Akwa Ibom State
Gender Based Violence
Management Committee

AKWA IBOM STATE GENDER-BASED VIOLENCE TRAINING MANUAL FOR SCHOOLS

A Multisectoral Prevention and Response to Gender-Based Violence in Schools

An Akwa Ibom State Gender Based Violence Management Committee Project 2023

GENDER–BASED VIOLENCE
TRAINING MANUAL
FOR SCHOOLS

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FOREWORD

Gender-Based Violence in Akwa Ibom State continues to prevent the adolescent, particularly the girl child from realising her potentials. This training manual therefore is for secondary schools - junior and senior sections to assists and support them to promote their skills in interpersonal communication, conflict management, coping, creative/critical thinking and decision making among other skills.

The formation of their self-respect, or identity was seen as another important aspect of children's emotional development, hence the need to come up with this manual to act as a guide while they are in school or in other learning setting. This will empower children with capacity to enjoy physical, mental and emotional freedom from abuse.

The school teachers and counselors will play the role of mentors to build trust, and identify serious child protection issues needing attention within the confines of the school. Girl' and boys' clubs will be formed and ran by peer mentors drawn from the students.

The content of the training manual reflects particularly activities that are practical, relevant, age-approriate and gender-sensitive.

ACKNOWLEDGMENT

The development of the Akwa Ibom State Gender-Based Violence Training Manual was borne out of the need to have unified system of managing gender-based violence with particular reference to the Akwa Ibom State Child Right Law (2008) and the Violence Against Persons (Prohibition) Law 2021 adopted in the State.
A high powered consultation with stakeholders from relevant Government Ministries, Departments, Agencies and Parastatals, Non-Governmental Organisations and Civil Society Organisations were actively involved in the process of designing this training manual.

Our sincere appreciation goes to His Excellency, the Executive Governor of Akwa Ibom State for establishing the Gender Based Violence Managment Committee.
We also acknowledge the untiring effort of Her Excellency, Dr. Martha Udom Emmanuel, Chairman GBVMC for initiating the development of the GBV training manual to be used by all the schools in Akwa Ibom State.

We will not fail to mention the involvement and contributions of the relevant government agencies, NGOs and CSOs during the review meetings to see that the content of the manual speaks to the objectives outlined below.

Worthy of note is the inputs from the associations of Principals, Head Teachers, Teachers, Private School owners, PTA and CSOs working in the Education sector, we say a big thank you.

Finally, to all the distinguished members of the Gender Based Management Committee, we appreciate you and sincerely thank you for your support in making this dream come true.

LIST OF ABBREVIATIONS
OF TERMS USED IN THIS MANUAL

GBV: Gender-Based Violence

PTSD: Post-Traumatic Stress Disorder

STDs: Sexually Transmitted Diseases

UNHCR: United Nations High Commission for Refugees

UNICEF: United Nations International Children's Emergency Fund

VAPP: Violence Against Persons (Prohibition) Law

The aim of this manual is to provide basic information, reference and tips on training and workshops aimed at school staff, including teachers, workshop facilitators and trainers, to equip them to educate pupils on and address gender-based violence (GBV) and related issues such as Sexual Harassment, Child Abuse, Gender Equality and domestic violence, which may arise while working with young people.

This manual aims to provide a better understanding of gender-based violence issues among teachers, school staff and others who work with youths, enablling them to address issues of gender-based violence in the school environment and how to handle them.

1.2.1 The Main Objectives Include:

(I)   Defining concepts related to gender, gender equality and gender-based violence.
(ii)   Enabling better understanding of manifestations of gender-based violence, its causes and effects.
(iii) Raising teachers' awareness of state, national and international laws on gender- based violence.
(iv)   Recognising the rights of victims of gender-based violence and observing teachers' role in identifying cases and potential victims.
(v)   Developing teachers' roles in preventing and combating gender-based violence.
(vi)   Providing school activities on gender norms education within the school system.

1.2.2 The overarching aim is to generate knowledge and professionalism for a proper understanding of issues of gender based violence, the victims and perpetrators.

2.1.1 GENDER

In every society worldwide to a greater or lesser degree, women, men, girls and boys, behave differently and have differing social statuses. Many of these differences are not innate but rather socially constructed from the concept of gender.

Our understanding of gender is continually evolving. In the course of a person's life, the interests, activities, clothing and professions considered to be the domain of one gender are continually changing at one point or another.

Gender is defined as the roles, behaviours, activities, attributes, and opportunities that any society considers appropriate for girls, boys, women and men. Gender also refers to the relationships between people and can reflect the distribution of power within those relationships (Manandhar, 2018).

Gender interacts with, but is different from, biological sex. Gender intersects with other drivers of inequities, discrimination, marginalization and social exclusion, which have complex effects on health and well-being. These intersectional drivers include ethnicity, class, socioeconomic status, disability, age, geographical location and sexual identity.

Gender refers to social and cultural differences between women and men, rather than biological differences, for which we use the term "sex".

At birth, the difference between girls and boys is their sex. As they grow, society assigns them different roles, responsibilities, opportunities, privileges and rights, which ultimately create social differences between women and men. This is the underlying difference between sex and gender.

Sex	Gender
Biological characteristics that differentiate us at birth as female or male.	Socially constructed roles and responsibilities associated with what it means to be a girl or boy, or woman or man.
We are born with them.	We are not born with them.

Source: Manual for Trainers: Gender Equality and Gender Mainstreaming, 2015

Most societies view sex as a binary concept with two rigidly fixed options: male or female, based on a person's reproductive anatomy and functions. However, this binary idea of sex fails to capture even the biological aspects of gender, as shown in the diagram above.

There are four main kinds of gender stereotypes:

(a)   **Personality Traits:** For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.

(b)   **Domestic behaviour:** For instance, some people expect that women will take care of the children, cook, and clean the home, while men take care of the finances, work on the car, and carry out home repairs.

(c)   **Occupations:** Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.

(d) **Physical appearance:** Women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing trousers and short hair; women wearing dresses and make-up).

Other forms of gender stereotypes include:

(i) **Hyper femininity:** is the exaggeration of stereotypical feminine behaviour or qualities. This may include being passive, naive, sexually inexperienced, soft, flirtatious, graceful, nurturing, and accepting.

(ii) **Hypermasculinity:** is the exaggeration of stereotypical masculine behaviour or qualities. Hypermasculine individuals believe they are supposed to compete with other men and dominate women by being aggressive, worldly, sexually experienced, insensitive, physically imposing, ambitious, and demanding.

Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status (UNICEF; 2017).

Extreme gender stereotypes are harmful because they do not allow people to fully express themselves and their emotions. For example, it is harmful for masculine gender to feel that they are not allowed to cry or express sensitive emotions, and it is harmful to feminine people to feel that they are not allowed to be independent, smart or assertive. Breaking down gender stereotypes allows everyone to be their best selves.

2.1.2 DEFINITION OF GENDER-BASED VIOLENCE (GBV)

UNICEF defines gender-based violence as an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males (UNICEF; 2017).

The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include sexual violence, such as sexual exploitation/abuse and

forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings, and widow disinheritance. Violence takes various forms, including (but not limited to) physical, verbal, sexual, psychological and socioeconomic violence:

(a) **Physical violence** is an intentional act to cause pain and/or physical injury. It includes beating, burning, kicking, punching, biting, maiming, using objects or weapons, and tearing hair out. At its most extreme, physical violence may lead to murder. Some classifications also categorise trafficking and slavery as physical violence because there is often initial coercion, and the victims are subject to further violence as a result of their enslavement S. 2 of VAAP Law, 2020).

(b) **Verbal violence** can include put-downs in private or in public; ridiculing; using obscene language that offends the other and threatening to use other forms of violence on the victim or a loved one. Verbal abuse may also be related to background by insulting or threatening the victim on the grounds of religion, culture, language, (perceived) sexual orientation or traditions. S. 15 of VAAP Law 2020.

(c) **Sexual violence** encompasses multiple acts that range from verbal harassment to forced penetration, and an array of types of coercion, from social pressure and intimidation to physical force. All forms of sexual violence are hurtful and may be enacted in the public or private sphere. Examples include rape (sexual violence including some form of penetration of the victim's body without consent), marital rape and attempted rape. Other types of sexual violence are forcing a person to watch sexual intercourse; forcing a person to have intercourse in front of others; forcing unprotected sex; sexual harassment; and, in the case of women, abuse related to reproduction (forced pregnancy, forced abortion and forced sterilisation). Ss. 1 and 25 of VAAP Law, 2020.

(d) **Psychological violence** is any act that causes emotional harm and targets someone because of their gender. It can entail threatening behaviours that do not necessarily involve physical or verbal violence. Some examples include controlling or restricting someone's movements, threatening, wilfully ignoring, verbally disrespecting and degrading another person. S.15 of VAAP Law, 2020.

(e) **Socioeconomic violence** is both a cause and an effect of dominant gender power relations in societies. Some of the most typical forms of socioeconomic violence include taking away the victim's earnings, preventing her from having a separate income (forced 'housewife' status or working for the family business without a salary), or making her unfit for work through targeted physical abuse. In the public sphere, it may include denying access to education or (equally) paid work; denying access to services; exclusion from certain jobs, and denying the enjoyment and exercise of civil, cultural, social, or political rights. S.12 of VAAP Law, 2020.

(f) **Domestic violence**, also known as 'domestic abuse' or 'intimate partner violence' can be defined as a pattern of behaviour used to gain or maintain power and control over an intimate partner. The abuse may entail physical, sexual, emotional, economic or psychological actions or threats of actions, including any behaviour that frightens, intimidates, terrorises, manipulates, hurts, humiliates, blames, injures or wounds. Domestic abuse can happen to anyone of any race, age, sexual orientation, religion, or gender. It can occur in various set- ups, including couples who are married, living together, or dating. It affects people from all socioeconomic backgrounds and levels of education. Victims of domestic abuse may also include a child or other relative, or any other household member. S.19 of VAAP Law, 2020.

(g) **Cyber violence** against persons has arisen with the rise in digital communications. It includes online harassment or cyber bullying, publication of intimate images ('revenge porn'), humiliation ('slut shaming'), unwanted pornography, threats of rape or death, and blackmail based on sexual intercourse ('sextortion'). Access to the internet is fast becoming a necessity for economicwell-being, and is increasingly viewed as a fundamental human right. Therefore, it is crucial to ensure that this digital public space is a safe and empowering place for everyone.

2.2 OTHER KEY DEFINITIONS

(a) **Gender Blindness:**
The failure to recognise that the roles and responsibilities of men/boys and women/girls are assigned to them in specific social, cultural, economic, and political contexts and backgrounds. Projects, programmes, policies and

attitudes which are gender blind do not consider these different roles and diverse needs but rather maintain the status quo, and will not help transform the unequal structure of gender relations (2017; UNICEF).

(b) **Gender Discrimination:**
Any discrimination, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition or enjoyment or exercise by women, irrespective of their marital status, on the basis of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. Discrimination can stem from both law ('de jure') or from practice ('de facto').

de jure discrimination: e.g., in so many countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.

de factor discrimination: e.g., a man or woman may hold the same job position and perform the same duties, but their benefits may differ (2017; UNICEF).

Direct discrimination: Where a person is treated less favourably on the grounds of sex than another person is, has been or would be treated in a comparable situation.

(c) **Sexual Harassment:**
Any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another (2005; UNHCR). Sexual harassment includes many things such as actual or attempted rape or sexual assault, unwanted pressure for sexual favours, unwanted sexual teasing or remarks, cat calls and whistling at someone, unwanted deliberate touching, leaning over, cornering and pinching, among others. Unwelcome behaviour is a critical term. Unwelcome does not mean 'involuntary'. A victim may consent or agree to certain conduct and actively participate in it, even though it is offensive and objectionable. Therefore, sexual conduct is unwelcome whenever the person subjected to it considers it unwelcome (1992; BNA Communications Inc.; SDC IP .73).
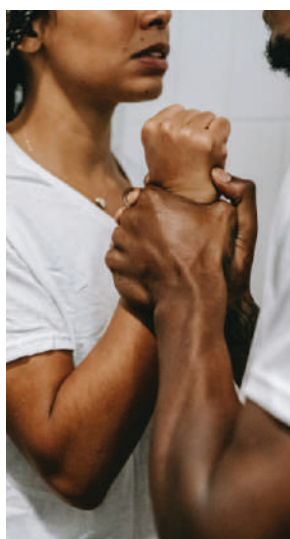
Gender-based violence is both a cause and a consequence of gender inequalities between women and men, and is one of the most widespread forms of human rights violations in all societies.

(a) **Power Play:** Violence against persons is not about uncontrollable anger, but rather it is about power. It is a choice based on the belief that it is justified to wield power over others through violence.

(b) **Alcohol and Substance Abuse**: They are often considered causes of violence, but these are merely factors on the basis of which violence can escalate. Furthermore, not all alcohol or drug addicts are violent.

(c) **Poverty can increase violence:** Particular groups of women, including women and girls living in poverty, face multiple forms of discrimination, and face increased risks of violence as a result. Studies show that poor women and girls are 2.5 times more likely to marry in childhood than those who are wealthy.

Women and girls living in poverty are more vulnerable to sexual exploitation, including trafficking. And those who experience domestic or intimate partner violence have fewer options to leave violent relationships, due to their lack of income and resources.

(d) **Access to Internet:** Technology-facilitated gender-based violence (TF GBV) is any act that is committed, assisted, aggravated or amplified by the use of information communication technologies or other digital tools which results in or is likely to result in physical, sexual, psychological, social, political or economic harm or other infringements of rights and freedoms. These are forms of violence that are directed against women and girls because they are women /girls and or that affect women disproportionately.

TF GBV occurs within a continuum of multiple interrelated types of violence against women and girls which are often connected to violence in the offline world. It encompasses many forms, including intimate image abuse, doxing (the sharing of personal or identifying details), trolling (posting messages, images or videos and the creation of hashtags for the purpose of provoking or inciting violence against women and girls) and sharing of deepfake images. TF GBV also includes misogynistic or gendered hate speech as well as efforts to silence and discredit women online, including threats of offline violence.

3.2 | MYTHS/FACTS ABOUT GENDER BASED VIOLENCE

There are countless prejudices or myths about gender-based violence that statistical data and research in the field refute. However, these are easily passed on and accepted as people seek to find an immediate justification for traumatic events and confirm the belief that this would never happen to them. There is therefore a widespread prejudice that domestic violence happens to other social groups and people. Some of the most common preconceptions about gender-based violence are that it takes place in poor or uneducated families, in a context of alcohol abuse, or among ethnic minorities. Most people believe these prejudices because it is easier for them to associate a negative phenomenon, such as violence, with social groups or people who are different from them, in order to reject the idea that it could also happen to them. These beliefs are FALSE. Gender-based violence occurs in all social settings, among both ethnic minorities and the ethnic majority. Domestic violence also exists in states where alcohol is prohibited.

Blaming occurs when the abused person is found wholly or partially guilty of the trauma he/she is suffering. When family, friends and loved ones react in this way, survivors of violence continue to believe that it is their fault and it will be much harder for them to leave the perpetrator.

This cultural component is the reason for the idealised beliefs and images surrounding love that often make it difficult to establish healthy relationships.

It also causes acceptance, standardisation, justification, or tolerance of abusive and offensive behaviour. There are several myths or false beliefs about the ideal of love, which can be summarised in four fallacies or main groups: - "Love does everything" (i.e. love forgives everything) - "Love is the most important thing and requires a total commitment" (Give yourself completely to the other person) - "True love is predestined" - "Love is possession and exclusivity over each other" These false beliefs can create an imbalance of power in couples and therefore lead to situations of gender-based violence.

Therefore, having these conversations about the false beliefs of love and about healthy relationships and consent will mean that pupils and children will feel more comfortable sharing their feelings as they become romantically interested in others. These conversations can also bring up other important topics, like treating other people kindly, breaking up kindly, and setting and respecting boundaries.

3.3 POTENTIAL SIGNS AND CONSEQUENCES OF PARTNER VIOLENCE

3.3.1 Physical signs

(a) Complaints of pain in back, abdomen and head
(b) Heart palpitations and chest pains
(c) Sleeping disorders
(d) Drastically changed appearance or body weight
(e) Gastrointestinal disorders or problems
(f) Reduced control over fertility
(g) Abdominal and weight related problems
(h) Allergies
(i) Generally poor physical health

3.3.2 Mental and emotional signs

(a) Concentration and memory difficulties
(b) Nerves and anxiety
(c) Stress related diseases
(d) Self-destructive behaviour
(e) Self-medication
(f) Low self-esteem

(g) Suicidal tendencies
(h) Depression
(i) Post-traumatic stress disorder (PTSD)

3.3.3 Behavioural signs

(a) Tendency to isolate themselves from people
(b) Provides untrustworthy explanations
(c) Exhibits risky behaviours in relation to dangerous situations
(d) Mothers' parental abilities are affected
(e) Behaves aggressively
(f) Sexual abuse

Younger victims are at a higher risk for health problems than adults. These can include mental health conditions, such as depression, poor self-esteem and anxiety, as well as physical complaints such as diabetes, heart disease, obesity and others.

3.4 POTENTIAL CONSEQUENCES FOR YOUNGER VICTIMS OF GENDER-BASED VIOLENCE

3.4.1 Physical consequences

(a) Low weight and seeming undernourished.

(b) For child victims, it may be harder to put on weight as a baby, with more often lower height and increased risk of becoming overweight at five years old.

(c) Somatic complaints without cause. (Somatic symptom disorder is characterised by multiple persistent physical complaints that are associated with excessive and maladaptive thoughts, feelings, and behaviours related to those symptoms.)

3.4.2 Mental and emotional consequences

(a) Increased prevalence of PTSD and PTSD-like symptoms and increased risk of developing depession and anxiety.

3.4.3 Behavioural consequences

(a) Problems with regulating their emotions, lower self-esteem and lack of joy, increased aggressive behaviour, antisocial behaviour and hyperactivity.

(b) Difficulty in social situations, and in forming and maintaining friendships and partner relationships.

(c) Concentration difficulties and difficulties at school.

| 3.5 | VICTIM RESPONSE |

Each victim responds differently to abuse and trauma. Younger victims may experience longer-lasting effects of violence. Some young people are more resilient, while others are more sensitive. The impact of violence on adult victims and child victims depends on several factors such as the relationship between the victim and the aggressor, gender, age, self-confidence, frequency of violence, severity of violence, the existence or lack in the community of support, etc. Although a young victim will probably never forget what they saw or experienced during the abuse, they can learn healthy ways to deal with their emotions and memories as they mature. It is the responsibility of the adults in their lives to help them through this process. Teachers should be aware of the signs described above to detect violence and should reach out to pupils if they see any of those signs to help them combat and recover from violence.

3.5.1 VICTIM RECOVERY

How successful a pupil is at recovering from abuse or trauma depends on several factors, including having:

(a) A good support system or good relationships with trusted adults,
(b) High self-esteem,
(c) Healthy friendships.

The sooner the victim gets help, the better the chances of becoming mentally and physically healthy person.

3.6 SEX EDUCATION

3.6.1 WHAT IS SEX EDUCATION?

Sex education is the provision of Knowledge about body development, sex, sexuality and relationship, as well as skill development to assist young people in communicating about sex and making educated decisions about their sexual health (Bridges, 2014).

Good sexual education is more than just preventing unwanted pregnancy and STDs. It is based on democracy, rights, and community. It must develop pupils' competencies to set boundaries and their ability to respect and recognise each other, regardless of differences. Workshops which introduces methods and materials for working on boundary-setting to prevent gender-related violence will be conducted.

Giving pupils a foundation in relationship-building and focusing on the notion of care for others can enhance well-being and pave the way for healthy intimacy in the future. It can prevent or counter gender stereotyping and bias. It is also known to minimize instances of sexual harassment and assault in primary and secondary schools— instances that may range from cyber-bullying and stalking to unwanted touching and non-consensual sex.
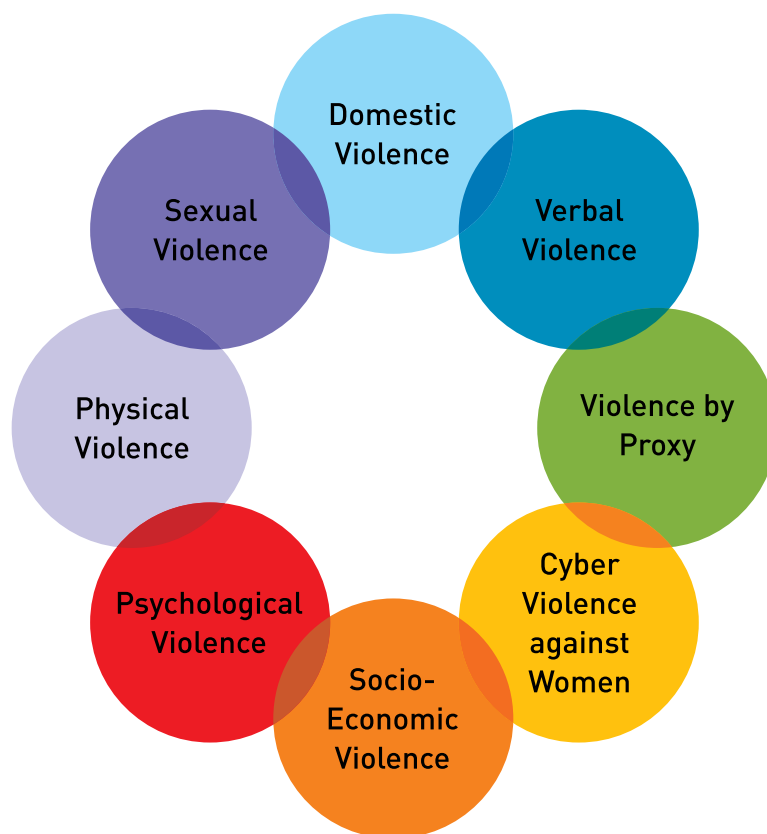
Adopted from UNICEF, 2017

Pupils should be made to understand why consent is important and think about consent in a variety of contexts. At the heart of that understanding are questions about human morality, how we relate to one another, and what we owe to one another. This is especially true for young people in marginalised populations who have not been represented well in sex education—including, those with lower incomes, those living in rural areas, and those in foster care.

Good sexual education also means talking to your pupils about relationships and feelings. When you encourage conversations about feelings, friendships, family, and partner relationships, it can help adolescents feel confident to talk about teenage relationships in general. If they understand what respectful relationships is all about, they can relate this directly to romantic relationships. Perceived social norms and peer relationships are also influential to pupils' relationships. Teens who have close and trusting friendships are likely to have close and trusting romantic relationships, while those who tend toward hostility and aggression with friends and peers will bring these tendencies into relationships. In addition to this, their romantic ideal in our cultures offers a model of loving behaviour that stipulates what it 'really' means to fall in love and what feelings to have, how, when and with whom.

3.6.2 ISSUES FOR CONSIDERATION IN SEX EDUCATION

(a) We must ask ourselves what kind of relationships and expressions of love are being shown to youth and children so that they are aware of the presence of violent behaviours in relationships.

(b) Today's youth shows a high assumption of the myth of predestined true love, a myth that makes us believe that personal development is outside of ourselves and that another person that will make us complete - as if we consider ourselves "half of something" and put our well-being in the hands of the other person - which can lead to positions of dependency on the partner.

(c) The construction of our sexuality starts from the cultural representations that we learn from childhood. The gender system, based on discriminatory stereotypes about traits, roles and expectations, establishes conflicting and unequal norms for women and men. In our current society, many myths and taboos still persist, socially constructed imperatives around sexuality, which dictate how the person should behave according to the gender assigned to him.

3.8 NATIONAL AND STATE LEGISLATIONS TO TACKLE GENDER-BASED VIOLENCE

Below is a list of some of the National and State Legislation, measures and legislation regarding gender-based violence:

(a) Beijing Platform for Action: European Institute for Gender Equality
https://eige.europa.eu/beijing-platform-for-action

(b) CEDAW Convention - Convention on the Elimination of All Forms of Discrimination against Women: UN Human Rights
https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx

(c) UN Women global database on Violence Against Women
http://evaw-global- database.unwomen.org/en

<table>
<tr><td>**4.1**</td><td>**TEACHERS' ROLE IN IDENTIFYING, PREVENTING AND COMBATING GBV**</td></tr>
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Teachers and others working in the field of education can play a key role in preventing and combating gender violence, as the school is where children receive complementary education to that received in the family, from teachers and their classmates (peer learning). For this reason, the role of teachers and associated staff is fundamental in bringing about a structural change so that tomorrow's society values girls and boys equally and is a safe place for them.

4.2 WHAT CAN TEACHERS AND EDUCATIONAL STAFF DO TO COMBAT GENDER-BASED VIOLENCE?

(a) Create a safe school/classroom environment that promotes mutual respect among pupils.

(b) Establish clear rules against gender-based violence and encourage conflict resolution in a non-violent way.

(c) Organise activities to prevent gender-based violence appropriate to the age of the pupils, so that they can recognise the different forms of violence and what steps they can take to report gender-based violence or to ask for help.

(d) Develop cooperation with shelters and services for victims, as well as with organisations that provide services for the prevention of gender-based violence

by promoting equality between girls and boys and respect for human rights.

(e) This cooperation can be a way for useful information to reach the victim's parents or children.

(f) Cooperation between educational institutions and shelters or centres for victims of violence can contribute to a better understanding of the needs of pupils who are victims of gender-based violence.

(g) Continuous sensitization of the children on gender based violence.

4.3 SIGNS OF GENDER BASED VIOLENCE

Pupils may be direct or secondary victims of gender-based violence. Gender-based violence can take place both in the private space, at home, among family members, and in the public space, including school or online.

Teachers play an important role in identifying any forms of gender-based violence a pupil may be experiencing in or outside the school environment. It is the responsibility of the teachers to be curious about the child's behaviour and identify-

Behavioural Signs

(a) any signs such as delayed responses

(b) sudden drop in confidence

(c) physical injuries

(d) problems with other children

(e) social isolation

(f) low attention in class, etc.

It is important to remember to be patient when approaching a student about perceived gender-based violence. Teachers should be aware of the various States, national and international laws to combat gender-based violence. In addition, there are many institutions and services for victims, to which they can report perceived cases.

4.4 ACTIONS TEACHERS CAN TAKE TO BUILD POSITIVE RELATIONSHIPS WITH THEIR PUPILS

Pupils say they feel encouraged and try harder when their teachers:
(a) Smile and greet the pupils
(b) Show they are proud of their pupils
(c) Take an interest in what pupils do
(d) Listen to pupils
(e) Provide support, hope and encouragement for pupils' progress
(f) Treat pupils with respect
(g) Avoid harsh or punitive styles in their pupil management practices
(h) Explain things clearly and give feedback and help when needed
(i) Attempt to understand pupils' cultural background and individual interests
(j) Teachers should maintain high level of confidentiality on information on pupils
(k) Rather than controlling behaviour through fear tactics, teachers can use positive discipline that works through:

    (I) Teaching pupils about rights, responsibilities, rules and standards.
    (ii) Teaching pupils how to manage their own behaviour through developing life- skills and social skills such as respect for others, cooperation, communication and problem solving.
    (iii) Developing pupils' awareness of the effect of their positive and negative behaviours on others.
    (iv) Encouraging pupils' desire to be considerate and respectful.
    (v) Improving pupils' understanding of the way in which rules and expectations work to protect people's rights and needs.

(l) Teachers can also demonstrate gender equality in their teaching practices. For example, teachers can give equal attention to all pupils, regardless of their gender and they can make sure they do not reinforce gender stereotypes in the way they treat the pupils or teach about their topic areas.

4.5 CLASSROOM ACTIVITIES AND RESOURCES

Pupils learn best in schools that provide safety and social support. Evidence from effective health education and life-skills programmes show that it is important to use participatory learning activities to develop social skills, and to include practical and relevant learning activities within which pupils can rehearse positive communication strategies. The learning activities are suitable for use in a range of subjects, including the school's literacy development programme, social studies, pastoral care, life-skills, civics, health, sexuality education and values education programmes.

Some teachers worry that talking about violence may have negative effects on those who have experienced violence. However, teachers can take steps to make discussions about violence prevention safe and productive for pupils. This is partially achieved by using carefully constructed learning activities and scenarios, rather than personal stories. The tasks are designed to assist pupils to explore the issues in a blame-free environment which is conducive to honest engagement with the challenge of change. They assist pupils to question harmful attitudes and practices without resorting to blaming or naming, and without needing to call on their personal stories.

Nonetheless, some of the material in the programme may trigger sad or angry emotions in pupils, or in the teachers themselves. Some pupils may react

defensively, and showthis by laughing, joking, accusing or denying the existence or effects of gender-based violence. In this case, teachers can use a combination of effective positive classroom management practices to deal with any potentially unruly or belittling behaviour and provide additional support or referral for those finding the material difficult.

For those pupils who find the material upsetting, it is important to provide some alternative activities if this option is needed, and to follow up to make any necessary action plans, strengthen coping strategies, or connect the student with additional support as needed. Alternating methods of educating young people about gender-based violence keeps them interested.

Discussions, debates, readings, questions and answers (such as quizzes), role plays, case studies, working visits to non-governmental organisations or participation can be organised to address issues of gender-based violence or equality between women and men.

Representatives of NGOs can be invited to the classroom to talk about the mission and activities of their organisation.

A recommended activity would be to encourage empathy and solidarity among young people through role-playing games or moments of reflection so that they understand the feelings and obstacles that victims of gender violence face. Empathy can also be encouraged by a detailed understanding of the complexity of gender-based violence, by engaging pupils in watching a documentary about gender-based violence, often followed by a teacher-led debate.

4.6 IMPORTANT CONSIDERATIONS FOR TEACHERS:

(a) Pay attention to norms - including your own
(b) Use inclusive language
(c) Everyone has several fundamental rights
(d) Boundaries depend on context and those with whom you are
(e) Pay attention to reactions of the pupils

Also Teachers should:

(a) Increase pupils' awareness of sexual boundaries, grey zones, and boundary violations

(b) Develop their communicative (verbal and non-verbal) skills to better navigate their sexual relationships with other adolescents

(c) Strengthen their ability and motivation to avoid cross-border sexual abuse and abuse in close relationships, both for themselves and for others

Gender-based violence begins with subtle forms that not everyone recognises. The most well-known forms of violence are those that leave physical traces, but violence can also be in the form of control, jealousy, threat or isolation. To encourage pupils to think about their relationships with others, schools can use the following "Signs of an unhealthy relationship". Finally, it is important to encourage pupils to discuss the sentences below and decide whether they are signs of an unhealthy relationship-

(a) He humiliates you and makes you feel bad;

(b) If I refuse something or say "No", I feel guilty;

(c) He checks me non-stop; he wants to know all the time where I am, who I am with and what I do;

(d) I don't feel comfortable doing what I want;

(e) He unjustly accuses / accuses me;

(f) He presses me until he gets what he wants;

(g) He/she doesn't talk to me or he/she doesn't pay attention to me when I talk;

(h) She is extremely jealous;

(i) I consider that he has more rights than me;

(j) He wants to know all your passwords (Facebook account, email, phone);

(k) It makes you feel bad;

(l) You are always afraid that he will get angry;

(m) Many of your decisions are made based on what he / she would like, to prevent him or her from getting annoyed;

(n) When he gets angry, he yells at you, laughs at you, insults you, hits you or throws various objects at you;

(o) He destroys your personal things;

(p) He/she forces you to do things you don't want to do;

(q) You lie to each other;

(r) He is possessive;

(s) He gives me nicknames I don't like;

(t) He touches me or kisses me unintentionally;

(u) He doesn't always agree with what I wear;

(v) He constantly monitors my phone and messages;

(w) He limits my interaction on Facebook;

(x) He threatens to post private photos or videos of you on Facebook;

(y) He/she sends you messages or write degrading comments on Facebook;

(z) He laughs at me in front of my friends

Source: European Anti-Violence Network, 2015

Gender-based violence and domestic violence often occur around us or even before our eyes, but we are accustomed to not reacting when we witness violence. Sometimes we blame the victim, other times we are afraid of aggressors or we have simply learned that it is not our problem, we must not get involved. Due to our lack of reaction and minimal pressure on the aggressor, he understands that he can do what he wants, that his violence against the target person is legitimate and that no one intervenes because he has the power. Our lack of reaction makes us complicit with the aggressor and tells him that what he is doing is not wrong. Facilitate a discussion in your school about going "From a non-intervening witness to a witness who helps" and help them become aware of what they can do in such situations.

4.8.1 FROM A NON-INTERVENING WITNESS TO A WITNESS WHO HELPS (RECOMMENDED AGE: 7-13 YEARS)

(a) Remind children that violence and abuse, not only physical but also verbal or emotional, is a violation of human rights. Ask them about different forms of violence or abuse.

(b)   Divide the children into groups of three or four. Each child in the group will tell the group about the following situations, in a total round of 15 minutes. a) When you saw someone being hurt or treated unfairly. b) When you participated in an action that hurt someone else or caused unfair treatment to someone else. c) When you saw that someone was hurt or treated unfairly, and no one intervened. d) When you saw someone intervene when someone else was hurt or treated unfairly.

(c)   Bring the children in the large group to discuss their observations. First, ask them about different situations in which someone has been hurt or treated unfairly. Put them on the board as forms of violence.

(d)   Then ask for examples in the "Helping Witness" category.

(e)   At the end, ask them examples from the category "Witness who does not intervene". Ask, "What could this person have done to help him be a witness?" Write the answers on the flipchart.

4.8.2 POST-EXERCISE EVALUATION AND DISCUSSIONS

1.   Ask the children how they can become witnesses who help get involved in defending human rights.

> **?**
>
> - Which of the actions suggested as involvement by the witness would be difficult to do?
>
> - Which would be easier to do
>
> - Are there actions you thought you could do if you witnessed the violence?
>
> - What stops people from becoming witnesses who help when they see a situation of violence?
>
> - If more witnesses helped, do you think the issue of violence could be improved?

2.   Discuss how you can help each other in certain situations. - What qualities should the witness who jumps to aid someone have? - What can we do to help people take action against violent situations? - How can we encourage those in our group to become helpful witnesses?

3.   Conclude by recalling that any form of abuse or violence against children, including children who are violent with each other, is a violation of human rights. They take place in every culture and in every country in the world. We cannot stop violence from everyone, but we can help each other in our communities.

Source: Compass - Handbook on Human Rights Education for Children, 2007

4.8.3 — FORMS OF VIOLENCE

Gender-based violence and domestic violence often occur in many different forms, not just physical and sexual violence. It is important to understand the various forms of violence that occur which do not have visible physical signs, but leave behind behavioural and emotional signs. This exercise about the "Human photos of violence" will encourage pupils to become aware about the signs of gender-based violence by illustrating them through 'live human photographs.

Physical violence

Domestic violence

Psychological violence

Verbal violence

Socio-economic violence
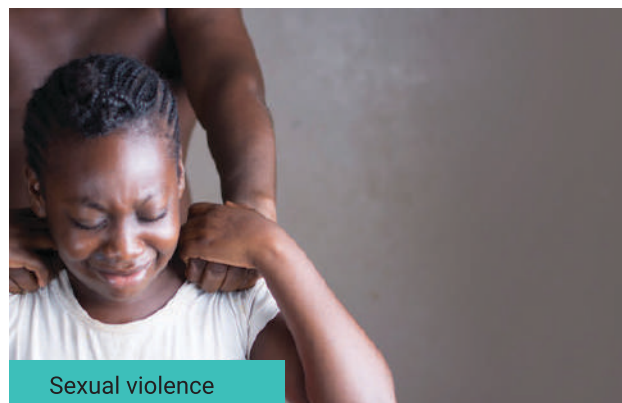
Sexual violence

1. Discuss domestic violence and group violence. What forms do you think domestic violence and gender-based violence can take? Encourage children to think about as many forms of violence as possible, not just physical violence.

2. Divide the pupils into groups of 4-6 and explain to each group that they have 15 minutes to discuss the different forms of violence they experienced or observed at school, in the family, among friends. The group chooses a situation and illustrates it with a "human photograph", which includes all the people in the group and stand still,without making a sound. Body position and facial expression should suggest the role they play (victim, aggressor, witness, etc.).

3. Ask each group to present the human photograph taken by them (i.e. to sit in the agreed positions). The rest of the groups should comment on what they think is going on in that photo.

4. After each group presented the "human picture", invite them to return to their groups and think about how to resolve the situation without violence.

5. Each group presents "human photography with conflict resolution" for the rest of the pupils. After each presentation there should be a discussion with the rest of the group about what they saw in the photo. Ask pupils to think of a similar situation in real life, emphasizing that there is more than one solution to a difficult situation.

    Source: Compass - Handbook on Human Rights Education for Children, 2007.

Gender-based violence in its different forms can be addressed as an issue with school pupils by having participatory workshops where pupils can put themselves in the shoes of the victims and the perpetrators. Reflection and social transformation can be achieved by exploring different options for dealing with a problem or issue. Due to its participatory characteristics, 'Forum Theatres' are an exceptional tool to work with young people to create awareness about and tackle social problems. Forum Theatre (Recommended age: 11-18 years)

1. Body dynamics and warm-up games with pupils to get used to theatrical body language and create a space for complicity among the participants.

2. Along with the theatrical techniques, it is also important to work on the concept of gender-based violence with the pupils. In the context of gender-based

violence, a game of role reversal can be crucial to introduce the themes of feminine and masculine roles in society.

3. The dramatic script starts to build once the participating pupils are more accustomed to the themes of gender-based violence and the forum theatre as a process. They only have a few fixed lines and are encouraged to create scenes from these lines, and can create new lines and change them depending on how they feel.

4. Once the pupils have practiced their final script, they present it in school or in other public forum, followed by a discussion with the audience. DECIDES Europe has published a handout with information about how to conduct forum theatre workshops for young people to prevent and encounter gender-based violence. The project has also published videos of the experiences of the forum theatre workshops for pupils in Barcelona and Madrid (Spain), and Bucharest (Romania), which can be found on the website www.decideseurope.net

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Gender Based Violence
Management Committee