he finds attractive.
- Which of these describes sexual assault or rape?**
 - D. A man and woman have consensual sex outside of marriage.
 - E. An older boy follows a girl until she is alone and forces her to engage in sexual activity.
 - F. A male boss tells his female employee that she should wear outfits that he finds attractive.
- Which of these describes emotional violence?**
 - G. A man and woman have consensual sex outside of marriage.
 - H. A parent calls their girl child insulting and demeaning names.
 - I. A male boss tells his female employee that she should wear outfits that he finds attractive.

C. CHOOSE FROM THE FOLLOWING

Tick the boxes of the statements that show a type of SGBV.

<input type="checkbox"/>	1. Asking for sex in return for gifts	<input type="checkbox"/>	2. Forcing a girl to marry	<input type="checkbox"/>	3. Child trafficking
<input type="checkbox"/>	4. A teacher asking for sexual favours from students in return for grades or fees				
<input type="checkbox"/>	5. Telling your partner they look beautiful	<input type="checkbox"/>	6. Refusing to send a girl to school		
<input type="checkbox"/>	7. A wife shouting at her husband for being drunk	<input type="checkbox"/>	8. A man hitting his girlfriend or wife		
<input type="checkbox"/>	9. Girls going through traditional initiation ceremonies	<input type="checkbox"/>	10. Consensual adult kissing and touching		

Attitudes Activity: SGBV Scenarios

READ THESE SCENARIOS AND THINK ABOUT THE BEHAVIOURS OF THE PEOPLE INVOLVED:

CONSIDER: What type of SGBV is being shown? What Gender Rights are being abused or ignored? What are the consequences for the protagonist? What are the aspects of gender expectation and power imbalance that can be seen in this instance of SGBV?

- A. After flooding, a mother is left alone with her daughter when the father leaves the family. The mother and daughter go to live in a camp. There is no food. A man approaches the mother and tells her he will give her food in return for sex. The mother has no other way to provide for her child and has sex with the man. Other men also offer the same transaction.
- B. Due to flooding, a girl no longer has money to pay for her school fees. One of the male teachers approaches her and says he will allow her to come to school if she has sex with him.
- C. As a result of COVID 19, a girl and her family are forced to stay in the same home with their close relatives. The uncle of the family touches the daughter in a sexual way and behaves as if it is normal. The girl is too afraid to say anything because she knows they cannot leave and that he is a senior member of the family.
- D. A female student needs money for textbooks and her boyfriend says he will give her money if she has unprotected sex with him. When she asks if they can use condoms, he threatens her with physical violence. She is afraid of him and wants to continue her studies, so she says yes.

WhatsApp Activities: Discussing SGBV

GROUP CALL: JOIN TO DISCUSS SGBV WITH THE GROUP (30-40 mins)

1. TEAM QUIZ (10 mins)

The facilitator organizes the call into 4 groups and each group takes it in turns to answer 3 quiz questions. Teams nominate a member to answer each time it is their question.

2. ATTITUDES DISCUSSION (20-30 mins)

By agreement of the group, the facilitator will choose **one** of the case studies provided in the attitudes activity (or a scenario from the radio programme). The facilitator will ask questions to analyse the scenario.

- a) **What are the risk-factors in this scenario (needs, risky behaviours and situations/ power imbalances)?**
- b) **What is the *critical moment(s)* in this scenario – where could the SGBV have been prevented?**
- c) **What could be done differently by the protagonist, and where could they go for help?**
- d) **Who else could help them respond to the SGBV?**

WHATSAPP TEXT DISCUSSION: SEND YOUR RESPONSES TO THE GROUP TEXT CHAT

QUIZ ANSWERS AND KNOWLEDGE CHECK-IN

In **one** post, share your answers to questions asked in Knowledge Activity 3 – above. Please share your answers honestly: number then true or false for A, number and letter for B, and numbers for C.

The facilitator will then share the correct answers and you can ask for clarification on any of the questions.

Skills Activity: Reflecting on Increased Risk of SGBV in Disasters**DISASTERS AND THE RISK OF SGBV**

Choose **one** type of SGBV discussed and write a short list of the ways that flooding disasters or health crises such as COVID 19 can increase the risk of SGBV.

Skills Activity 2: Identifying Where to Go for Help**MAPPING PLACES TO GO FOR HELP WITH SGBV**

Draw a map of your local community. On the map, include all the people and places that you could go to for help responding to SGBV. Try to do this based on your own knowledge *now* – you will learn more about this later in the course.

Learning Journal Page (Please tear out this page to keep for yourself)

WEEK THREE: SEXUAL AND GENDER-BASED VIOLENCE

This week, please consider your response to this scenario:

Imagine you have witnessed or have learned of an incident of SGBV involving a teacher at your school mistreating a student. How would you respond to this incident based on what you currently know? What difficulties would you face?

LEARNING JOURNAL CONTINUED....

Week Four: Assertiveness for Preventing and Responding to SGBV

SELF-STUDY WEEK 4: ASSERTIVENESS FOR PREVENTING AND RESPONDING TO SGBV		
AIM: To learn how assertive behaviours can help us respond to SGBV		
LEARNING OUTCOMES	KNOWLEDGE:	To identify avoiding and attacking behaviours
	ATTITUDES:	To develop confidence overcoming barriers to SGBV prevention and reporting with assertive behaviours
	SKILLS:	To demonstrate assertive responses to SGBV
WHATSAPP	Discussing assertive attitudes for preventing and responding to SGBV. You will be contacted with the day and time.	30-40 mins

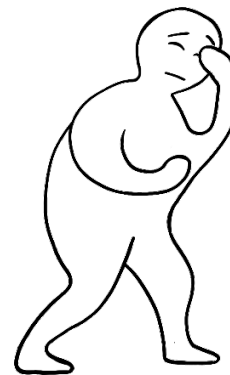
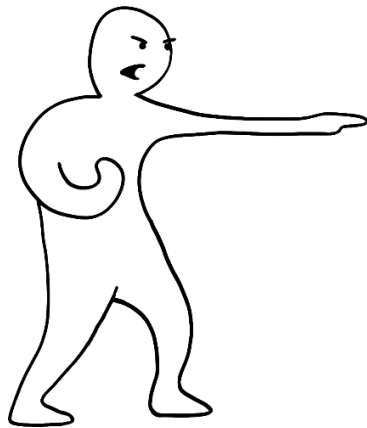
Knowledge Activity 1: Attacking and Avoiding Behaviours

A. IDENTIFYING ATTACKING AND AVOIDING COMMUNICATION BEHAVIOURS

We all experience negative feelings and conflict. Sometimes we are upset, angry, irritated, confused, worried, hurt, or jealous. Harmful behaviours can occur when people are unable to express themselves in balanced ways. Risky situations for SGBV often involve negative feelings, conflict, and unbalanced communication. For us, knowing how ineffective communication behaviours can increase risks of violent outcomes is useful for protecting ourselves and others, preventing SGBV (by reducing conflict), or responding to SGBV (standing up for rights and reporting violence).

B. BEHAVIOUR MATCHING ACTIVITY:

Look at the following characters. These characters are displaying visible **attacking** and **avoiding** behaviours. From the jumble of behaviours below, **draw lines to connect them** with the matching attacking or avoiding characters. Remember, not all attacking and avoiding behaviours are visible.



Shouting at someone

Using physical intimidation

Talking behind someone's back

Nagging

Not making eye contact

Ignoring a problem

Bullying someone

Being physically violent

Making threats

Leaving the conversation

Interrupting someone

Being submissive

Sulking in silence

Being sarcastic (mocking)

Getting revenge

Insulting

Making excuses

Knowledge Activity 2: Assertive Behaviours

Read the following descriptions of attacking and avoiding behaviours, then read the description of **assertive** behaviour as a “balanced” and effective form of communication. Consider why the others are *unbalanced*.

ATTACKING

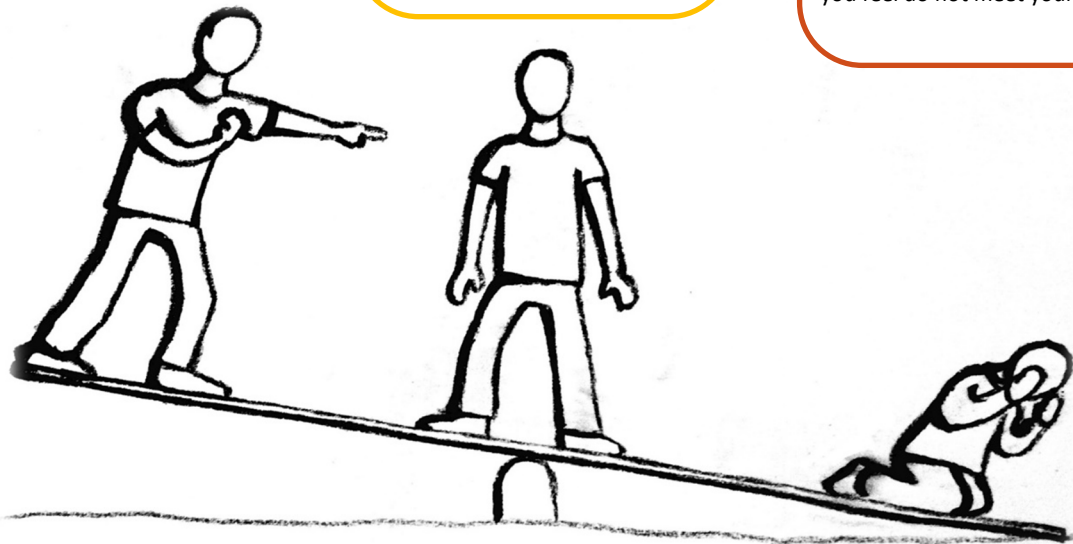
Attacking behaviours are an ineffective, unbalanced form of communication. Attacking involves bullying and forcing others to do what you want or give you what you want. Aggressive behaviour makes others defensive and provokes conflict as you try to exert power over them. Attackers do not listen to others and fail to achieve agreement and resolution.

ASSERTIVE:

Assertive behaviours are an effective, balanced form of communication. Assertiveness involves confidently communicating your position, while listening, reflecting and responding to what others. Assertive behaviours make others feel confident that they know what you want and need, but that you are also willing to find a balanced resolution, sharing power.

AVOIDING:

Avoiding behaviours are an ineffective, unbalanced form of communication. Avoiding involves ignoring or passively agreeing with what others ask for, even if it is not what you want. Avoiding behaviours make others more likely to exploit power over you and can lead to a passive aggressive conflict, indirectly attacking or complaining about others who you feel do not meet your needs.



Below are 10 examples of **assertive behaviours**. In the box next to each behaviour, put a **number** to rate the priority of the behaviour as something you want to improve. **1 – high priority. 10 – low.**

<input type="checkbox"/>	Using open body language	<input type="checkbox"/>	Being direct in addressing issues	<input type="checkbox"/>	Staying calm
<input type="checkbox"/>	Eye contact	<input type="checkbox"/>	Asking for help when needed	<input type="checkbox"/>	Seeking resolution of disagreements
<input type="checkbox"/>	Speaking in a neutral tone and volume	<input type="checkbox"/>	Speaking confidently about your needs and rights		
<input type="checkbox"/>	Using “I” Statements (saying how you feel, not blaming the other person)	<input type="checkbox"/>	Listening		

Knowledge Activity 3: Sexual and Gender Rights and “I” Statements

A good way of being assertive is to use **‘I’ statements**, instead of **“YOU” statements**. When “you” is the focus of your statement, blame is put on the person you are talking to, rather than explaining your own feelings. Blame can be argued with, but your feelings cannot. So, rather than say **“you are a mean person”**, instead say, **“I feel hurt when you say mean things about me.”** This allows you to avoid conflict and express your own thoughts/feelings instead of telling the other person how they should think/feel.

“I” statements are structured like this:

“I feel _____ that/when you _____ because _____” OR “When you _____ I feel _____ because _____”

Below are some statements standing up for sexual and gender rights. Circle the letters of the statements that use “I” statements correctly.

- a) **“You are a bad boyfriend because you only treat me nicely when you want sex.”**
- b) **“I feel that you do not value me as a person when you keep pressuring me for sex because it does not respect my right to choose when I have sex.”**
- c) **“Don’t shout. You should not shout at me.”**
- d) **“When you shout at me, I feel frightened and upset. I have a right to safety and respect.”**
- e) **“You are discriminating against me because I am a woman. You are a bad person and that is illegal.”**
- f) **“I feel you have discriminated against me based on my gender because it is illegal not to allow me the same access to health services as a man.”**

Attitudes Activity 1: Barriers to SGBV Prevention

RATE YOUR LEVEL OF CONFIDENCE WITH ASSERTIVE PREVENTION BEHAVIOURS

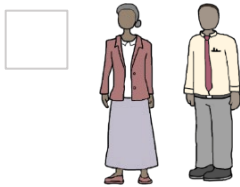
*Read the following behaviours for preventing SGBV and rate on scale of 1-5 how confident you feel being assertive in this situation. 1 is high, and 5 is low. * If you think you might usually react with more avoiding or attacking behaviours, be honest and rate the behaviour lower.*

- | | |
|---|--------------------------|
| A. My partner is pressuring me to have unprotected sex. I can firmly tell them “no” when speaking them face to face. | <input type="checkbox"/> |
| B. I have seen a friend threaten or use physical violence against their partner. I can tell this friend that this behaviour is abusive and illegal and must stop. | <input type="checkbox"/> |
| C. I have witnessed a colleague making unwanted sexual remarks to women in the workplace. I can tell that person that their comments are offensive and that their behaviour is sexual harassment. | <input type="checkbox"/> |
| D. A girl has recently stopped coming to school and I know that their family is looking to marry them to get money. I can tell the family that this activity is illegal or speak to someone in authority about this situation. | <input type="checkbox"/> |
| E. A child has been coming to school and I have noticed signs of abuse at home (they are quiet, have bruises, seem upset). I can ask this child directly if they are experiencing any problems at home. | <input type="checkbox"/> |

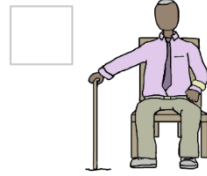
Attitudes Activity 2: Barriers to SGBV Responses

RATE YOUR LEVEL OF COMFORT WITH ASSERTIVE REPORTING BEHAVIOURS

Examine the following places for reporting SGBV. Rate on scale of 1-5 how confident you feel assertively reporting to these places or people on behalf of a child as per the focus of the project? **1 is high, and 5 is low.**



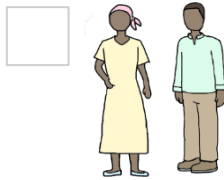
HEADTEACHERS



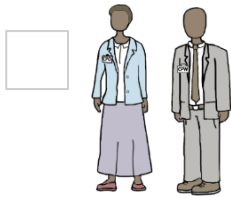
TRADITIONAL
AUTHORITIES



DISTRICT SOCIAL WELFARE



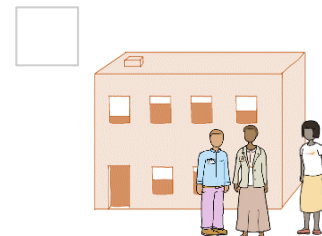
PARENTS



CHILD
PROTECTION
OFFICERS



POLICE VICTIM
SUPPORT UNIT



TFAC/ NGO

WhatsApp Activities: Assessing Assertive Behaviours for Prevention and Responding

GROUP CALL: JOIN AND DISCUSSING ASSERTIVENESS FOR PREVENTION AND RESPONDING

1. Case Study Roleplay (30-40 mins):

The facilitator will lead participants in roleplaying a situation of SGBV. To choose the scenario, the facilitator will ask participants to suggest **who, what, where, when, and why.**

Participants will be chosen to **roleplay** the scenario and the facilitator will pause or replay the scene to ask the audience to suggest ways of making the behaviour of the protagonist more assertive, for prevention, and to suggest where they can go for help and to report the incident.

WHATSAPP TEXT DISCUSSION: SEND YOUR RESPONSES TO THE GROUP TEXT CHAT

RATINGS CHECK-IN

- a) Share your ratings from the **three "rating" activities** above.

For each activity, explain **why you chose specific ratings.** Discuss these ratings with the others in the group chat. Ask them to explain rating that you do not understand.

- b) In the text chat, brainstorm a list of skills and strategies for being more assertive with the group.

Think about your low-confidence ratings. What would make you more confident?

Skills Activity 1: Reflecting on your ability to use assertive behaviours

READ THE FOLLOWING SCENARIO AND THINK OF AN ASSERTIVE RESPONSE:

During flooding, the parents of a girl have decided to marry her to an adult man. They say it is to keep her safe. As a teacher, you know this family. How could you respond to this situation assertively to make sure the family understood the risk to the health of their child and the fact that it was illegal to marry her at that age?

Skills Activity 2: “I” Statement Practice

WRITE APPROPRIATE “I” STATEMENTS FOR THE FOLLOWING SITUATIONS

Using what you have learned about “I” statements this week, use the examples below to practice writing “I” statements that could be used to express your feelings assertively in the following scenarios.

- 1) **You have just found out that your partner forgot to buy a food item at the market. You are upset, you want to tell them how you feel without attacking or shaming them**

- 2) **You are talking with a male teacher when they remark that females should not be headteachers. You want to tell him that this is gender discrimination and would be illegal.**

- 3) **You are speaking to the parents of a girl in your class. You are aware that she is being neglected and exploited. The girl is doing chores, childcare and is being sent to fetch water alone and you need to tell them you are concerned for her safety and wellbeing.**

LEARNING JOURNAL CONTINUED....

Week Five: Child Safeguarding

SELF-STUDY WEEK 5: CHILD SAFEGUARDING		
AIM: To learn child rights and safeguarding procedures		
LEARNING OUTCOMES	KNOWLEDGE:	To identify child abuse and to know child safeguarding procedures for SGBV
	ATTITUDES:	To understand that adults are responsible for protecting Child Rights
	SKILLS:	To describe how you will implement child safeguarding procedures in your life and work
WHATSAPP	Child Safeguarding Attitudes and Procedures. You will be contacted with the day and time.	30-40 mins

Knowledge Activity 1: Who is a Child?

A. WHO IS A CHILD?

The United Nations Convention on the Rights of the Child (UN CRC) article 1 defines a child as “Every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.” The African Charter on the Rights and Welfare of the Child (ACRWC) defines a child unequivocally as “every human being below the age of 18” with no exception or qualification.

In Malawi, a child is defined as a person aged below 18 years.

B. CULTURAL AND SOCIAL REFLECTION

In your experience, why do some people disagree with the definition of childhood above?

Knowledge Activity 2: Child Rights?

A. CHILD RIGHTS: Read and learn the following list of child rights:

As a child...

- Adults should, in all their dealings with you, do what is best for you.
- You have the right to give your opinion and be taken seriously on decisions that affect you.
- If you do not live with or have parents, you have the right to special protection and help.
- Education should develop your personality, talents, mental and physical abilities and prepare you to live responsibly and peacefully.
- You have the right to play.
- You have the right to a good enough “standard of living” – food, clothes, a place to live etc.
- You have the right to be protected from sexual abuse.
- Even when in the wrong, no one should punish you in a way that humiliates or hurts you badly.
- If you are hurt or neglected, you have the right to care and treatment.
- You have the right to an education. Primary education must be free.

Knowledge Activity 3: Child Rights Quiz

B. CHILD RIGHTS QUIZ TRUE or FALSE?

The following are statements about child rights. Tick the box for TRUE or FALSE.

- | | | | | |
|---|------|--------------------------|-------|--------------------------|
| 1. Even with school and chores, children must be allowed time to play. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |
| 2. Adults have the right to decide if a child should go to primary school. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |
| 3. Children have a right to adequate food, shelter and clothing. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |
| 4. As an adult, it is your <u>duty</u> to protect children from sexual abuse. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |
| 5. It is against child rights to use corporal punishment. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |
| 6. Children can have opinions, but adults do not have to listen seriously. | TRUE | <input type="checkbox"/> | FALSE | <input type="checkbox"/> |

Knowledge Activity 4: Child Abuse

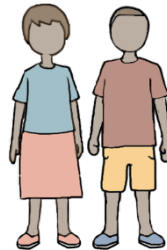
A. THE TYPES OF CHILD ABUSE: Read the following and think about how you could look for *signs* of abuse.

Physical Abuse

Is when any adult (including family and teachers) causes any non-accidental physical injury to a child. There are many signs of physical abuse including unexplained and covered-up injuries and being afraid of touch. Almost 30% of adults report being physically abused as a child.

Sexual Abuse

Is when any adult or older child uses a child for sexual purposes or involves a child in sexual acts. Signs include trouble walking or sitting, avoiding changing clothes or physical activities, knowledge of sex, STDs or pregnancy. Around 20% of adults reported being sexually abused as children.



Emotional Abuse

Is when any adult harms a child's mental and social development or causes severe emotional harm. Emotional abuse is often a pattern of behaviour over time and may cause low self-confidence, avoidance, behaviour problems and depression. Around 10% of adults report being emotionally abused as a child.

Neglect

Is when a parent or caregiver does not give the care, supervision, affection and support needed for a child's health, safety and well-being, including lack/absence of medical care, physical or emotional care, education and supervision. Neglect may show in poor hygiene, poor clothing, malnutrition, and absences.

B. CONNECT THE TYPES OF ABUSE - draw lines to connect the descriptions to the types of child abuse.

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

A teacher using corporal punishment

A parent or caregiver beating a child

Forcing a child to work

A teacher has sexual interactions with a child

A parent insulting a child

A child has no clean clothes

A parent does not provide regular food.

A teacher humiliates a child in class

Child Marriage

Attitudes Activity: Adult Responsibility for Child Safety

READ THESE SCENARIOS AND RATE THE LEVEL OF RESPONSIBILITY OF THE ADULT OR CHILD

Read the following scenarios. On a scale of 1-10, with 1 being full adult responsibility and 10 being full child responsibility, rate who you think is more responsible in each situation.

- A teacher and a child are having a sexual relationship.
- An adult makes a sexual comment or touches a child without their consent.
- An adult shouts insults at a child for being lazy.
- A teacher humiliates a child with poor grades in front of the class to shame them.
- An adult hits a child for refusing to do his/her chores.
- A teacher beats a child for behaving badly in class.
- An adult tells a child to do the harvest and not go to school.
- An adult does not provide a child with nutrition.

WhatsApp Activities: Child Safeguarding Attitudes and Procedures

GROUP CALL: JOIN TO REVIEW AND DISCUSS CHILD SAFEGUARDING PROCEDURES (30-40 mins)

1. Child Protection Procedures: (20 mins)

Participants will read through the Child Protection procedures as a group (see next page). The facilitator will ask questions to check understanding and look for potential challenges. Refer to the **Child Safeguarding Report Form – Resource 3a (Page 51)**.

How confident do you feel following these procedures? What do you think could be challenging?

2. How to overcome reporting challenges: (20 mins)

The facilitator will present the group with the Child Protection Flow Chart and ask participants to discuss how confident they would feel going to each place of reporting. Also, the group should demonstrate where they would go if the place or person they go to **does offer to help** or **does not follow up**.

Where else could you go?

WHATSAPP TEXT DISCUSSION: SEND YOUR RESPONSES TO THE GROUP TEXT CHAT

3. Reviewing our understanding:

In one post, send in your answers from the knowledge activities. The facilitator will post the answers. Ask questions if you do not understand anything.

4. Attitudes towards responsibility:

In one post, post your position for each statement in the Line-Up activity (e.g. 1 – 5, 2 – 7, 3 – 8, etc.). Read how your group members have responded and ask them why they have chosen that position.

The facilitator will explain the correct responsibility in ALL the statements.

THREE STEPS FOR REPORTING CHILD ABUSE HANDOUT

SCENARIO 1: ARE YOU RESPONDING TO CONCERNS/ ALLEGATIONS?

- a) Have you received a disclosure about or from a child that needs immediate action, or you have assessed and observed that a child is at significant risk of harm?
- b) Is there evidence that is consistent with abuse and unlikely to have been caused in any other way? This evidence could be:
 - In the form of injury or behaviour
 - Consistent signs that a child is suffering from emotional or physical neglect
 - An account from a person who saw the child being abused

If you answered YES to a) or b)

GO TO STEP 1

If you answered NO: **GO TO SCENARIO 2.**

SCENARIO 2: DO YOU HAVE REASONABLE GROUNDS FOR CONCERN?

- a) Is a child saying or indicating by other means that he or she has been abused? **YES/NO**
- b) Admission or indication by an adult or a child of an alleged abuse they committed? **YES/NO**
- c) Are you in doubt of a child's safety or parent's ability to protect a child? **YES/NO**

If you answered yes to a) or b) or c)

GO TO STEP 1.

If you answered yes to the above questions and you are not sure of what to do

GO TO STEP 2.

If you answered no, then no action is required.

STEP 1: REPORT

Make sure you have obtained relevant fact, then:

- a) **If you are in school:** you **MUST** report to the Headteacher as soon as possible (if the Headteacher is implicated, report to another relevant person/structure e.g. School Child Protection Officer/ Child Protection Committees/ Discipline Committee).
- b) **If you are out of school:** You **MUST** report to a child protection worker/officer or the police as soon as possible. A decision on who to report to **MUST** be made based on safety and the best interests of the child.

In cases of **physical or sexual abuse**, you **MUST** support or signpost the child to health care as a **PRIORITY**

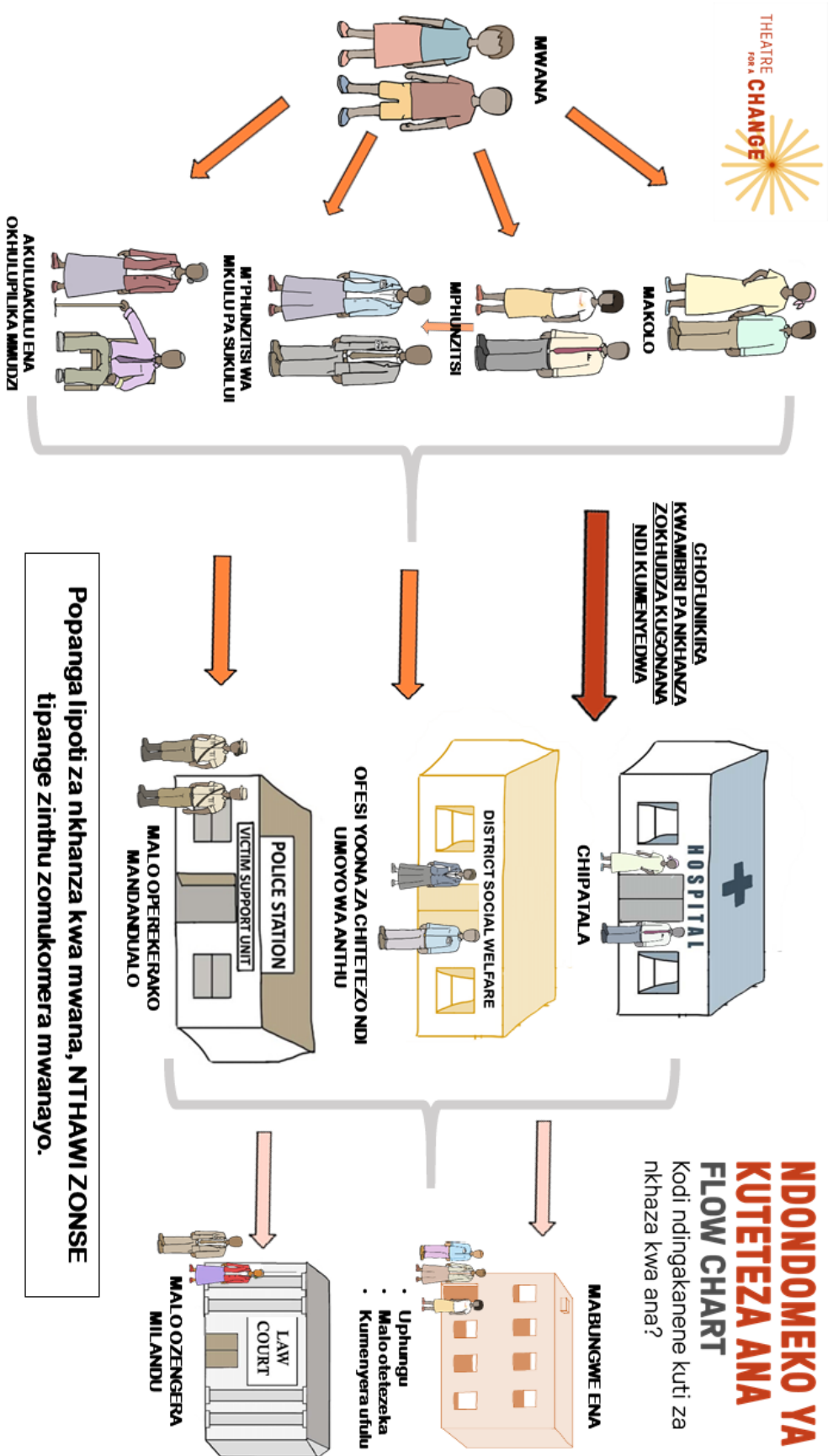
- c) If you are unsure of what to do **GO TO STEP 2.**
- d) Once a report has been made **GO TO STEP 3.**

STEP 2: ASSISTANCE IN REPORTING

- a) If you need any assistance on how to respond or report a case, inform your Line Manager or TfaC's Safeguarding team.
- b) Make sure you inform your line-manager or TfaC's Safeguarding Team for any suspected child protection concerns.

STEP 3: REPORTING TO TFAC (during the project)

ALL suspected child protection concerns **MUST** be reported to your named TfaC Project Officer or TfaC's Safeguarding team **within 24 hours of receiving the report/ raising the concern.** TfaC staff will follow up with the school headteacher or responsible officer to ensure the correct authorities have been notified.



Skills Activity 1: Demonstrating Your Ability to Respond to Child Abuse**CHILD ABUSE CASE STUDY AND RESPONSE**

You work at a school as a teacher. A girl at the school is showing signs of sexual abuse. She will not tell you who has committed the abuse, because she says it is a staff member at the school. You think the Headteacher at the school allows this behaviour and will not listen to or follow up your report.

Using the **Three Steps for Reporting Child Abuse Handout** and the **Child Protection Flow Chart** on the previous pages, please describe the steps you would take in order to respond to this child abuse scenario.

STEP 1:

STEP 2:

STEP 3:

Learning Journal Page (Please tear out this page to keep for yourself)

WEEK FOUR: CHILD SAFEGUARDING AND RIGHTS RECAP

This week, please reflect on everything you have learned about gender rights, sexual rights, and child rights in this course. Consider the following questions:

What have you learned that makes you think differently about your role as a teacher? What will you do differently as a result of this training to prevent and respond to SGBV and Child Abuse?

LEARNING JOURNAL CONTINUED....

RESOURCE: KNOW YOUR LEGAL RIGHTS

RESOURCE 1a:

FACT SHEET Gender Equality Act

In Malawi, The Gender Equality Act was enacted in 2013 and specifically provides for the following matters:

- (a) it prohibits **discrimination** on the basis of a person's sex, gender or marital status;
- (b) it prohibits **harmful practices and sexual harassment** since these malpractices undermine the dignity of females and perpetuate gender inequality and punishes them criminally;
- (c) it introduces a **gender-neutral quota** of not less than 40% and not more than 60% of either sex for **recruitment** of persons in decision making positions in public service;
- (d) it provides for **equal access to education**, training and vocational guidance, including access to same or similar curricula, examinations and teaching staff for both sexes;
- (e) promotes **equal access to scholarships**, grants, bursaries, benefits or other scholarly endowments without regard to sex;
- (f) obliges Government to come up with an **engendered curriculum** that will promote enrolment and retaining of girls in school;
- (g) it provides for the **right to adequate sexual and reproductive health** to every person regardless of sex;
- (h) it obliges **health service providers** to **respect** every person's right to dignity and integrity regardless of sex in provision of reproductive health services;
- (i) obliges **health service providers** to provide **information** on reproductive health so that people make informed choices;
- (j) obliges **institutions** to provide conducive **working environment for pregnant women**;
- (k) it obliges Government to **promote gender equality**, to come up with policies and programmes on public awareness and poverty eradication schemes; and
- (l) it grants the responsibility of **enforcing** the Act to the **Human Rights Commission**.

RESOURCE 1b:**FACT SHEET****Prevention of Domestic Violence Act (PDVA)**

In Malawi, the aim of the PDVA is to provide help to domestic violence victims whilst they await their situation to be resolved. It is necessary to have a law that protects the victim in the meantime because the victim and abuser live in the same house. The PDVA provides immediate remedies in a situation of domestic violence. The PDVA relies on existing criminal law, so in a case of physical abuse, for instance, the offence of an assault, under the Penal Code, will also apply. The Act specifically:

(a) defines domestic violence as:

Any criminal offence arising out of physical, sexual, emotional or psychological, social, economic or financial abuse that occurs within a domestic relationship;

(b) defines a domestic relationship to include people who are family member; share a household residence; are dependent on each other socially or financially, for instance, a husband and wife or people with a child in common;

(c) provides for 4 orders which may be granted by a court of law:

(i) a **Protection Order** which prohibits the abuser from continuing to do or doing any act that constitutes domestic violence and directs the abuser to do certain things like change their behaviour or pay compensation;

(ii) an **Occupation Order** which gives the victim the right to live in the household residence to the exclusion of the abuser. Normally granted where the house belongs to the abuser either alone or jointly with the victim, or where the house belongs to the institution where the abuser works;

(iii) a **Tenancy Order** which effectively makes the victim the tenant of a household residence, to the exclusion of the abuser. Such an order is made where the victim has no stake in the tenancy or is a joint tenant with the abuser;

(iv) a **Counselling Order** which the court may recommend parties to go for counselling in any manner that the court specifies;

(d) empowers any person concerned or those with a duty to help victims in reporting cases and applying for these orders; and

(e) also provided for social services for victims of domestic violence including temporary shelter, medical assistance and victim's rights to legal remedies.

RESOURCE 1c:**FACT SHEET****Child Care, Protection and Justice Act (CCPJA)**

The CCPJA was enacted in 2010 as the principle piece of legislation governing matters of children and their rights. It provides for the following matters:

- (a) it consolidates all issues of childcare and protection and child justice that were in various laws and policies under one law; it incorporates the principles of the **“best interest of the child”** as provided under Convention on the Rights of the Child (CRC);
- (b) it provides for the **definition of a child, that is, any person under 16 years**, which is consistent with the Constitution;
- (c) it provides for **childcare and protection** – by parents, guardians, local authorities, foster parents, adoptive parent including a provision for inter-country adoption, if it is for the best interest of the child;
- (d) it takes a rights-based approach for the child and recognizes the **special needs of children** and focuses on the best interests of the child as provided by the CRC;
- (e) it modernises the child justice system by applying principles of restorative justice;
- (f) it **recognises the vulnerability of the child**, especially when that child is a “child” not as a “juvenile offender” because this label further adds to the child’s victimization;
- (g) it promotes **crime prevention by protecting children** who are about to fall into undesirable situations and also provides the best possible care and social-economic support;
- (h) it makes the processing of **children** through the **formal justice system a last resort**;
- (i) it **protects** children from **Undesirable Practices**;
- (j) it repeals the Children and Young Persons Act;
- (k) it amends the Adoption Act; and
- (l) It amends the Employment Act.

RESOURCE 2a:

INFORMATION: WHAT IS GENDER-BASED VIOLENCE?

While women, girls, men and boys can be victims of GBV, the main victims are women and girls.

This is not to say that gender-based violence against men does not exist. For instance, men can become targets of physical or verbal attacks for transgressing predominant concepts of masculinity, for example because they have sex with men. Men can also become victims of violence in the family – by partners or children. (Bloom 2008, p14)

However, it has been widely acknowledged that the majority of persons affected by gender-based violence are women and girls, as a result of unequal distribution of power in society between women and men. Further, women and girl victims of violence suffer specific consequences as a result of gender discrimination. As summed up by UNFPA:

“The primary targets of GBV are women and adolescent girls, but not only are they at high risk of GBV, they also suffer exacerbated consequences as compared with what men endure. As a result of gender discrimination and their lower socio-economic status, women have fewer options and less resources at their disposal to avoid or escape abusive situations and to seek justice. They also suffer (...) consequences [on their sexual and reproductive health], including forced and unwanted pregnancies, unsafe abortions and resulting deaths, traumatic fistula, and higher risks of sexually transmitted infections (STIs) and HIV.” (UNFPA Strategy and Framework for Action to Addressing GBV, 2008-2011, p. 7)

TYPES OF GENDER-BASED VIOLENCE

1. SEXUAL VIOLENCE

Rape: The fact that a person is involved into sex inter without consent by force intimidation, prices and others

Conjugal rape: Coercing a spouse into sexual relation without that spouse’s consent, by way of force, intimidation, trices and others. Both spouses have equal rights as to sexual intercourse, reproductive health and family planning. It is **forbidden** to have sex without the other person’s consent.

Sexual abuse: Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions. *This type of violence is perpetrated by any person in a position of power, authority and control.*

Sexual harassment: Any un welcome or unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature, or display of pornographic material. Sexual harassment at the work floor is harassment of a sexual nature that interferes with work, can be imposed ad a condition of employment and creates an intimidating, hostile or offensive work environment. *This type of violence is perpetrated by employers, supervisors or colleagues, any person in a position of authority, or control*

Sexual exploitation/Sexual slavery aimed at achievement of self-satisfaction: Any abuse of a position of vulnerability, difference in power relation or abuse of trust for sexual purposes. It includes profiting monetarily, socially or politically from the SE of another person; SE is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery). *This type of violence is perpetrated by employers, supervisors or colleagues, any person in a position of authority, or control*

Forced sodomy/ anal rape: Forced/coerced anal intercourse, usually male to male or male to female. *This type of violence is perpetrated by any person in a position of power, authority and control*

Forced prostitution: Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children. *This type of violence is perpetrated by any person in a privileged position, in possession of money or control of material resources and services perceived as powerful, for example humanitarian aid workers.*

Sexual violence as a weapon of war and torture: Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilization or another form to prevent birth, forced pregnancy, forced delivery, and forced child rearing, among others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession or punishment from the victim or third person, or to intimidate her/him or a third person or to destroy, in part or in whole, a national, ethnic, racial or religious group. *This type of violence is often committed, sanctioned and ordered by military, police, and armed groups or other parties in conflict.*

2. PHYSICAL VIOLENCE

Physical assault: Beating, punching, kicking, biting, burning, maiming or killing, with or without weapons, often used in combination with other forms of sexual and gender-based violence *Perpetrated by spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in a position of power, members of parties to a conflict.* NOTE: Physical violence **includes corporal punishment.**

Trafficking and slavery: Selling and /or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

3. EMOTIONAL AND PSYCHOLOGICAL VIOLENCE: CAN BE VERBAL OR NON-VERBAL

Abuse/humiliation: Non-sexual verbal abuse that is insulting, degrading, demanding, compelling the victim/Victim to engage in humiliating acts, whether in public or private, denying basic expenses for family survival.

Perpetrated by anyone in a position of power and control; often perpetrated by spouses, intimate partners or family members in a position of authority.

Confinement: Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction, restriction of the right to free movement. *Perpetrated by* anyone in a position of power and control, often perpetrated by spouses, intimate partners or family members in a position of authority.

4. HARMFUL TRADITIONAL PRACTICES:

Female genital mutilation: Cutting of genital organs for non-medical reasons, usually done at a young age, ranges from partial to total cutting, removal of genitals, stitching whether for cultural or other non-therapeutic reasons, often undergone several times during lifetime, i.e. after delivery or if a girl/woman has been victim of sexual assault. This is *Perpetrated by* traditional practitioners, supported, condoned, and assisted by families, religious groups, entire communities and sometimes national governments.

Early marriage: Arranged marriage under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions). *Perpetrated by* Parents, community members

Forced marriage: Arranged marriage against the victim's/Victim's wishes, often a dowry is paid to the family, when refused, there are often violent consequences. *Perpetrated by* Parents, family members

Shaming, honour killing and maiming: Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender believed to bring shame on the family or community, or to preserve the honour of the family. *Perpetrated by* parents, husband, other family members or members of the community

Initiation Ceremonies: "Initiation ceremonies" involve traditional rites of passage from childhood into adulthood that force children to engage in sexual activity. *Perpetrated by* families and communities, children and girls may be forced to have sex with men ('Hyenas') or subjected to sexual activities with other children or adults in the community.

5. SOCIAL-ECONOMIC VIOLENCE:

Social-economic Violence: occurs when the abuser has complete control over the victim's money and other economic resources. **Discrimination and /or denial of opportunities, services:** Exclusion, denial of access to education, health assistance or remunerated employment, denial of property rights. *Perpetrated by:* Family members, institutions, and organizations, government, actors.

Social exclusion /ostracism based on sexual orientation: Denial of access to services, social benefits or exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexual, transsexuals or transvestites. *Perpetrated by* Family members, institutions, and organizations, government, actors

Obstructive legislative practice: Denial of access to exercise and enjoy civil, social, economic, cultural and political rights, mainly to women.

RESOURCE 2b:**FACT SHEET: POTENTIAL CAUSES/CONTRIBUTING FACTORS OF SGBV**

- Power imbalances between men and women
- Lack of respect for the human rights of women and girls
- Unquestioned assumptions about appropriate male and female behaviour
- Desire for power and control on behalf of men
- Political motives, including using rape as a weapon of war, for power/control, to instil fear.
- Traditional tensions, feuds
- Collapse of traditional society and family and community support systems
- Cultural and traditional practices, religious beliefs
- Alcohol/drug abuse
- Loss of male power/role in family and community; seeking to regain and/or assert power
- Legal/justice system/laws silently condone violence against women and girls,
- Impunity for perpetrators.

RESOURCE 3a: CHILD SAFEGUARDING REPORT FORM

1. About you: Details of person completing the form	
Your name (optional)	
Your role (staff, partner,)	
Your contact details	
Your relationship to the survivor and person alleging incident/ concern	
Date	

2. About the person alleging incident/ concern					
How was the concern identified?	Observed or suspected		An allegation was made		Disclosed by alleged victim
Who reported the alleged concern?	Name (optional): Relationship to victim:				
Address (how we find them)					
How and when concern/ incident reported?	How report made: Date:				

3. Details of incident/ concern						
Name of victim (optional):						
Female/ Male		Age		Language		Additional needs
Role in project (beneficiary, staff, contractor etc.)						
Name, relationship & contact details of parent/guardian	Name: Relationship to survivor: Contact:					
Nature of the concern/ allegation e.g. exploitation, physical abuse, sexual abuse etc.						
Who committed/ alleged to have committed incident? (<u>relationship to survivor</u>)						
Date, time and location of incident(s)	Date: Time: Location:					
What happened?						

Status of victim: Are they safe? Where are they? Who is looking after them?	Safe: Where are they: Who is looking after them:
What support has <u>the project</u> provided, if any?	Support provided: Date of support:
Is incident a crime according to local law?	
Have you reported this incident to the authorities? (who, date, what advice given?)	Who: Date: Advice given:
Action taken against alleged perpetrator?	
Any other relevant information?	

4. Other information – to be completed by TfaC project staff only					
Who will lead the report follow-up?					
Others you have reported this concern to? (Designated safeguarding officer, other project staff, Trustee, authorities, other).					
Date of report					
Actions taken, to be taken or advice given - include support for victim; against perpetrator (e.g. arrest; suspension)					
Has the project identified health, psychosocial, legal, protection, livelihoods or other relevant and available services to refer survivors/victims and has a referral been made?					
TfaC staff name		Date		Time	

ADDITIONAL LEARNING JOURNAL PAGE

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