

Making Schools a Safe Horizon for Girls



A Training Manual on Preventing Sexual
Violence against Girls in Schools

Millie Akoth Odhiambo and Jeffrey Maganya

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Foreword

Schools are traditionally expected to be safe havens for children irrespective of their sex. Recent media reports indicate that schools are constantly violating children's rights. It is unfortunate that sexual harassment against the girl child is on the increase in schools. Teachers, even heads of schools, have been reported sexually violating girl pupils. Cases of pregnancy and early marriages by teachers have often been reported. While the home environment may not equally be quite safe for children, parents send their children to school with the trust that teachers will assume the role of parents while under their guardianship on top of the daunting task of character building and education. Sexual harassment of girls by teachers in essence betrays the very trust bestowed upon teachers by parents.

Teachers are a symbol of authority in the school environ. As such, many abuse their position in the school to influence children especially girls to succumb to their whims. Children tend to fear reporting cases of sexual harassment or violation for fear of being reprimanded for reporting to authorities including parents. Children in such situations suffer in silence. Many children especially girls have either dropped out of school directly from sexual harassment or related cases. Breaking the silence requires strong confidence both by children and teachers responsible for handling such cases. *Making Schools a Safe Horizon for Girls* is a project run by the CRADLE in partnership with Actionaid International Kenya. It is intended to work towards eliminating sexual violation/harassment of girls in school through capacity building of teachers to handle cases of sexual harassment in school in a professional manner. It is also intended to help establish girls' forums in schools to build their confidence and challenge rights violation within the school environment.

This training manual on preventing sexual violence against girls in schools is further intended to strengthen the efforts made in fighting all forms of sexual violation within schools. The manual will be vital in building the capacity of the teachers to handle cases of sexual violation through professionally identifying, counseling, and reporting cases without violating the privacy of the child. The manual will be a useful guide for teachers, education officials, inspectors and even parents in handling cases of sexual violation. It is hoped that it will go along way in addressing a sensitive but critical area that impacts negatively on the education of the girl child.

Olad I. Farah
Education Coordinator
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PREPARATORY STAGE

(This section is adapted from the CRADLE's Volume I Pro bono Manual)

Before undertaking a training workshop, you need to be aptly prepared long before the workshop so that you can ensure its success. The following steps are useful for preparing for the Safe Horizon Training.

Nature of training

The training focuses on making schools a "Safe Horizon for Girls". It addresses factors within school that hinder girls from attaining education. It focuses on sexual abuse on girls within the school set-up.

Objectives of the Workshop

Objectives for the workshop are:

- (1) To enhance the capacity of teachers to:
 - Understand the concept of rights.
 - Understand mechanisms for identifying and dealing with abuse including reporting and follow up of cases.
 - Develop girls' forums in their schools.
 - Spearhead campaigns against abuse of girls in schools.
 - To understand gender issues as relates to abuse of girls.
- (2) Train teachers to be able to safeguard girls' rights and dignity in schools.
- (3) Enhance the retention and participation of girls in primary schools by making schools a Safe Horizon for girls.

Target Group

The target group for this training is teachers. There is need to have a gender balance in the selection of participants for training. There is also need to train head teachers together with teachers who are in a position to be patrons of a Safe Horizon project.

Pre-workshop Preparations

To ensure success of the workshop, it is necessary to plan early. Workshop planning should commence at least two months before the workshop. One needs to develop a workshop schedule and checklist in time.



A. Workshop Schedule

This indicates specific tasks to be undertaken, persons to undertake the said tasks and a timeline for performing the tasks. Whenever possible, include benchmarks.

A sample workshop activity schedule:

Activity	Officer Responsible	Objective	Time Frame	Benchmarks	MOV
Identifying and contacting participants	Program Officer and mobilizer.	To ensure relevant target group is reached.	6 th June 2003	At least 30 participants identified and contacted.	List of participants.

B. Workshop Checklist

The workshop checklist should be extracted from the project activity plan and should be a reminder on items to be bought and tasks to be undertaken before the workshop. This includes the following:

Finance

- Develop a comprehensive budget listing all possible expenses.
- Ensure you have clarity on budget-lines in consultation with the Finance Office.
- Ensure you obtain expenditure approval for the workshop.
- Ensure to include money for contingencies and any per diems.

Venue

- Select a suitable venue from a selection of at least three.
- Book and visit the venue at least one month before the workshop to ensure there is room enough for participants including break-away rooms.
- Reconfirm the venue one week before the workshop.
- Ensure all necessary systems are operational such as electricity or power back up, plugs, toilets and air-conditioning.



Boarding facilities

- Ensure there are enough rooms with adequate facilities for all participants.
- All participants should provide the name of contact persons in case of emergency.
- There should be facilities for evening recreation such as videos, TVs or games.

Resources

Ensure that each participant has:

- A pocket file containing all documents including a copy of the program.
- Ensure that enough copies of all handouts are prepared before the workshop for the participants.
- Pre and post workshop evaluation forms should be ready before the workshop.
- General evaluation forms should also be prepared before the workshop.

Transport

- Arrangement should be made for transport for participants to the venue.
- Ensure that all participants have the itinerary to the venue at least two weeks before the workshop .

Reimbursements

Be sure to arrange for reimbursement if transport is not availed for:

- Participants, presenters/facilitators and organizers.

Program

Ensure that:

- You have a clear and detailed program that gives each presenter a clear time-line.
- The program should allow time for rest, sports, leisure and exercise.
- There should be a variety of topics and methods of presentation.
- If possible, prepare for a cultural evening or any other non-formal session to enable the participants bond.

PRESENTERS/FACILITATORS

The presenters or facilitators should know:

- What topics will be covered in the workshop.
- How long their sessions will be and who else will be presenting or facilitating.



- The target group and how many participants are expected.
- The venue and how to get to the venue.
- The equipment that will be available or used.

Ensure that you know

- The topics to be covered by each facilitator.
- The equipment and resources they will need.
- If they will need a translator.
- If there is drinking water available for presenters and participants.

Stationery

Make sure you have:

- Newsprint/flipchart paper, white-board markers and bold pens.
- Pens/pencils, rulers, staplers, paper punch and white out.
- Masking tape, a pair of scissors, glue and erasers.
- Notebooks, photos, posters and brochures.
- Name tags/labels with names of participants clearly printed out.
- Training cards and group assignments/ case studies.
- Registration forms for each day.
- Pre and post workshop evaluation forms or general evaluation forms.

Equipment

Ensure you have the following equipment:

- Flipchart stand.
- TV, Video player, recorder and tapes (if necessary).
- Laptop/Computer and overhead projector (if needed).
- Camera.

PARTICIPANTS/LEARNERS

Ensure that every participant has received call up instructions and that they know:

- What to expect from the workshop.
- What to prepare for and what to bring to the workshop.
- The manner of dress for the workshop.
- The expected weather conditions.



- How to get to the venue (map).
- The transport arrangements and any arrangements for reimbursements.
- Policy on drinks, laundry and other personal costs.

Ensure that you know

- How many persons will attend the workshop.
- The language they prefer to use.
- If there is any with medical problems or special food needs.

Food

- Agree on the menu with the caterers before the date of the workshop.
- Ensure any reasonable special needs of participants is taken into account.
- Ensure the provision of snacks, tea or coffee during health breaks.

Leisure

Ensure that you have:

- Facilities for participants to use during leisure time such as relaxing videos, magazines and games (tennis and soccer balls) or musical instruments and playing cards.

First aid/Medical Kit

Do you have:

- A First aid kit and basic knowledge of first aid?
- Knowledge of where the nearest hospital is?
- A doctor to contact in case of an emergency?
- Emergency contact number for each participant?

Scheduling the Training

The following reminders are useful when scheduling a training or workshop:

- Determine and confirm the dates for the workshop with all persons concerned.
- The workshop should preferably be held during the day and last between 6 to 7 hours a day.
- It is suggested that there should be three to four sessions per day with tea, lunch and evening tea breaks.
- As much as possible, avoid formal evening sessions. Instead social events such as a cultural evening, a visit to a park or a cocktail are encouraged.



- Depending on the budget, it is suggested that the workshop be held out of town to avoid interruptions.
- A residential workshop is preferable.
- If possible, schedule the training during school holidays when teachers are more likely to be available.
- The workshop should ideally take five days.
- Always work from the known to the unknown.
- Work from easy to difficult subjects if possible.
- Difficult topics should be tackled in the morning when participants are likely to be more alert.
- Easier or interesting topics likely to generate a lot of debate should be slated for late mornings and afternoons. Interesting video shows could also be screened in late mornings and afternoons.
- Do not mix subjects or topics during sessions.
- Do not allow yourself to be distracted from the topic of discussion by participants however interesting the distraction may be.
- To discourage distractions, have a “parking bay” for issues arising from a session but not relevant to that session. These could then be discussed at a more appropriate time.

Nomination of Participants for the Workshop

- Gender representation should be a consideration. As much as possible, seek to get equal gender representation.
- Age: Seek to be all- inclusive and include younger and older lawyers.
- Nominate teachers who are willing to be patrons for the “Safe Horizon” Forums.
- As much as possible, find a geographic balance. If spaces are limited, do not nominate two teachers from the same school.
- Incorporate persons with different religious backgrounds.
- Do not discriminate on the basis of marital status.
- Teachers should be the only target-group for this training.
- Participants in any single training should not exceed thirty including facilitators and staff.



Language

Care should be taken to use the language the participants are comfortable with.

Facilitation

- Co-facilitation is encouraged but as much as possible use only two people.
- As much as possible co-facilitators should meet before the workshop to share out tasks.
- Facilitation should be done as a team.

Seating Arrangements

A seating arrangement that encourages participation and that moves away from the traditional classroom concept of the pupil-teacher approach is encouraged. Seating arrangement should be as below.





Overview

This manual is intended for use by persons training teachers. It was inspired by a snapshot analysis undertaken by ActionAid Kenya on girls' education that revealed that many girls are abused in schools. It is also informed by the work undertaken by the CRADLE as captured in the "Case Trends Monitor" that monitors trends in cases handled by the CRADLE and which also indicates that abuse of girls is on the increase especially by those closest to them. It is backed up by desk-top research and also premised on a training of teachers undertaken in August 2003.





Suggested Duration of the Workshop

The workshop should ideally take five days.

Preparation by the Presenters/Facilitators

- The training will be based on the guidelines presented in this manual and you should therefore ensure that you have read it a month before the workshop.
- Circumstances and information change over time. Ensure that you note any information contained in the manual that requires updating.
- Prepare your checklist for the workshop and remember:
 - To re-look at the workshop checklist.
 - That if you are giving out any handouts, that there are enough copies available.
 - To prepare all the newsprints/transparencies you need.
 - To have the video rewound and the video player in good working order.
 - To have any posters for the workshop ready.
 - To list down all appropriate energizers for the workshop.

On the Workshop Day

- Arrive at the hall at least 1 hour before the workshop begins.
- Set up a registration desk with a registration pack for distribution.
- Set up the newsprint and pin up the posters.
- Ensure the workshop room is set up as required with necessary documentation and drinking water.

Pre and Post workshop Assessment

It is necessary to develop some questions to assess the level of appreciation of the issues by the participants before the workshop. The same should be given on the first day at the preliminary stages. The assessment should be brief and not technical with at most five questions. At the end of the workshop, the same assessment should be administered to gauge the level of appreciation of the participants of the issues post the workshop.

Evaluation

A comprehensive evaluation of the workshop should be undertaken at the end of the workshop. It should assess all the aspects of the workshop and seek for recommendations. (Appendix I)



Action Plan

At the end of the workshop, the participants should identify concrete steps that they will take to ensure that schools become a “Safe Horizon” for girls. The Action Plan can be discussed further with the workshop organizers and an agreed timeline set for implementation and monitoring.

Workshop Report

This should be finalized three weeks after the workshop and should detail the actual workshop process. It should include the names of the participants and their contacts. The list should be desegregated by gender, geographical distribution and profession if possible. A summary of the pre and post workshop evaluation responses should also be included for purposes of evaluating the workshop. A financial report indicating actual expenditure should be finalized one week after the workshop and all logistics of the workshop finalized within one month of the workshop.

Training Program

A suggested program is annexed. (Appendix II)

Final Remarks

All participants should be encouraged to dress semi-formally or casually. Formalism should be discouraged to ensure that the atmosphere is relaxed and that no one feels intimidated.

Facilitators should be warm and friendly throughout the workshop and avoid stereotyping. Facilitators should provide positive feedback and reinforcement as often as possible to encourage better participation.

Good luck with the training.



Training skills and methodologies: lessons for adult learning

Teachers are adult learners. Any training for teachers should use principles and skills of adult learning. This should largely be psychosocial or participatory learning. It is generally accepted that adult learning works best when:

- The participants are involved in defining or refining learning objectives.
- If the issues discussed relate to circumstances the participants can identify with through their own experiences and by being allowed to share these experiences.
- If training is participatory.
- Lecturing or formal presentation of papers is discouraged.
- The learning process is two-way where both the facilitator and the learner gain from each other.

Scientific research reveals that most people remember 20% of what they are told, 40% of what they see and 80% of what they discover for themselves. Hence participatory learning ensures effective learning. Participatory learning also encourages sharing and using everyone as a resource.

Participatory training methodologies

A Letter Writing

This is a way to solicit information from participants on any problematic issue.

Steps:

- Ask the participants to imagine a student they know who may be having a problems.
- Ask them to write a letter to the student highlighting the problem and suggesting how the teacher is going to assist the student cope or deal with the problem.
- The letters should then be presented in plenary and read out.
- The issues should then be grouped thematically.
- After that, five key issues should be listed using a pair wise ranking method.



B Getting voices from students

This should be used together with the letter writing when possible. It enables the participants to know what the concerns of the students are and how it compares with that of the teachers.

Steps:

- Ensure that the views of students are solicited before the workshop. In this case, the snapshot analysis by ActionAid Kenya shows the concerns of the students.
- Rank the concerns in order of importance as noted by the students.
- Compare the students' concerns with those of the teachers and come up with a composite list using pair-wise ranking.

C Rotational and Decentralized plenary

This is a way of getting all participants to participate more effectively. It is useful in a situation when there are more than one thematic issues for discussion. It ensures that the participants give their views on each of the thematic issues or the issues per group but within a condensed time.

Steps:

- Paste the group issues in different corners of the room.
- Divide the participants into different groups.
- Ask each group to go to the first group and deal with the questions there for about 5 minutes.
- They then move to the second, third and fourth in a rotational manner.
- Any contentious issues are then discussed in centralized plenary.

D Role Play

This is a short drama played by the participants. It borrows from life experiences of the participants and seeks to bring to life circumstances that may be unfamiliar to them. It mainly seeks empathy or deeper understanding of a situation and seeks to spur participants for positive action. Much of the role-playing is improvised and not scripted.

Steps:

- Identify the issue the role-play is to illustrate e.g. a problematic student.
- Divide the participants into groups and ask them to develop a story, come up with actors and act out the roles in the play.



- Decide on the situation, the problem and the characters.
- It is preferable to have participants role-play in two to three groups with all participants taking part if possible.
- The participants can improvise the furniture in the room to act out the desired roles.
- At the end, examine with the participants the learning points in the role-play.
- These should be listed down on a flipchart.

E Group Discussions

Group work could be done through small group discussions of up to four people or big group discussions of up to about eight people, depending on the number of the participants. Small groups are preferable for the discussion of short points within a plenary session. Big groups are appropriate for discussion of a contentious issue that may require more time and more participation. Group discussions give the participants the opportunity to participate actively and help to generate ideas quickly. They also help to build on cooperation principles such as listening to others, letting others speak, speaking in turns and respecting other people's perspectives and views.

Steps:

- Decide on how you want the group to be divided up e.g. by gender or through random selection.
- Groups should be encouraged to work while sitting in a circular fashion.
- For big group discussions, the issue identified for discussion together with the guiding questions should be available to the group in a flipchart or written form.
- For an issue that requires a lot of time and input, it is necessary that each group appoint a chairperson and rapporteur for the group. The chairperson leads the group discussions while the rapporteur writes down the points raised by the group in point form.
- When the groups are working, you should be on stand by for any assistance or clarification but you should not interfere with their work.
- Try and spread equal attention between the groups.
- If you are more than one facilitator, each facilitator could be assigned to a group or a number of groups.



- The groups then report back on their work at the plenary.
- The rest of the groups should be given time to question and add value to the work of the presenting group.
- Learning points should be highlighted and written down in a flipchart.

F Case Studies

Case studies could be derived from real or hypothetical situations for participants to discuss and consider. They are useful in developing analytical skills, problem-solving skills and for developing teamwork. Case studies could be derived from newspaper cuttings, textbooks, concluded cases or extracts from videotapes or TV programs. A case study should not be too long or complex as participants may not be able to solve it in time. A case study should relate to the topic of discussion.

Steps:

Select the problem you wish to highlight e.g. child abuse.

- Develop a case study from either newspaper cuttings or other sources.
- If more than one cutting is used, make sure the cuttings follow logically.
- It is preferable to do the case studies in groups.
- Give each group the case study.
- Attach a set of questions that you would want the participants to consider in each case study.
- Allow time for reading and then check for understanding of the text.
- Give participants time to work on the text (It is useful not to allocate more than 20 minutes).
- Each group should appoint a chairperson to guide the discussions and a rapporteur to report back to the plenary.
- Other participants can seek clarifications on the presentations by other groups and add value to them.
- Draw out learning points and lay them out in flipcharts.

G Brainstorming

Brainstorming involves quick plenary discussions by participants over an issue. It encourages creativity and quick generation of ideas. It could be used to solve a specific problem but it is most useful for answering questions.



When to brainstorm

- To find a solution to a problematic issue where two or more people are not agreed on a point.
- To introduce a new topic e.g. what is a right? This helps to gauge what participants know and also to arouse interest.
- To create a break during a long session.
- As a quick creative exercise e.g. possible ending to a story.

Steps:

- Decide at what point you would want the participants to brainstorm.
- Brainstorming could also be spontaneous and may arise out of a controversial question.
- Instead of giving hard and fast answers, seek the opinion of other participants by asking a question upon which people can brainstorm.
- For pre-planned or structured brainstorming, list down the responses on a flipchart.
- Each participant should come up with his or her own ideas.
- Participants should not repeat an issue already mentioned.
- Responses should be short and not narrative focused.
- Responses should be voluntary.
- Do not dismiss contributions or trivialize contributions.
- Do not be domineering or condescending in collecting views by going around and asking every person in turn.
- Acknowledge each contribution and jot it down.
- After exhausting contributions, go through each point together with the participants, ranking them in priority if possible.
- Do not seek agreement on all points at any cost.

H Buzzing

Buzzing has been described as “to whisper or spread secretly”. A buzzing session is useful as a ‘mini-defreezing’ session that helps participants reflect on what has been discussed. It is often useful to ask participants to buzz in the middle of a long session or presentation and to share in twos or threes what they think of the discussion. Buzzing could be followed with brainstorming.



Steps:

- Ask the participants to discuss freely in groups of twos or threes without moving from their sitting positions.
- Buzzing should be on a salient or controversial issue raised by the presenter or facilitator.
- A record should be kept of what is discussed and this could then be shared in plenary.
- A buzzing session should be a short interjection of about five minutes.

I Songs and stories

These form a rich source of information especially on cultural beliefs, practices and attitudes. They help in drawing out stereotypes, arouse interest and encourage participation. They help in recalling personal experiences and reinforce learning.

Steps:

- Identify a song that deals with the topic under discussion.
- Ask the participants to sing along with you.
- Ask the participants to analyse the meaning of the song. For instance, the song that could be used is “Msichana wa Sura Nzuri” that is a lamentation over an unmarried girl. It shows stereotypes of society on women.
- Ask the participants to identify learning points.
- Put the points in flipchart and go through each of them with the participants.
- Songs could also be used by the facilitators to highlight a point at any point during the presentation.
- A story can also be used in the same manner.

J Pictures and photographs

These are a powerful way of raising issues especially on human rights abuse as they are visual and leave clear imprints in the viewers’ minds. They conjure up imaginations of what could have been the story behind the picture and are therefore a useful tool for learning. They could be used to further discussions on a topic or they could be displayed throughout the workshop to emphasize the theme of the workshop.

Steps:

- Identify pictures/photographs that depict the topic for discussion e.g. child labor, orphaned children etc.



- Give each group a picture/photo to look at and analyze.
- Each group should list down questions arising from the picture/photo.
- The groups should then exchange the pictures and photos and each group should answer the questions raised by the other groups.
- The pictures/photos questions and answers should then be posted on the wall for all to see. They should then be discussed in plenary.

K Drawing

Drawing is useful in developing cooperation and teamwork skills. Several exercises in drawing can be used as an introductory tool or to highlight key cooperation skills or for setting ground rules.

Example:

- Divide the participants in pairs.
- Ask each person to draw his or her partner while at the same time asking questions about the partner such as 'what is your name, what are your hobbies, where would you like to visit, what is your ultimate ambition in life etc.?'?
- The partner should draw items alongside the drawn image of the partner symbolizing answers to the questions.
- They should then change roles and repeat the foregoing exercise.
- This exercise should be done with the partners having their backs to each other.
- The results of the exercise should then be presented to the whole group.

L Video and documentary films

Videos and films leave powerful impressions on people's minds and have changed people's lives. They leave imprints that make a difference in personal perceptions about things. There are several videos and films that have been produced on the rights of the child. These could be used in appropriate moments for training.

Steps:

- Before the day of the workshop, identify videos or films relevant to the theme of study. Examples of videos on human rights abuses: *Escape from Sobibor*; or on children's rights include the Zimbabwean production *Everyone's Child*, or the Kenyan production, *The Lesser Child*.
- Ensure that the identified venue has facilities for screening the video or film.



- View the materials before time to ensure that you are conversant with the issues being raised.
- Ensure that you rewind the video before the session.
- Ensure that you test the equipment before the program begins.
- Incorporate the screening at an appropriate time in the program.
- Do not show educational documentaries in the late mornings or early afternoons when the participants are tired and likely to doze off. Instead interesting videos should be screened at such times.
- If an emotional video is screened, have a counseling psychologist on standby to deal with the emotions or do a simple exercise that can help in dealing with the emotions.
- Ask the participants to highlight key learning points and note these down on a flipchart.
- The screening should be a prelude to a more enhanced discussion on the topic covered by the video/training.

M Games

Games help participants learn while at the same time draw useful lessons.

Steps:

- Identify a useful game such as “the animal exercise”.
- Ask the participants to either draw or identify an animal they would like to be if they were to be an animal and give the reasons why.
- Indicate the animals and examine them later for lessons learnt especially as relates to gender bias.

N Riddles

This is a good way of engaging the participants’ minds into serious thought over the issue under discussion.

Steps:

- Identify an appropriate riddle such as “John’s father”.
- Share the riddle with the participants.
- Ask any participant who may have heard of the riddle not share with the others.
- After the unravelling of the riddle, ask the participants to note the lessons learnt.



There are several other methodologies for training adults. You may get other methodologies from the CRADLE Pro bono Manual. However, the ones listed above are the most commonly used. As you commence the training, ensure you incorporate these methodologies in the sessions as they are time-tested and proven in adult training.

Guiding principles for using the methodologies

- It is important to remember that there are no right or wrong answers but merely different view- points.
- Every contribution is important.
- As participants point out the learning points, list them clearly on a flip-chart.
- At the end, summarize the points that are agreed on and then try and add value to the contributions, but remember to leave open debatable points.
- It is not wise to impose your views or position on the participants.
- Contentious issues should be taken to the “parking bay” for later discussions.
- Do not dismiss contributions or trivialize contributions.
- Do not be domineering or condescending in collecting views by going around and asking every person in turn.
- Acknowledge each contribution and jot it down.
- After exhausting contributions, go through each point together with the participants, ranking them in priority if possible.
- Do not seek agreement on all points at any cost.

A large, faint, light gray illustration of a young girl and a young boy. The girl is in the foreground, smiling, with her hair styled in braids. The boy is behind her, also smiling. They are standing in front of a building that looks like a school.

Chapter One



Session I: Introduction and Setting Tempo for the Workshop

Suggested duration: 3 hours

Setting the tempo - workshop commencement

Session Objectives

- Leveling of expectations;
- Breaking personal barriers;
- Getting to know each other.

A Registration and Introductions (1 hour)

There should be a structured system of registering the participants as they go into the conference hall. This should be slated to take 30 minutes preferably from 8.00 to 8.30. Since this is the first day of the workshop and participants are often still unfamiliar with each other, it is necessary to have a participatory and interesting introductory exercise. This should take about 30 minutes.

A participatory introductory exercise is useful.

Sample participatory exercise

Pre-write the names of famous individuals worldwide. Pin them on the back of each participant. Ask the participants to introduce themselves to their partners and thereafter seek to find out which personality the person is. The participants are allowed to ask only three questions beginning with "Am I.....(Female, from Africa, in sports, in politics, Winnie Mandela e.t.c)"

B Individual expectations and fears (20 minutes)

Distribute training cards of two different colors to the participants and ask them to write on one card one expectation they have for the workshop and on the other card, one fear that may hamper their learning during the workshop. The expectations and fears should then be put in thematic clusters and a compromise reached with the participants on which ones can be realized based on the objectives

C Clustering of expectations (20 minutes)

To ensure that the expectations and fears are dealt with for enhanced participation, the same should be clustered thematically and dealt with by the organizers and the participants together. These should be set against the workshop objectives to see if there are any discrepancies between the



expectations of the participants and the objectives of the organizers. The fears should also be looked at in the light of the objectives and any of an administrative nature dealt with before the commencement of the workshop.

D Workshop objectives (20 minutes)

The workshop objectives should be written before on a flipchart and shared with the participants. This should be compared with their expectations and fears. If there is any expectation that does not tally with the workshop objective and that cannot be responded to immediately, it can be placed in the parking bay and dealt with at the end of the workshop. For instance if someone suggests a different topic for discussion, one way of solving it is by suggesting any other training available that the participant could arrange to attend. For purposes of the training workshop on “Safe Horizon for Girls”, the objectives are:

- (1) To enhance the capacity of teachers to:
 - Understand the concept of rights.
 - Understand mechanisms for identifying and dealing with abuse including reporting and follow up of cases.
 - To understand basic guidance and counselling skills.
 - Develop girls’ forums in their schools.
 - Spearhead campaigns against abuse of girls in schools.
 - To understand gender issues as relates to the abuse of girls.
- (2) Train teachers to be able to safeguard girls’ rights and dignity in schools.
- (3) Enhance the retention and participation of girls in primary schools by making schools a Safe Horizon for girls.

E Merging of expectations and objectives

The workshop expectations and fears should be compared to workshop objectives to see if there is synergy in expectations by participants and the workshop objectives.

F Group Contract (30 minutes)

To ensure the smooth running of the workshop, ask the participants to jointly develop a group contract. This contract should indicate the rules by which they want the workshop governed and any ‘punishments for non-compliance’. This could be done through plenary discussions, buzzing or a group exercise such as “Building Cooperation Squares”. It could also be done through a competitive drawing exercise where people are put in pairs with their backs to each other. One is given a drawing and asked to describe it to the other who draws without any questions. Hence the person can state “ draw a line from the center to the left, draw another from the left to the center, let the lines join at the top e.t.c.” This is a frustrating exercise and people can share their experiences which may include:

- Lack of communication made it difficult to draw the correct picture.



- Some people broke the rules.
- Only one person was contributing hence the exercise was not meaningful.
- Other groups made too much noise hence it was difficult to concentrate.

From this exercise you can then ask participants to draw up useful lessons learnt that could be used in the workshop. The ground rules could be:

Ground Rules:

1. Respect the facilitator.
2. Respect other participants.
3. Keep time.
4. Organized participation.

Any other rule that does not emanate from the exercise and is deemed useful for the workshop should be included. The rules should be written out clearly in a flipchart and placed in a conspicuous place for constant reminder.

G Introducing the organizers (20 minutes)

The organizations undertaking the training should be introduced and the workshop objectives linked to the overall organizational objectives.

H Introductory brief on the training (20 minutes)

The background to the training should be given with requisite statistics.

Facilitator Guide

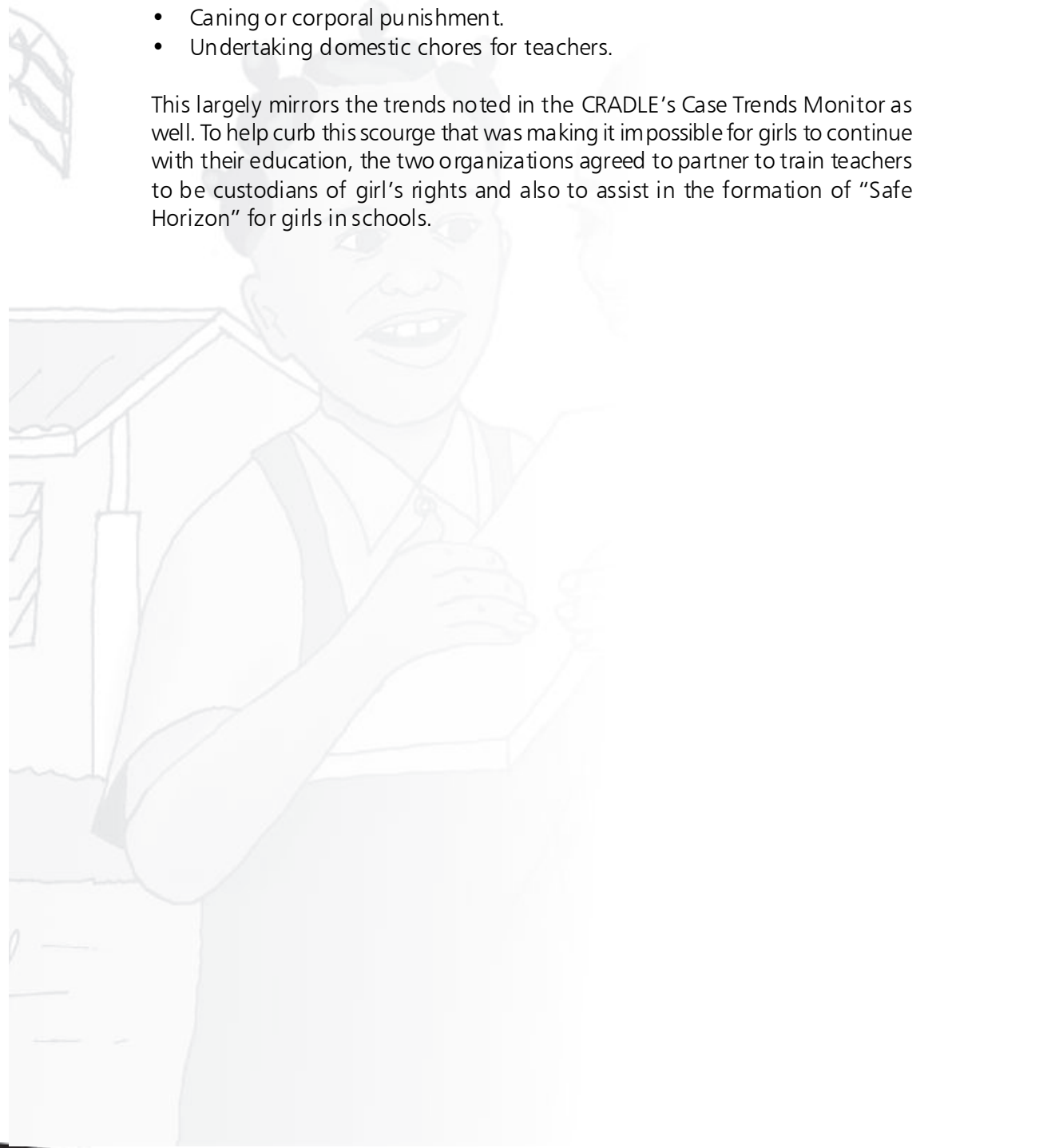
The training was originally prompted by a Snapshot survey by ActionAid Kenya and from the increasing number of cases of abuse handled by the CRADLE. From the results and findings of the survey by ActionAid Kenya, it emerged that many girls were unable to attain education due to many factors that impacted them negatively as girls. The survey however only targeted girls due to their vulnerable status in society and also focused on the theme of the year that was “gender parity in schools”. From the survey it indeed emerged that girls faced several forms of abuse in schools. The survey was done in 11 of the ActionAid DI’s (areas of operation). Even though several issues specific to certain areas were noted, one crosscutting problem was sexual abuse of girls in schools especially by male teachers. On the other hand the CRADLE had developed a “Case Trends Monitor” to monitor the trends of cases it dealt with in its Legal Aid Clinic. Sexual abuse of girls formed over 90% of the cases dealt with. Many such girls were abused by persons close to them including teachers.



The predominant problems highlighted by the ActionAid Kenya survey were:

- Early marriages.
- Sexual harassment.
- Rape.
- Caning or corporal punishment.
- Undertaking domestic chores for teachers.

This largely mirrors the trends noted in the CRADLE's Case Trends Monitor as well. To help curb this scourge that was making it impossible for girls to continue with their education, the two organizations agreed to partner to train teachers to be custodians of girl's rights and also to assist in the formation of "Safe Horizon" for girls in schools.





Session II: “Dear Student” Identifying problems faced by Girls in Schools

Methodology

Letter writing using VIPP Cards

Time: 20 minutes letter writing.

1 hour: Plenary discussions

A Dear Student

Avail each participant with a training card and ask each one of them to write a letter to one of the students in his or her school who is noted to be having problems. The teacher is to identify one problem in the letter, offer an explanation as to the possible reason for the problem and the effect it has on the student’s education. The teacher is to suggest at least one solution to the problem.

B Letter Responses: identifying problems that relate to girls

After the teachers write the letters to the students, read them out aloud to the group. Through the letter, several problems facing girls are likely to be noted. These could include the following:

- Early marriage and female genital mutilation.
- Sexual abuse of young girls.
- Orphans acting as surrogate parents to their younger siblings.
- Lack of basic amenities such as toilet facilities for girls to use during their periods.
- Broken families due to separation and divorce.
- Poor parental guidance.
- Child labour.
- Lack of basic needs and especially medical facilities.
- Children affected by domestic violence.
- Early pregnancies.

C Problem clustering

After identifying the problems through letter writing, you can then cluster them into thematic groups e.g.

- Group 1: Harmful cultural practices.
- Group 2: Physical and Sexual abuse.

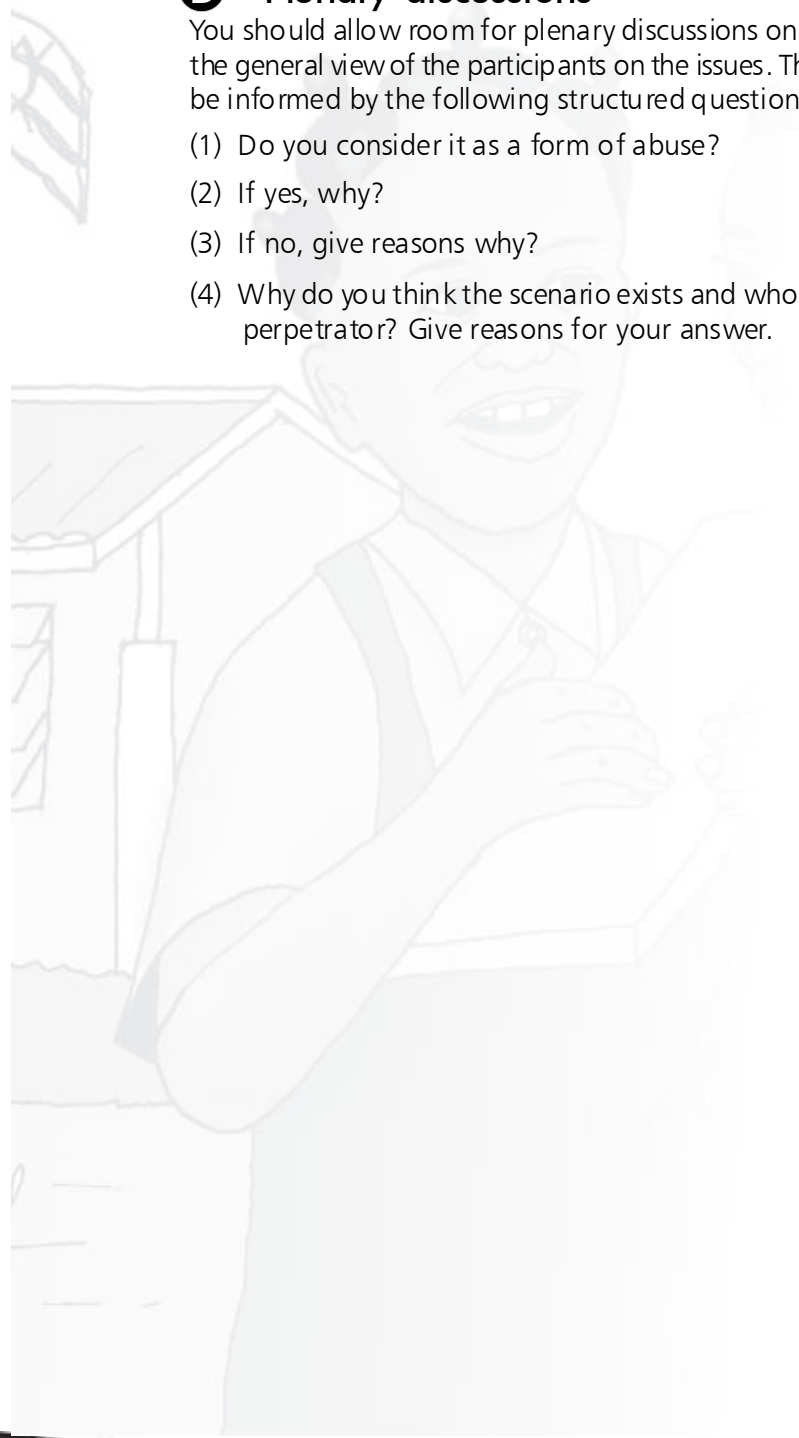


- Group 3: Exploitation.
- Group 4: Family problems.

D Plenary discussions

You should allow room for plenary discussions on the thematic clusters to get the general view of the participants on the issues. The plenary discussions should be informed by the following structured questions:

- (1) Do you consider it as a form of abuse?
- (2) If yes, why?
- (3) If no, give reasons why?
- (4) Why do you think the scenario exists and who is the culprit and who is the perpetrator? Give reasons for your answer.





Session III: “Dear Teacher” Response To The Teachers’ Letters By The Girls

Methodology

Buzzing in pairs using VIPP cards and pair-wise ranking.

A Letters from Students (30 mins)

Give the participants actual letters collected from students translated into VIPP cards or pick out issues from the ActionAid Kenya study and pre-write them on VIPP cards. Ask them to buzz with each other on the problems highlighted by the students. They should be guided by these questions:

- (i) Are they aware of such a problem?
- (ii) How prevalent is it?
- (iii) How do the girls’ concerns relate to the teachers?
- (iv) If there is any variance, why is this so?

A few participants should then share this in plenary and comparison should be made with the teachers’ letters.

B Facilitator Input (30 minutes)

The facilitator should then share the findings of the ActionAid Kenya study or any research on problems girls face in school. Focus should be given to problems that are brought about by the teachers. From the ActionAid Kenya study, the following emanated as some of the girls’ concerns:

1. Home/domestic problems e.g. excessive domestic chores by girls, taking care of siblings where parents are dead, broken families and the impact of poverty.
2. Undertaking domestic chores for teachers.
3. Sexual abuse by teachers.
4. Teenage pregnancies.
5. Harmful cultural practices.
6. Gender discrimination.
7. Corporal punishment in schools.
8. Poor teaching standards.
9. Lack of female teachers to confide in.
10. Peer pressure.



© List of Shame – Ranking Girls Problems in Schools (30 minutes)

A list of shame which is a list that ranks the problems in regard to impact on the life of the girl coupled with prevalence rate of the problem should then be jointly developed in plenary using pair-wise ranking method as indicated in the following table.



	Home/Domestic problems	Domestic chores for teachers	Sexual abuse by teachers	Teenage pregnancies	Harmful cultural practices	Gender discrimination	Corporal Punishment	Poor teaching standards	Lack of female teachers to confide in	Peer Pressure
Home/Domestic problems	■									
Domestic chores for teachers		■								
Sexual abuse by teachers			■							
Teenage pregnancies				■						
Harmful cultural practices					■					
Gender discrimination						■				
Corporal Punishment							■			
Poor teaching standards								■		
Lack of female teachers to confide in									■	
Peer Pressure										■





List of Shame

The issues are juxtaposed against each other with some running horizontally and others vertically. The participants are then asked to compare the issues e.g. "between harmful cultural practices and sexual abuse, which is likely to have greater negative impact on the girl's life?" If harmful cultural practices is of the greater concern, a mark is placed against it on the comparison square. Where an issue seems to be comparing itself the box is blocked using a different colour. After that the marks are collated and the item with the highest ranks first in terms of priority. In the pre-development workshop undertaken by ActionAid Kenya and the CRADLE, the participants ranking was as follows:

- (1) Sexual abuse by teachers.
- (2) Sexual abuse by others.
- (3) Lack of basic needs.
- (4) Undertaking domestic chores at home and for teachers.
- (5) Early and forced marriages and other harmful cultural practices.
- (6) Death of both parents that resulted in increased numbers of orphans and also made girls more vulnerable to abuse.
- (7) Child labour especially in big plantations.
- (8) Dysfunctional homes e.g. broken families or families with absentee parents.
- (9) Harsh school environment.
- (10) Lack of guidance and counselling and role models.





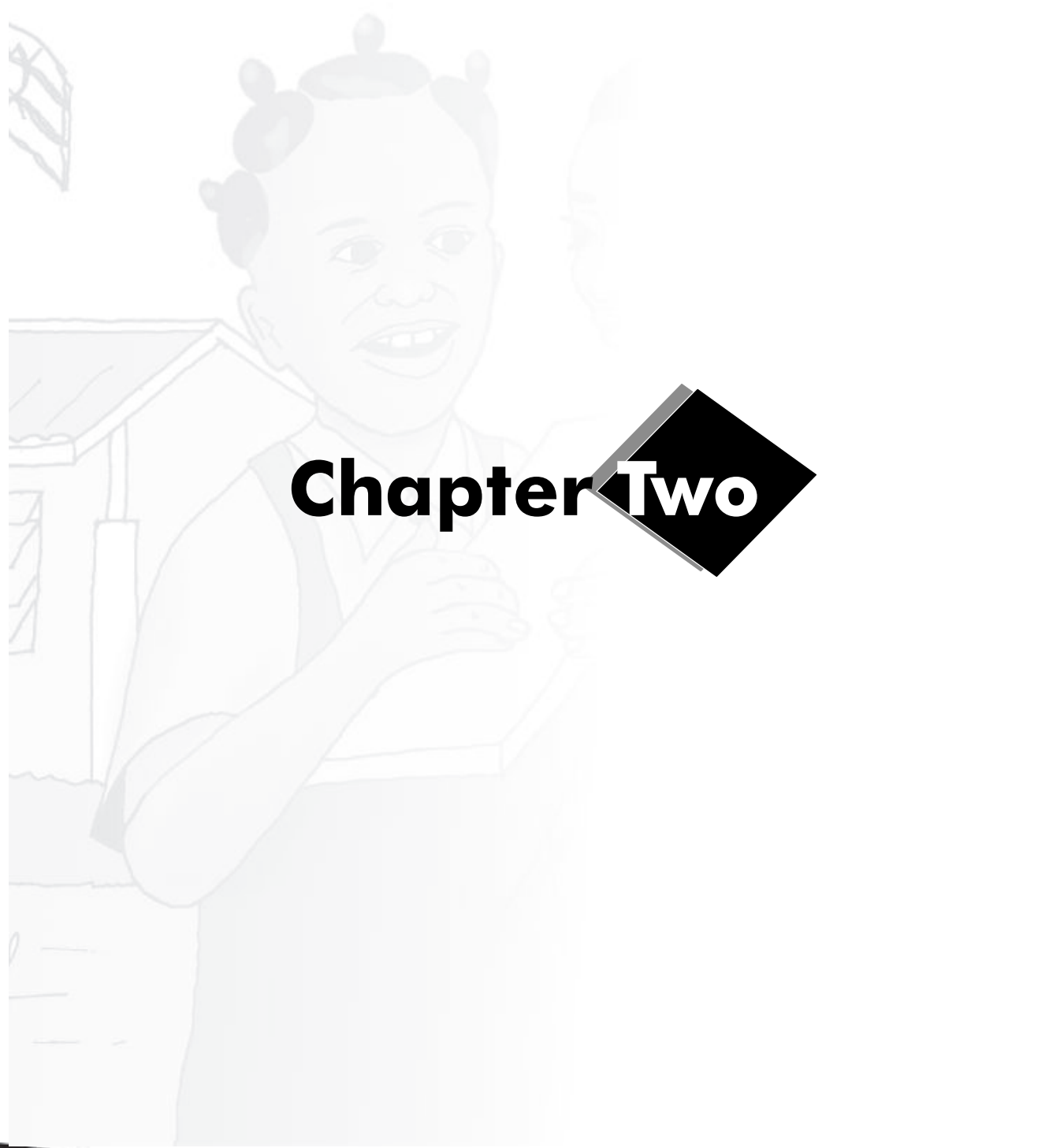
D Situation analysis of problems children face

To summarize the day's discussion, the participants should watch the video *Everyone's Child* or any other video that deals with common problems that children face. The video highlights the problems encountered by orphans and other vulnerable children. The story is about four children orphaned by HIV/AIDS and how the community fails to help them and in fact takes advantage of them. In particular, the girl is sexually exploited in her bid to take care of her siblings. One of them dies in a fire accident and it is only then that the society realises they should have assisted the children. One of the people who tries to exploit the older girl is the head-teacher. It should be noted that teachers are in a critical position to help children and not to make their situation more difficult as is depicted in the video. The video *Neria* could also be used although in that video, one of the parents is alive and tries her best to fend for the children and to protect them.

The screening should be followed by a plenary discussion for about 5 or 10 minutes.

E Evaluation of the day and closing (30 mins)

An evaluation of the day should be taken that highlights the learning points and some challenges and problems raised. The program should end around 5.00 p.m. with a tea break.



Chapter Two



Session I: Recap

A Recap of Day One (30 mins).

The day should commence with a recap of the previous day. The participants should highlight key issues dealt with. Reports from various committees should also be reviewed and any urgent administrative matter dealt with before commencement of the workshop.

Session II: Road Map to Understanding the Child: Understanding Self

Methodology

Drawing and Group Work

A Exercise in Self-analysis (1.30 hours)

Session Objectives

- Understanding child behavior;
- Situating girl's behavior in context;

Ask the participants to undertake a critical self-reflection of their character and to draw pictures, which depict their perceived characteristics, one positive and one negative. Thereafter they should write 2 short sentences starting with "I am" which describes an outer characteristic and the second that describes an inner-hidden trait and which should be depicted by the drawings. For instance a person can draw a dove and state that "I am a dove because I am a peace-maker" and in the second drawing state "I am a rock because I do not show feelings". Descriptions of physical features are not allowed, e.g. "I am tall, beautiful or short and brown." After this, have the participants go into groups and share their drawings on self-analysis with others. The others are allowed to pose questions or seek clarifications.

B Insights on Self-Reflection(20 mins)

Selected descriptions should then be shared in plenary. Some of the insights about self-reflection may include:

- Difficulties in coming up with negative traits as it is difficult to self-criticise. It is easier "to see the speck in others eyes than the log in ones own eyes."
- Everyone has at least a negative trait and hence it is not abnormal to have a negative trait. But everyone can also identify positive traits. Both negative and positive traits form the totality of the person.



- A human being is as complex as a jigsaw puzzle and it is important to understand everyone and the factors that make them who they are.
- It is a natural human tendency to hold back certain aspects of the self especially for self-preservation and for privacy.
- There are aspects of the self that is not understood by the self.
- Failure to invest in understanding and appreciating the self will mean that one may struggle to be the best professional or individual e.g. teachers, fathers, mothers, etc. but will not be the best one can be unless one invests in understanding oneself.
- Understanding and appreciating oneself is the key to understanding and appreciating others.
- Self-reflection enables one to recognise the essence of the person and hence enable the person to be better able to describe themselves and what makes them behave in specific ways.

© Johari's Window (20 mins)

This lesson may be summed up in what is referred to as "Johari's Window". This consists of four windows that reflects the self. The windows are divided into A,B,C and D as below. Window A indicates that there is a part of the human being that is known to the self and to others. It is the open window and it is the part for mutual sharing. Window B is known to the self but not known to others. Windows C is known to others and not to the self. Window D is the blind part, which is not known to the self and not known to others. Taking time to understand people and what makes them the way they are assists in solving problems. However, understanding the self is the first and greatest step to understanding others.





D The mirror to understanding others: Understanding the self (30 mins)

Methodology

Plenary discussions

- The self has been described by psychologists as being the sum-total of three aspects:

(1) Temperament: Every body has inborn traits that subconsciously affects human behaviour. These traits are genetic and therefore inherited. Since they are inborn or inherent, they are arranged on the basis of nationality, race, sex and other hereditary factors that are passed on by genes. This is why in a family, there may be resemblance between a child and a grand parent or a great grand parent. It is also the reason why you can get resemblance between ethnic communities or even persons who are not of the same ethnic communities but who historically are deemed to have had the same heritage such as the Nilotic communities even across continents. These inborn traits are not just limited to physical characteristics but other traits e.g. patience, resilience, tempers etc. That is why there are stereotypes that have developed in relation to communities e.g. that a given community is prone to having tempers.

(2) Character: Other than the inborn traits, a person's totality is formed by circumstances around the person e.g. education, childhood and other experiences (see exercise on childhood experiences below), religious and other basic beliefs, attitudes, motivations and principles. It therefore includes the mind, emotions and will. This has been seen as the real person as it is a sum total of what is in born and what is learnt or acquired externally.



Inborn traits + **experiences & teachings** = **Real You**

(3) Personality: However, as shown earlier in the personal self-reflection, people do not always show their real self to the world. A person may show her or his true self depending on how genuine the person is or on the circumstances. Therefore a person's personality may be different from the character (the real



you.) For example a person whose temperament is introverted (shy, for instance) may choose to act as though he or she is very talkative if he or she believes this may make her or him acceptable. This is a put up front or façade and is not the real you.

- The temperament has the greatest influence on a person's behaviour as it is inborn. It shows both positive and negative traits of a person. It is very difficult to change it but it may be possible to channel the negative traits to positive uses. For instance if you have a child in class who is extremely extroverted and who is 'a nuisance' to the others as she or he has high levels of energy, you could give the child extra responsibilities as then they get to use the extra energy positively. However do note that depending on the age of the child, this may not be a reflection of the temperament but of the developmental stage.
- The character is also difficult to change but not as much as temperament. Character has to do with our socialization. For instance in regard to gender relations, a person may have been brought up with the notion that it is only girls who can cook. It may be difficult to change this perception but it is possible with education supported by concrete facts and figures to present a different scenario. However this also depends on the level of development of a child. For instance it may be easier to 'unlearn' a four-year old not to use the fist to solve problems whereas it may be harder to 'unlearn' a 16-year old that has seen it for 16 years as the only means of conflict resolution at home.
- It is important to reflect on self as one learns about how the society treats children as the society often reads the wrong things about children or makes the wrong analysis about children. Understanding people means you have to understand their temperament, character and their personality and their circumstances in life that make them do things in a specific way. For instance a child who plays truant could be doing so because he or she is going through adolescent that is transient or it could be that he or she has problems at home or at school. It could also be that the child is facing peer pressure which drives the child to be what he or she is not (different personality.) It does not therefore help to punish the child without understanding the child's circumstances.
- A girl who appears to have an affair at an early age could be doing so because of a variety of factors including peer pressure or wrong education or examples from others.
- Understanding the self is therefore a road map to assisting children especially those who seem to be in problems or trouble.



Session III: Gender Dynamics in Child Protection

A Introducing Gender Concepts

Depending on the availability of time, you can either use one, two or all the three exercises below to introduce the concept of gender. Each is useful on its own but the three together may add more value and emphasis.

(i) Riddle: Who is the doctor? (20 mins)

Methodology

Riddle, Songs, Individual Exercise, "Animal exercise" and Plenary discussions

The participants should be presented with the following riddle in plenary and asked to unravel the same.

"John and his father were travelling from Nairobi to Narok. They had a terrible accident and John's father died instantly. John survived and was rushed to hospital where he was to undergo emergency surgery. The surgeon who was to perform the surgery came in and on seeing John exclaimed "Oh my God! this is my son!" How can this be possible since John's father died on the spot?

Request any participant who may have prior knowledge of the answer to keep the information until the others have guessed the answers. In the alternative ask the participants to write down the answer. The answers given are likely to vary greatly e.g. that John was an illegitimate child, the doctor was John's uncle, e.t.c. Most people do not often imagine that the doctor could be John's mother. After giving the answer that the doctor was John's mother then try to find out in brief why people did not think of her.

(ii) Animal exercise (20 mins)

The participants should be given training cards and asked to imagine themselves as an animal. They should draw on the availed cards the picture of the animal they would like to be if they were to be animals and to give reasons for it. They should share in plenary the exercise. An interesting trend that is likely to emerge through this exercise is the fact that women are likely to opt for animals with attributes that are considered "feminine". These are often roles that are nurturing and caring whereas men are likely to come up with roles that are perceived to be "macho" or manly such as wanting to be a lion because it is the king of the jungle or wanting to be an elephant to dominate. Women may prefer zebras because they are beautiful, kittens because they are cuddly and cows or dogs to be faithful.



(iii) Gender preference exercise(40 mins)

In the exercise, the participants are asked to imagine a situation where they only have one chance to have an only child and to select the gender they would prefer and give the reasons thereof. Some of the reasons that have been given in past are as per the table below:

Boys	Girls
<ul style="list-style-type: none">• They provide security in the home.• Boys have less problems than girls.• Girls are like commodities because they are exchanged using livestock as dowry.• Boys never leave the parents' home whereas girls' position in the home is transient.• Girls drop out of school due to pregnancies hence you cannot invest in them.• Boys can inherit property whereas girls cannot.• Girls are too demanding.• Boys will stay with the parents up to old age.• Boys tend to be more loving towards their mothers.• Boys never disown their parents like girls.	<ul style="list-style-type: none">• Girls never forget the parents.• They are less troublesome and easy to handle.• They assist with domestic chores unlike boys.• They are more obedient.• They tend to be more concerned about their parents.• They tend to be more caring and nurturing.• Boys are dangerous and can fight parents.• Boys succumb more to peer pressure than do girls.• Girls listen to counsel and hence are easier to bring up.• Girls are clever and charming.• Boys are more corrupt.• Girls have the greater reproductive roles as they give birth to children.

After this, go through each point together with the participants to highlight the biological and sociological differences. For instance find out whether or not boys can build a home or whether or not girls can inherit. If it is a possibility even if not in Kenya but elsewhere, put a tick against the point. If it is an impossibility, put a wrong against it and discuss why. For instance boys cannot give birth to children. You may thereafter note that there is no difference between boys and girls and that individual preferences depend on one's socialization since girls could perform the same tasks as boys and vice versa. The only difference stem from biological roles such as the fact that it is only



girls that can have their monthly periods. This does not change whether you are in Kenya or in the West Indies.

B Gender and Sex defined (20 mins)

Methodology

Plenary discussions

The dictionary meaning of gender is being male or female. Experts have however used the term gender to refer to the sociological differences between men and women. Thus gender is the sociological difference between men and women while sex is the biological difference between men and women. The sociological difference arises from the way we have been brought up to perceive men and women and does not refer to the biological attributes between them. For instance, Turkana women build houses while amongst the Luo this is the role of the men and it is taboo for women to build. In the "Who is the doctor exercise" many participants could not think of John's mother as being a doctor since they are socialised to see only male doctors. However, in other developed countries where more women are doctors perhaps it could be easier to think of John's mother as a doctor.

Sex is:

1. Biological
2. Universal.
3. Unchangeable.

Gender is:

1. Social/culturally determined.
2. Varies from culture to culture.
3. Changeable.

- Sex is biological and cannot be changed e.g. it is only women who can give birth.
- Gender on the other hand arises from our socialization and is about different responsibilities and worth that the society has assigned men and women. It is therefore socially constructed.
- The social construction of gender is perpetuated by the society's attitude on the worth of a given sex. Boys are regarded as more valuable and are trained to take over more important roles in the society. On the other hand, girls' roles are seen as secondary to men's. Right from birth, notions inculcated in the girl-child are mainly of nurturing and caring roles. She is perceived as weaker and given the roles that are perceived appropriate for her sex. She is trained to play with dolls and he is taught to play with cars.



- Since gender roles are socially constructed, they vary from place to place. For instance, it is the custom in the USA that the family of the bride pays for the wedding expenses whereas in Kenya this is the role of the men's family. In Kenya, the man pays for the dowry while in India it is women who pay for dowry. One of the most common gender-based crimes in India is dowry deaths where the in-laws kill the bride if her family did not provide enough dowry for her.
- Since gender roles are constructed, perpetuated and sustained through culture, they change with time since culture is dynamic. For instance more communities in Kenya are beginning to allow women to own property and now a woman politician is not seen in a negative light.
- Gender roles affect the rights of women and girls and often results in their abuse. For instance, since women's roles are perceived as only nurturing and caring, little investment is made in girl's education, early and forced marriages thrive and girls are more vulnerable to sexual abuse as they are often perceived as men's property.
- At the school level, many teachers sexually abuse girls because they see the girls' role as being merely to fulfill male sexual desires.
- Many girls are also often made to do domestic chores for teachers while boys continue with their work in class.

C Gender stereotypes (20 mins)

Methodology

Brainstorming

Plenary discussions

In the Animal Exercise, many male participants are likely to choose roles that seem to reflect what the society perceives as being manly. These are roles that show bravery, kingship or ability to rule, power and domination. This is because the society has assigned certain roles to men and through culture and other practices, men are encouraged to do things that show these traits. On the other hand, women have been depicted as weak, cowardly and lacking in leadership skills. They are seen to have more of nurturing and caring roles. Even though there is nothing wrong with having nurturing and caring roles, women have been excluded from mainstream work based on the notion that they can only do roles that nurture or care. Even though women can undertake certain tasks as well as men, we have developed stereotypes that put men in one box and women in another box with specific traits. We therefore make generalized statements or stereotypes about the roles of men and women. This results in women and girls being treated as less capable than men and hence no investment is made in girls' advancement. If we see women who



behave in the way we have classified as men's role e.g. an assertive woman, we disapprove and if we see a man who exhibits characteristics which we think are women's characteristics, we ridicule them. For instance, we laugh at men who are emotional e.g. a man who cries but on the other hand, we encourage women to cry.

Ask the participants at this point to brainstorm and come up with examples of stereotypes on men and women. List them on a flipchart. Some possible stereotypes include:

Women	Men
<ul style="list-style-type: none">• Weak and cowardly.• Emotional and cry at anything.• Petty and like gossiping.• Not intelligent.• Only immoral women can be involved in politics.• Cannot own property.• Cannot lead and especially can not lead men.• Can only listen if they are beaten up.• Cannot say yes to sex therefore it is up to the man to insist.• By the way of dressing show they want sex or attract men.	<ul style="list-style-type: none">• Strong and brave.• Strong willed and have high levels of resilience and perseverance.• Concerned with important issues.• Intelligent and will always give directions at home and in the office.• Politics is male domain.• Natural heirs to any property.• Men are natural leaders.• Sensible and it is their duty to beat women to make them see sense.• Initiators of sex and upon them to get women to comply.• Men can never attract women only women attract men.



D Agents of socialization (20 mins)

Methodology

Songs, riddles and plenary discussions

Gender stereotypes are passed on from generation to generation through specific means:

Songs:

Ask the participants to identify and sing a song that shows a gender stereotype. Many songs encourage the perception of women as weak or men as strong and also encourages other forms of stereotypes. Examples of such songs include “Msichana wasura Nzuri”. It talks of a beautiful girl who has studied abroad and has attained the highest level of studies but is not yet married. It ridicules the girl because she is not married. It places emphasis on the girl’s beauty and her marital status. You can analyse one such song with participants.

Observation:

What we learn by observing what our parents and others do influences how we perceive the roles of men and women. For instance if at home our fathers were the ‘lions’ and only spoke to punish whereas the mothers did not work and only did house work, then we can not place any emphasis on girls’ education but we may also have boys from that home who will treat their female colleagues at work (including female bosses) with the ‘lion’ attitude. In the past in many places, girls were married early and not allowed to reach their full potential but men were enabled to attain education and get their full potential in life.

Riddles, Proverbs & Sayings:

Ask the participants to identify any riddle, proverb or saying that shows gender stereotypes. Beliefs held by communities influence how men and women are perceived. Beliefs are perpetuated through riddles, proverbs and sayings. For instance amongst the Kamba, there is a saying that a woman’s mind is like that of a squirrel. This means that women cannot therefore be listened to.

Peer pressure:

Many young people are under pressure to conform to what is deemed acceptable within their age group.

Culture:

In most cultures, there are clearly defined roles for men and women. For instance amongst the Kikuyu, men build houses whereas amongst the Turkana, this is the



role of the women. Amongst the Meru, women cannot sit in the *Njuri Nceke*, which is the council of elders. The *Njuri Nceke* for instance refused to meet a one time American Ambassador for Kenya Aurelia Brazeal because she is a woman.

Media:

The media perpetuates the society's views about boys and girls or women and men. For instance, women are usually used to show sex appeal or nurturing and caring roles e.g. in an advert for cooking oil, a man who is tired after working in an office, goes home to good food by the wife who stayed home to cook. In another one, a man drives a sleek car while smoking his cigarette but the woman sits next to him as a sex entertainment wearing a seductive long red dress with a long slit to show her legs. The man is not shown wearing cloths to attract a woman while she drives because the stereotype is that only men own cars and women are their sex toys. Whereas it is not wrong to be a housewife by choice, the society should not condition women to believe that that is all women can do.

Exemplars:

People usually copy leaders and hence what leaders perceive girls to be is likely to be taken as gospel truth. Thus negative remarks against girls and women by a leader is likely to impact on their status and the protection of their rights.

Education:

In most textbooks, girls are given the nurturing roles while men are given the leadership roles. In an old English book, there is a poem about a woman who is lamenting that the husband went to the city and promised to buy her a sewing machine but sent her a needle instead.

Religion:

Many religions place women and girls as inferior to men. However, people have also misinterpreted religious beliefs to suit their stereotypes. For instance, in Christianity, women are asked to submit to their husbands and women are often reminded zealously of this role but men are rarely reminded of their duties to love their wives even as Christ loved the church. The woman's role is to submit and the man's role is loving the wife as Christ loved the church. Christ loved the church as a servant and also died for the church out of love. This means both men and women have defined roles which make them partners in marriage.



E Towards a paradigm shift: Ensuring gender equity by changing perceptions about girls and boys. (40 mins)

Methodology

Illustration

Provide the following illustration (adapted from *7 Habits of Highly Effective People*).

The bus trip

Your school has organized a trip for teachers to visit the Nakuru National Park. All the teachers come in and sit calmly. Since it is a long trip from your school, most teachers have either a newspaper or a novel to read on the way. The bus is very quiet and relaxed but you are delayed for about 40 minutes as you are waiting for Mr. Kudos. You are not told why he is late but the bus starts getting very hot and people are getting very restless. Mr. Kudos finally come into the bus, he does not greet anyone or even offer an apology and goes straight to his seat and starts whistling. Other than that, he comes in with three of his children aged 7, 10 and 12. Of course you had been told no one was allowed to come with the children. Since they have no seats, one sits on the arm-rest next to you and keeps falling on you and offers no apology. Instead they appear to quarrel with each other as they whisper to each other and then one starts screaming in the bus. Everyone is very irritated with Mr. Kudos as he does not tell the noisy children to keep quiet but instead he goes on whistling as though nothing is wrong.

You are a teacher in the bus, what is your reaction and what do you do?

Let the participants discuss for about 5 minutes on what they would do. After that add this twist to the story:

You are then told that Mr. Kudos has just received news that his wife and two other children have just died in a road accident and their bodies are in Nakuru mortuary. The children have also just learnt of their mother's death and the one screaming was told inside the bus. You are only giving them a lift to Nakuru as they are going to identify the bodies. How then do you react?

- The way you are likely to react is different the second time because you realize there are circumstances that have made them behave that way.
- This is what happens in the lives of many women and girls. They have undergone circumstances in life that make them not realize their full potential.



- A lot of people who insist that women should be treated equally with men and should not be given any special treatment are like the first scenario, they do not realise the heavy load of injustice and baggage women carry from their past. They carry the baggage of not having enough time to study, of being sexually abused by teachers and others, of doing domestic chores at home and at school and of being like deputy mothers. This makes it difficult for girls to be equal with boys.
- Gender equity addresses injustices against girls that have been meted out in the past. For instance many girls have faced several forms of abuse that were highlighted earlier such as being married early, being used as sexual pass-times by teachers, amongst other problems.
- The boys though with problems of their own, do not suffer the same injustices as girls.
- This means that a lot has to be done to change the community perceptions about girls and hence empower girls. As a community it is important to think of the issues of gender imbalance and address the imbalance very consciously.
- Like the case of Mr. Kidos, we must have a paradigm shift that enables us see things from women and girl's perspectives like the case of Mr. Kudos. The fact that we know the wife died makes us more sympathetic rather than condemning of his situation.
- Equity must begin in each and everyone's homes with how we treat our children.
- Teachers are pivotal in motivating and giving girls' confidence then there will be change.
- Teachers could do this by:
 - Not abusing girls in schools.
 - Not using books which encourage stereotypes.
 - Trying to balance the interests of both boys and girls.
 - Being conscious of gender-stereotypes and not perpetuating them.
 - Encouraging girls to enhance their potentials.
 - Protecting girls from abuse by others within schools.
 - Creating forums to encourage girls to realise their full potentials.



Session IV: The Girl Child as “The lesser Child”

A Video Screening (50 mins)

To sum up this session, the participants should watch the video “the lesser child” or any other video on gender dynamics. The “Lesser Child” shows the various ways in which the girl child is treated as inferior to the boy. Some of the highlights from the video are:

- Discrimination against the girl starts at birth. The ululations for welcoming the child at birth are less for the girl.
- The rights of the girl child are totally violated.
- Girls are denied opportunities to develop leadership skills.
- Taking the girls to school is considered as a waste of resources.
- From the video it is clear that boys are better fed than girls.
- Teachers are not concerned about the pregnant girls and they are forced out of school.
- Girls are not prepared to face the challenges of adulthood.
- Some schools are not willing to take pregnant girls back and there are no sponsors willing to pay for them to go back to school.
- Girls do not have time to play.
- Women are divorced for giving birth to girls only.
- Some girls die due to pregnancy related complications especially because they have babies when they are too young.
- Girls below the age of 18 are more vulnerable to diseases such as cancer of the cervix if they have children at an early age.
- Old men abuse younger girls especially in places of employment such as secretaries.
- Girls are called deputy mothers because of the amount of work they do and are blamed for being sexually abused (they are called promiscuous).
- Focus is on the girl who is the victim forgetting the men who are the culprits.



B Evaluation for the day and closing (30 mins)

An evaluation for the day should be taken that highlights the learning points and some challenges or problems raised. The program should end between 4.30 and 5.00 with a tea break.



A large, faint, light-gray illustration of a girl and a boy. The girl is in the foreground, smiling, with her hair styled in braids. The boy is behind her, looking towards her. They are standing in front of a building that looks like a school.

Chapter Three



Recap

The day should begin with reports from the welfare ministries and a recap of the previous day's sessions.

Session I: Introducing The Concept of Rights

A Case study: Nyumbani and Shags Conflict (1 hour)

Methodology

Case study: Nyumbani and Shags Conflict

This session should be done through a case study: "Nyumbani and Shags Conflict". The participants should be divided into three groups and be presented with the case-study below. 30 minutes should be spent on group work and the next 30 on plenary presentations.

The Nyumbani vs. Shags Conflict

There are two villages, Nyumbani and Shags. The people of Nyumbani and Shags are neighbours. They have been neighbours for decades. They trade together and intermarry even though they are not of the same tribe. One day, a girl from Shags (Muthaka) aged 12 years who was a beautiful girl with a skin as dark as the pot for cooking special food, went to fetch firewood near Nyumbani village. Rachia, a handsome man from Nyumbani had been eyeing her for a while and wanted to make her his wife. He called his friends and according to the customs of Nyumbani, waylaid her and forcefully took her to his hut in Nyumbani and married her.

In Shags the process of marrying was different. A man had to go to the father of the bride first and seek his consent. After that there would be celebrations for two weeks, if the father agrees. The man was expected to bring alcohol, food, chicken, goats, fish etc to the girl's family. On the day of the wedding, the village elders would stay around and wait for a virginity test on the bride. If she was not a virgin, she could be forced to marry an old man. It did not matter in which way the virginity was lost as all who were unmarried and not virgins faced the same fate.

When the village of Shags learnt what happened to Muthaka, they attacked the whole village of Nyumbani and killed several men by chopping off their



heads. Others were not killed but were left hanging on trees with their heads facing down where they could be burnt with hot iron rods every day. The women were raped and some taken captive, the property of Nyumbani was also taken. Those taken prisoner were denied food. Of course Muthaka was forced to marry an old man since she was no longer a virgin.

Some young men from Nyumbani escaped and went for their relatives living in the village of Wenzetu. They came back, attacked Shags, burnt their houses, took the men captive, tied them together in a long line and dragged them on the ground while kicking and caning them. They stole some of their crops and burnt their granaries. They took the children and made them servants. This led to an endless war as Shags also called their friends in neighbouring villages to help. A neighbour living in Jirani village saw how this fighting was destroying so many things and decided to put an end to it. They called other villages Wengine and Wapendwa and formed a council to solve this problem. The council was called Haki council.

Tasks

Group 1 and 2 should represent the villages of Nyumbani and Shags and they should be asked to indicate:

- (a) Violations/wrongs against them.
- (b) Why they consider them as wrongs or violations against them.

Group 3 should represent the Haki Council which should be a reconciliatory council. Its task is:

- (c) To look at the circumstances of Nyumbani and Shags and develop a Memorandum of Understanding or declaration (**the Haki Declaration**) that is supposed to be a peace document that guides future relations of the two villages and even with others. These are to be guiding rules for all the communities to ensure there is no war and no more atrocities as was witnessed in the fights.

If there is time, they can first receive presentations from the groups before they come up with the declaration or they could walk into the groups and receive information based upon which they can then make a decision. However due to time limitations, it is safer for them to pre-empt the presentations from both groups and write a peace declaration that begins with:

- (i) You shall not(for example kill, torture etc)
- (ii) You shall.....(for example respect your neighbour's property).



B Introducing rights: Facilitator input (30 mins)

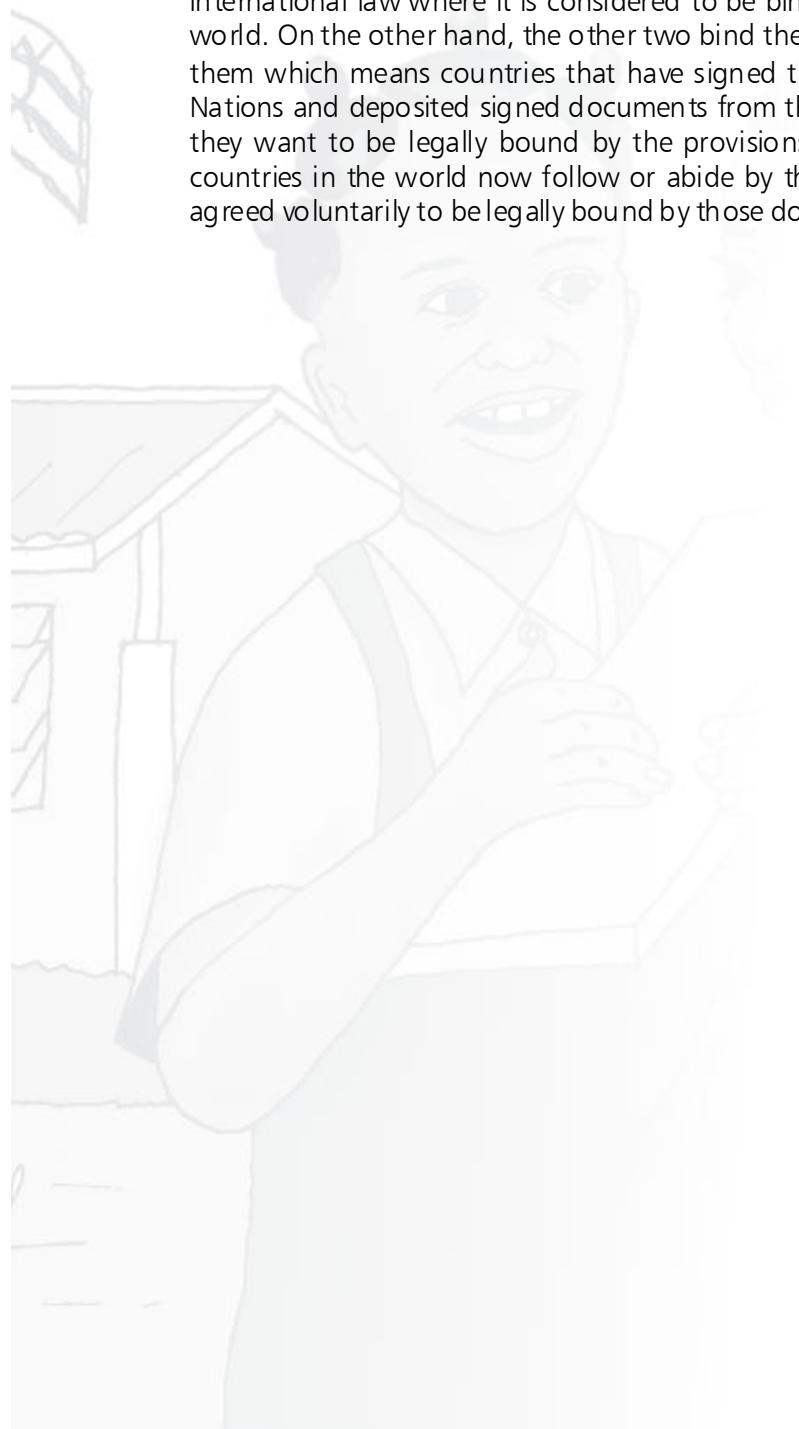
After the group presentations, the facilitator should make this plenary presentation in point form. These notes are meant as a guide but bulleted points could be developed from the presentation. The presentation should be brief and focused allowing room for a Q & A session of about 10 mins.

Other situations that are similar to the Nyumbani Conflict have occurred severally in human history and include the land clashes in Kenya, the genocide in Rwanda and in the distant past, the world wars. In all these situations through some misunderstanding, people who were neighbours before went to war with each other and a lot of atrocities were committed. Property was destroyed, women were raped, people were tortured, lives were lost and families displaced as a consequence of the conflicts. The bombing of Hiroshima and Nagasaki led to many deaths, deformities and psychological scars felt even today. During the World War II the atrocities especially by the Nazis were so grave that the world decided to unite and stop such atrocities in future. In the year 1948, after the stop of the war, the world nations came together and agreed to develop rules similar to the rules of the Haki Council that is meant to protect the world from the nature of abuses that were witnessed in the wars. The document was called the **Universal Declaration of Human Rights, (UDHR)** and establishes standards that countries must respect or abide with. (The summarized version as attached should be distributed to the participants and you may go through it with them, step by step. **Appendix III**). This document has been ratified or agreed to by several countries of the world and is now seen as the main guiding document in the world on human rights. This document is similar to the Memorandum of Understanding that was signed by the NARC government before elections in 2003. It is not legally binding but morally binding between countries. Many countries follow it because of this moral obligation and it is often cited when rights are abused by countries.

Initially, it was intended that one legally binding document be developed to bind countries. However because of the ideological difference between countries because of the cold war that followed the wars, it was not possible to come up with one legally binding document. Instead two documents were developed by the United Nations, which is the main body that deals with world peace. These documents are the **International Covenant on Civil and Political Rights, (ICCPR)** that deals with political rights such as the right to freedom of association, movement, elections and the right to own property. The second one is called the **International Covenant on Economic Social and Cultural Rights, (ICESCR)** and focuses more on rights of social and cultural nature such as the right to one's language, to practice one's positive culture, amongst others. These three documents together, the UDHR, ICCPR and ICESCR have



together come to be known as the **International Bill of Rights**. They are the most basic and fundamental documents when talking of human rights. The UDHR must be followed by all countries since it has now received a status in international law where it is considered to be binding on all countries in the world. On the other hand, the other two bind the countries that have ratified them which means countries that have signed the document in the United Nations and deposited signed documents from their own countries showing they want to be legally bound by the provisions of the documents. Most countries in the world now follow or abide by these documents. Kenya has agreed voluntarily to be legally bound by those documents.





Session II: Introducing the Rights of the Child

A Why the Special focus on Children: Childhood Experiences (15 mins)

Methodology

Buzzing

Ask the participants to pair up with the immediate neighbour and each of them is to share one positive and one negative childhood experience. They are to indicate who was responsible for it and how it influenced or affected the participant's life as an adult. Selected participants should then be asked to share their experience in plenary. Presentation should be random and based on the principle of voluntary participation. Examples of negative and positive experiences shared during the baseline workshop are indicated below and could be used as examples to spur-off discussions.

Experience	Person responsible	Reaction	Impact on adult life
Positive Experiences			
I was given a hearty welcome by the school teacher on my first day in school.	The class teacher	I felt important, happy and loved	I became educated as I loved school.
I was given an affirmation of beauty	The teacher and my mother	I felt happy, accepted and confident	I developed a positive self-image
I was awarded a present in standard 2 in school.	The Art and Crafts teacher	I felt happy, recognized and appreciated	To date I love Art and Craft and now teach the same.



Negative experiences			
I went through 3 attempted rapes	My real brother and the house-boy	I felt vulnerable	I fear men irrespective of their relationship and do not trust even my own brother.
I was harassed by the Maths teacher	The Maths teacher.	I felt scared	To date I hate Maths, I cannot teach it but I cannot call a pupil stupid.
I witnessed a play ground accident that caused a playmate to go to a coma.	The other pupils/ playmates.	I felt fearful and sad.	I discourage children from doing that game.
I was brought up in a broken home and there were times when there was no food.	My mother	Even though it was an emergency period, as a child I blamed my mother and felt neglected.	I took school very seriously and worked very hard. However, I also became hardened in life.

B Impact of experiences of childhood on adult life (15 mins)

Methodology

Plenary discussions

This session should be through plenary discussions led by input by the facilitator.

What happens in our child hood, shapes adult hood. It is therefore important the way children are handled both at home and at school because this informs and shapes the child’s future. The positive experiences tend to shape people’s lives positively whereas the negative experiences tends to produce the worst in people. A child brought up in a violent set up is likely to be violent or deviant when he or she grows up. Teachers have a unique role to play in the lives of children especially in the lives of girls through many ways:

- Guiding them.
- Listening to them and encouraging them to share their views.
- Providing a forum for sharing.
- Providing and being positive role models.
- Looking at each child and understanding his or her problems that are likely to make the child problematic in school.
- Understanding that children are not adults and need to undergo proper childhood.



C Evolution of the Convention on the Rights of the Child (30 mins)

Methodology

Plenary presentation

This session should be done through a plenary discussion by the facilitator that links up childhood experiences to the need for the protection of the rights of the child. At least a 10 minute Q & A session should be ensured.

Due to the vulnerability of children, they are often likely to suffer more than adults in situations of conflict. Negative experiences in children's lives also impact negatively on their development as responsible citizens.

During the world wars, women and children were especially more affected than other categories. Many children lost their families and were forced into hard labour. Many were abused sexually and exploited in various forms. Concerned about the plight of children especially during the world wars, a lady named Engeltine Jebb founded the Save the Children International Union (now Save the Children Alliance with several branches in many countries) to take care of the children ravaged by the wars. There was an overwhelming concern that children needed special protection and priority care due to the ramifications of the war. The Council of Save the Children Union developed a five-point Declaration on the rights of the child in 1923 and forwarded it to the League of Nations, the predecessor of the United Nations. The Assembly of the League of Nations passed a resolution in 1924 adopting the Declaration as a morally binding document on the rights of the child. It was referred to as the Geneva Declaration. This was the first time the rights of the child is mentioned in an internationally recognised document.

When the United Nations was formed in 1945, this document was re-examined and in 1948, the year the UDHR was passed, an expanded 7-point declaration was developed. After that a much wider one was developed and passed on the 20th of November 1959. It was more comprehensive than the first two but like the UDHR, was also a morally and not legally binding document, which is still valid today. It was felt that a more legally binding document was needed to protect children and it was felt that the UDHR and the other conventions that were to be developed did not address the unique circumstances of children and therefore it was necessary to provide protection for children in a special convention for children. The 1959 Declaration was used as a springboard to develop a Convention. Even though initially there was general acceptance for the Convention and the Declaration especially since the war was still fresh in people's mind, when the task of drafting the convention started, a lot of debate started especially in the developed countries as to what child rights mean.



People started questioning whether child rights meant opposition to parent's rights, giving children more power, children having more 'pupil power', or giving them independence from parents. In 1978, Poland developed a draft Convention using the 1959 Declaration. Due to the reservations that people had about children's rights, this did not go through as there was no support for it. An open-ended Working Group of the United Nations Commission on Human Rights was established and started working from 1979 to 1988 when they developed a draft. Since it was open-ended, the 43 states then represented on the Commission could participate and others were allowed to send observers who could give statements. Intergovernmental organisations and non-governmental organisations who have consultative status with the United Nations Economic, Social and Cultural Council (ECOSOC) were also allowed to observe and give statements. The way the Commission worked was by building consensus, like in Bomas of Kenya in the Constitutional Review process which takes a longer time as opposed to voting which takes a much shorter time. There was initially intense negotiations and lobbying by governments but mainly from developed countries and only a few from developing countries showed active interest such as Algeria, Senegal, Argentina and Venezuela. However in the 1980s after the collapse of the Cold War, the meetings moved much faster especially from 1985 as the previous suspicions collapsed. Several other developing countries, especially from Islamic countries also took an interest later around 1988 but only towards the completion of the Convention.

During the negotiations some issues were contentious and were not passed and in some, compromise positions were found. Some of the contentious areas were:

- Definition of when life begins. Some countries wanted it defined to start from conception and others from birth. People could not agree on this hence it was left out.
- Freedom of religion was also contentious as some countries noted that under Islamic Law a child had no freedom to choose religion.
- The age when a child could take part in armed conflict was also controversial.

After negotiations the Convention on the Rights of the Child, was passed on 20th November 1989. Kenya ratified it in 1990. It has been heralded as one of the most comprehensive conventions as it covers the civil and political rights alongside socio-economic and cultural rights. It has emphasised on the importance of the rights and the indivisibility of the rights. Some of the notable provisions in the CRC include:

- The best interests of the child principle.
- Participation of children.
- Preservation of the child's identity, amongst others.



However, since many African countries were not actively involved in the drafting of the CRC, they raised concerns that the Convention is very Western oriented as it focuses on the experience and perception of childhood from a Western perspective. Some of the arguments used to oppose it are that:

- It is seen to provide a standard that seems to suggest that children everywhere have the same basic needs that can be met with set standard of responses as provided in the CRC yet children in Africa have needs different from those of the West.
- It does not truly reflect the experience of the African child who in many cases is forced into adulthood before 18 years due to circumstances such as poverty, war and death of parents.
- It tends to focus on protecting children from the adult world whereas in Africa, a child must be subject not only to parental guidance but to community guidance and discipline.
- It embodies the Western concept that glorifies the individual against the community and hence focuses on individualistic rights coupled with professional interventions and de-emphasises the influence of the wider social, economic, political and cultural circumstances.
- It takes over the role of parenting from parents.
- It only talks of rights and does not provide the duties of the child.

Due to these reservations, the African countries developed the **African Charter on the Rights and Welfare of the Child** that was seen to primarily embody the African culture and especially as relates to duties of a child. It addresses the peculiar circumstances of the African child. The rights of the child in Kenya flow from these two documents and they have now been passed into national law called the **Children's Act**. (Even though the Children's Act is not discussed, simplified copies should be availed.)



Session III: The Rights of the Child under the CRC, the African Charter and the Children's Act (2 hours)

Methodology

Card clustering

A Classification of Rights

Take the participants through an introductory session noting that the rights in the three documents, the CRC, the Charter and the Children's Act are very similar. Even though each of them have different numbers of articles, the provisions are very similar with minor variations. The CRC has in total 50 articles with about 40 containing the rights and the other 10 providing how the rights are to be implemented by states and monitored by the UN. The African Charter has 48 articles. 31 of the articles provide for the substantive rights with the rest providing for implementation and monitoring guidelines. The Children's Act has a Chapter modelled after the two Conventions. The CRC does not incorporate the issue of responsibility or duties of the child but the African Charter recognises that. The Children's Act is a blend of both. It talks of the rights of the child and the responsibilities of the child.

The rights have been classified by UNICEF into four categories for ease of reference. Each of the rights under the articles of the CRC, the Charter and the Children's Act can fit under one of the four classifications provided by UNICEF which are as follows:

- (i) **Participation Rights:** These allow children to take an active role in their communities and nations e.g. through expressing their opinions.
- (ii) **Protection Rights:** These rights require that children be safeguarded against all forms of abuse, neglect and exploitation.
- (iii) **Development Rights:** These include the things that children require in order to reach their fullest potential in life such as the right to education, play and leisure, cultural activities, access to information and freedom of thought conscience and religion.
- (iv) **Survival:** These covers a child's right to life and the needs that are most basic for existence.



After this, provide the participants with at least a card each with illustrations and writings indicating or showing various rights. The illustrations in each card should be corresponding to different Articles under the CRC, the Charter or the Children's Act. Divide the participants into four groups. Put up four headings corresponding to the four categories of rights in different corners of the room. Request each group to discuss the rights as contained in each of the cards provided and agree under which grouping the right should go. Different individuals in each group should then paste their cards in turns giving reasons for their choices. They can be questioned by others on their choices. The cards to be used for clustering exercise are as provided below. After the participants present their cases, there should be plenary discussions, which should be structured as per the questions below:

Card Clusters

(This method is adapted from "It's Only Right": See Appendix.)

Non-discrimination: All Rights apply to all Children, and children shall be protected from all forms of discrimination.



Article 2: CRC
Children's Act: Section 5
African Charter: Article 3

Best Interests of the Child: All actions concerning the child should take full account of his/her best interests.



Article 3: CRC Children's Act: Section 4 (2) & (3)
African Charter: Article 4 (1)

Parental guidance: The State must respect the rights and responsibilities of parents to provide guidance for the child that is appropriate to her or his evolving capacities.



Article 5: CRC
Children's Act: Part III S. 23

Right to life and Survival: Every child has the right to life, and the state has an obligation to ensure the child's survival and development.



Article 6: CRC
Children's Act: Section 4 (1)
African Charter: Article 5



Name and Nationality: Each child has a right to name and nationality, to know his or her parents and be care for by them.

Birth Certificate

Article 7: CRC Children's Act: Section 11 African Charter: Article 6

Preservation of Identity: The State has an obligation to protect and if necessary to re-establish the child's identity. This includes name, nationality and family ties.



Article 8: CRC

Right to live with parents and Separation from parents: The child has a right to live with his or her parents unless this is not in the child's best interest. The child has a right to maintain contact with the parents if separated from one or both.



Article 9: CRC Children's Act: 6 (1) (2). Child also a right to be cared for by parents and to get next best alternative care.
African Charter: Article 19

Family Reunification: The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain child-parent relationship is protected.



Article 10: CRC Children's Act: Section 6 (3) African Charter: Article 25

Illicit Transfer and non-return: The state has a duty to try to prevent and remedy the kidnapping or retention of a child abroad by one parent or by another person.



Article 10: CRC

The Child's Opinion: The child has a right to express an opinion and to have that opinion taken into account in any matter or procedure affecting the child.



Article 11: CRC Children's Act: Section 4 (4) African Charter: Article 4 (2)

Freedom of Expression: Every child has the right to obtain and make known information and to express his or her views, unless this would violate the right of others.



CRC: Article 13
African Charter: Article 7

Freedom of thought, conscience and religion: Every child has a right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.



CRC Article 14
Children's Act: Section 8 (1) A child has a right to religious education subject to parental guidance.
African Charter: Article 9

Freedom of Association: Every child has a right to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.



CRC: Article 15
African Charter: Article 8

Protection From Privacy: No child shall be subjected to arbitrary and unlawful interference with his or her privacy, family, home, correspondence or to unlawful attacks on his or her honour or reputation.



CRC: Article 16
Children's Act: Section 19
African Charter: Article 10

Access to appropriate information: The media has a role to disseminate information to children that is consistent with the moral well-being, knowledge and understanding among peoples. The media must respect the child's cultural background. The state shall take measures to encourage this and to protect the child from harmful material.



CRC: article 17

Parental Responsibility: Both parents have joint primary responsibility in bringing up the child and the state should support them in this task.



CRC: Article 18
Children's Act: Section 23 & 24 but only the mother has parental responsibility if the child is born out of wedlock
African Charter: Article 18, 20

Protection from abuse and neglect:

The state has a duty to protect the child from all forms of maltreatment perpetrated by parents including physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse while in the care of the parents/guardians or someone else.



CRC: Article 19 African Charter: Article 16 Children’s Act: 13

Protection of Children without families:

The state has a duty to protect children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child’s cultural background.



CRC: Article 20 African Charter: Article 24, 25 Children’s Act: Part X

Adoption: In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorization by competent authorities.



CRC: Article 21 African Charter: Article 24 Children’s Act: Part XI

Refugee Children: Special protection is to be granted to refugee children who are seeking refugee status and the State has obligation to cooperate with competent organizations providing such protection and assistance.



CRC: Article 22 African Charter: Article 23 Children’s Act: Part X

Handicapped children: Every handicapped child has a right to special care, education and training designed to help him or her achieve the greatest possible self-reliance and to lead a full and active life in society.



CRC: Article 23 Children's Act: Section 12 African Charter: Article 13

Health and health service: Every child has a right to the highest attainable standard of health and to access to health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The state has a duty to work towards the eradication of harmful cultural practices. There is need for international cooperation to ensure the realisation of this right.



CRC: Article 24 Children's Act: Section 9 African Charter: Article 14

Placement: Every child who has been placed in place of safety for purposes of care, protection or treatment of his or her physical or mental health has a right to periodic review of the treatment provided and all other relevant circumstances relating to the placement.



CRC: Article 25 Children's Act: Part XI

Social Security: Every child has a right benefit from social security including social insurance and the benefits where appropriates shall take into account the resources and circumstances of the child and persons having responsibility for the maintenance for the child or any other relevant factor.



CRC: Article 26.



Standard of Living: Every child has a right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. The primary responsibility for ensuring this is with the parents but they may be assisted by the State including seeking maintenance from a parent living in a different State.



CRC: Article 27

Right to Education: Every child has a right to education and the state has a duty to ensure that at least primary education is made free and compulsory. The administration of the school discipline is to reflect the child's human dignity. Emphasis is laid on international cooperation to realise this right.



CRC: Article 28
Children's Act: Section 7
African Charter: Article 11

Children of minorities and indigenous communities: The children of minorities and indigenous communities have a right to enjoy their own culture and practice their own religion.



CRC: Article 30
Children's Act: Section 8 (2)

Leisure, Recreation and Cultural Activities: Every child has a right to leisure, play and participation in cultural and artistic activities.



CRC: Article 31 Children's Act: Section 17
African Charter: Article 12

Child Labour: Every child has a right to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.



CRC: Article 32
Children's Act: Section 10 (1) (4) (5)
African Charter: Article 15

Drug Abuse: The child shall be protected from the use of narcotic drugs and psychotropic substances and from the production and trafficking of such substances.



CRC: Article 33
Children's Act: Section 16
African Charter: Article 28

Sexual Exploitation: The child shall be protected from sexual abuse, exploitation including prostitution and involvement in pornography.



CRC: Article 34 Children's Act: Section 13 (1) & (2) African Charter: Article 27

Sale, trafficking, abduction and other forms of exploitation: Every child has a right to be protected from sale, trafficking and abduction,



CRC: Article 35 & 36 Children's Act: Section 13 (1) & (2). African Charter: Article 29

Torture and Deprivation of Liberty: Every child has a right to be free from torture, cruel treatment or punishment, capital punishment, life imprisonment and unlawful arrest or deprivation of liberty. The child has a right to appropriate treatment, separation from detained adults, contact with the family and access to legal and other assistance.



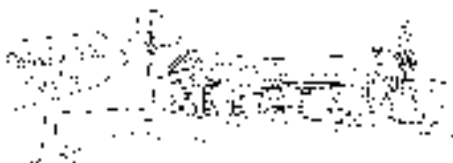
**CRC: Article 37
Children's Act: Section 18
African Charter: Article 16**

Armed Conflict: Children under the age of 15 years shall be protected from taking part in direct hostilities, to be recruited to the armed forces and to be rehabilitated if affected by armed conflict. The states shall respect the laws and regulations of war as relates to children.



**CRC: Article 38
Children's Act: Section 10 (2) & (3)
African Charter: Article 22**

Rehabilitative Care: Every child who has undergone armed conflict, torture, neglect, maltreatment or exploitation has a right to receive appropriate treatment for the recovery and social reintegration. CRC: Article 39 Children's Act: Section 13 (2) relating to a child who has undergone abuse of a physical and psychological nature including sale, trafficking and abduction.



African Charter: 16 (2)

Administration of Juvenile Justice: Every child who is arrested has a right to their human rights to be respected and in particular, to benefit from the aspects of the due process of law including legal or other assistance in preparing and presenting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.



**CRC: Article 41
African Charter: Article 17
Children's Act: 17 (4)**

Protection from harmful cultural practices: No person shall subject a child to harmful cultural practices such as female genital mutilation, early marriage or other practices likely to harm the child's life, health, social welfare, dignity or physical or psychological development.



Children's Act: Section 14
African Charter: Article 21

Protection against apartheid and discrimination: States shall take into account the special interests of children living under systems of apartheid and regimes practising racial, ethnic, religious and other forms of discrimination including military destabilization and states shall work towards eliminating such discrimination.



African Charter: Article 26 (This is only provided for in the African Charter).

Children of imprisoned mothers: Special treatment is to be accorded to expectant mothers and mothers with infants who are incarcerated or who get in the justice system and in particular, non-custodial sentences shall be considered, special alternative institutions shall be provided and no death penalty shall be imposed on pregnant mothers.



African Charter: Article 31
Children's Act Part X



Guiding Questions for Plenary discussions:

1. Were some rights more difficult to categorise than others? Which ones?
2. What seems to be the main type of rights protected?
3. Do some types of rights seem to be given more emphasis than others? If so, why might this be?
4. Are there some types of rights that you felt should be given more emphasis?
5. Have any rights been left out by the documents that you feel should have been included?
6. Are there some types of rights that should be given priority or are all rights equally important?
7. Are there types of children's rights that you feel Kenyans do particularly well in upholding?
8. Are there rights that should be given more attention?

B Duties of the Child (30 mins)

In the African context, the child is deemed not only to have rights but to have duties and responsibilities too. These are only contained in the African Charter and the Children's Act and not in the CRC. Under the Children's Act, it is stated that in any matter before the court regarding a child, due regard shall be had of a child's duty to:

- Work for the cohesion of the family;
 - Respect his parents, superiors and elders at all times and assist them in case of need;
 - Serve his national community by placing his or her physical and intellectual abilities at its service;
 - Preserve and strengthen social and national solidarity; and
 - Preserve and strengthen the positive cultural values of his or her community in his or her relations with other members of the community.
- And in the African Charter it is also provided that the child has a duty to work towards promotion of the African Unity.



These duties remind children that they also need to contribute to the community. However, a child cannot be denied a given right because he or she has not performed his or her duties to the community but the court can order such a child to perform his or her duties to the community.





Session III: Summing up on Rights

A Video Screening: Escape from Sorbibor. (1.30 hours)

The day's presentations should be summed up by the video screening of a video "Escape from Sorbibor" that highlights some of the war atrocities that were committed during the World Wars.

B Evaluation for the day and closing (30 mins)

An evaluation for the day should be taken that highlights the learning points and challenges faced. The program should end between 5.00- 5.30 with a tea break.

A large, faint, black and white illustration of a girl and a boy is the background for the page. The girl is in the foreground, smiling, with her hands clasped. The boy is behind her, also smiling. They are both wearing school uniforms. The background includes a school building and a window.

Chapter Four



Recap (30 mins))

The day should begin with reports from the welfare ministries and a recap of the previous day's sessions.

Session I: Predators within: Sexual Abuse of Girls in Schools

A Understanding the dynamics of sexual abuse (30 mins)

Methodology

Case studies

This session should be effected through case studies.

Case study I: Nana's mystery

Divide the participants into 3 groups and ask them to deal with the case below:

Nana is a very beautiful, quiet and obedient girl in class 6. She is 11 years old. She is a bright student and is often top of her class. She comes to school early and does all her homework. She is liked by all her teachers. Her Kiswahili teacher, Mr. Kama, is a very young handsome man recently out of college. He smokes and drinks and likes women. He changes girlfriends like clothes and sometimes even has as many as 5 at a time. Women always fight over him and at times in the bars where he frequents over the weekends. He enjoys the attention he gets from women and speaks proudly about them and his sexual escapades with them to his fellow staff mates in the staff-room. Even though sex-education is not allowed in schools, he always talks to the girls in his class about sex, how good it is and also advices them to use condoms when they have sex. He seems to be very fond of Nana and spends a lot of time with her giving her tuition and helping her with her work since she is eager to learn. The other teachers are very concerned that Mr. Kama seems to pay special attention to Nana and always spends time alone with her. When he is asked why he spends so much time with her, he says he is helping her with Insha so that she can improve on her grades. On the other hand, the English teacher Mr. Kunzo is a good and dedicated man. He is very moral and sings in the church choir. He is also married. He also gives tuition to Nana. The other teachers are very annoyed with Kama's behaviour and have asked him to stop spending time with Nana. He has argued that they should leave him alone since he is just helping the girl the way the English teacher Mr. Kunzo does. Some students have started rumouring that Nana is Kama's girlfriend since he seems to favour her. The teachers complain to the headmaster over his behaviour. The headmaster calls Mr. Kama and warns



him about his behaviour. However, the headmaster decides that it is important to help Nana recover especially due to the rumours that have been going round. The headmaster takes time and counsels Nana after speaking with Mr. Kama. Thereafter, he follows up on her every week and counsels her in his office every morning before assembly. The headmaster is very concerned about her welfare since his own grand child is about Nana's age and also he wants Nana to be the best student in the exams. He even takes her home in the evenings to play with the granddaughter. Nana of late has become withdrawn in class and plays truant (missing school with no good reason). Her parents have noted that she has started bed-wetting again. Last week her mother noticed traces of blood in her dress and bought her sanitary towels noting that she must have started having her monthly periods since she has also been complaining of backaches and pain around her lower abdomen. She felt sick in school and when she was taken to hospital, it was discovered that she has a sexually transmitted disease.

Group Questions

1. Is Nana being sexually abused and if so, who is the likely abuser? Give reasons for your answer.
2. What is sexual abuse?
3. What factors aggravate or make child sexual abuse thrive more?
4. What is the stereotype (generalized beliefs which we hold but which are not necessarily true) of a sexual abuser?
5. What is the likely profile of a child sexual abuser?
6. What are the effects of child sexual abuse on the child?
7. If Nana came to you as a teacher and confided that she was being sexually abused by one of the teachers, what can you do?

All groups should respond to question 1. Group 1 should then respond to questions 2 and 3. Group 2 to questions 4 and 5 and Group 3 to questions 6 and 7.



B Understanding the dynamics of sexual abuse: Facilitator' Input (30 mins)

(i) Is Nana being sexually abused and who is the likely abuser?

Nana is likely to be sexually abused. This is because she is suddenly bedwetting again, she is playing truant and has a sexually transmitted disease. A greater analysis of this is tackled in the next session on "Index of Suspicion". Even though most people are likely to pick out on Mr. Kama as the culprit, in this situation it is the headmaster who is abusing her. The English teacher could also abuse her. This is because the abuser is often a trusted adult who has access to the child and may have gained the child's confidence and trust over time

(ii) What is sexual abuse?

Sexual abuse is the most prevalent form of abuse against children. Even though it affects both boys and girls, girls are more vulnerable to this form of abuse. The estimated ratio of sexual abuse by gender is 80:20 female to male. Abuse occurs in all places such as homes, institutions of learning, children's homes, religious institutions amongst others. It is estimated that 1 in 10 adults were sexually abused as children. Of those abused, about 56% often involve non-contact sexual exposure but in erotic ways and 44% involve actual physical (sexual) contact.

Sexual abuse involves any abuse on a child of a sexual nature that involves:

- **Physical Sexual contact:** This involves actual sexual intercourse with a child involving penetration of the sexual organs e.g. the vagina with the penis or the vagina with other organs e.g. sticks or fingers. This could also include oral sex (making the child suckle the penis or suckling the child's vagina), touching or fondling the private parts of a child and making a child perform sexual intercourse with animals or other children or adults.
- **Erotic non-contact sexual exposure:** This may include exposing a child to pornographic material, talk with sexual innuendos, erotic movies and exposing the child to acts of sexual intercourse by other children or adults. In this case there is no physical contact but exposure to sexual acts.

(iii) Aggravators of Child Sexual Abuse

There are many factors that are likely to increase the vulnerability of children to sexual abuse and especially within schools.

- Many people do not know what constitutes abuse and therefore let abuse thrive due to ignorance. For instance, it is often reported that "A teacher who has a love affair with his students" or "a teacher was caught making love to a student." The notion is that there is a possibility of a teacher



Sex with a student is prohibited under law and under professional ethics hence in such a case the only culprit is the teacher not the student. There should therefore be no notion of a love affair which presupposes two consenting people but only the notion of abuse at all times when a teacher engages a student in any relationship of a sexual nature.

- Lack of means for finding redress makes it easier for abuse to thrive. For instance according to the ActionAid Kenya Snapshot analysis on girls and problems they face in schools, many girls were sexually abused by teachers but had nowhere to report to and hence the teachers know they can continue with the abuse and they can not be held accountable.
- Complicity by other members of the community. For instance whereas many teachers are notorious for sexual abuse of girls, many other teachers take a hands-off approach and do not blow the whistle on the bad teachers.
- Leniency by authorities: Many teachers who sexually abuse students are often interdicted for a short time and then reinstated when they should be arrested, charged and jailed. Others are transferred and continue their sexual sprees.
- Lack of empowerment of girls to take control of their world: Many girls see teachers as gods and as the absolute, complete and unquestionable authority in their lives. They do not have a forum to share their concerns and seek help where a teacher abuses them.
- Lack of information on sex, sexuality and human rights: Sex and human rights education is not allowed in most schools. This means that some teachers like Mr. Kama, find time to talk to girls about sex in the wrong context. Girls do not know what is the right or wrong information. They do not have information on whether or not to have sex, when to have sex, implications of having sex (protected and unprotected) and their right to say "No" even to teachers.
- Lack of role models: Many girls do not have role-models either at home or at school to emulate and at times teachers and parents provide very wrong models for children. For instance, Mr. Kama is a young teacher from college, his standards that the students may want to emulate as a role model is very wrong.
- Absence of forum for discussion or absence of confidantes for girls: The breakdown of traditional structures for sharing on reproductive roles and rights for girls has made them more vulnerable to abuse. For instance, amongst the Luo, the traditional grandmother's hut "Siwindhe Nyiri" was used as a forum to talk about reproductive issues. This has died off and there is no forum for girls to learn about sex and sexuality. Secondly, girls



have no teachers (especially female) to confide in regarding issues of sex and sexuality and this makes them go about life like ship without a radar that is bound to make them have many accidents.

- Bad practices in schools that make male teachers have access to female students: In many schools, girls are asked to work in male teachers' houses or to meet a male teacher alone in the staff room or in the teacher's house (e.g. delivering books collected in class). In the case of Nana, the headmaster may have started on a good note of counseling her but because an opportunity was provided during the "counseling sessions" or in his house, he ended up sexually abusing her. Students should not work in teachers' houses and especially female students should not do that. Secondly, no male teacher should be with a female student either in a classroom or staff room alone. In one school in Kajjado, a male teacher used to have sex with girls who arrived in school early in secluded classrooms and also in the staffroom while other teachers were in class.
- Belief that sex with virgins cures AIDS and other sexually transmitted diseases: With the spread of HIV/AIDS there is the wrong belief that having sex with virgins cures the condition and hence this makes more children vulnerable to abuse.
- Testing HIV status: Some people sexually abuse children to test their HIV status. If the child gets AIDS then they know they are infected. This may involve public figures who may fear that their status may be leaked to the public by the doctor who examines them.
- Belief that children are safe: Due to fear of HIV infection many people think children are safe especially when they are virgins.
- Punishment to spouse: Many men who are left with teenage daughters at times sexually abuse them as a punishment to the runaway mother. A teacher who has a grudge with a parent may sexually abuse the child to that parent.
- Absentee parents: Family disintegration has led to absentee fathers or mothers. Many children with absentee mothers are more vulnerable to abuse especially in school since there is no one to speak out for them.
- Single, female and child headed households: It has also been noted that children from single, female and child-headed households are more vulnerable to abuse. Abusers often target children of single mothers as they see them as helpless and less risky for them. Children who are orphans are particularly more vulnerable to abuse as people also exploit them in exchange for favours for books, food and education. People also know there is no one to speak for them.
- Child sex tourism: This has increased by reason of globalization. Many girls are now taken especially from rural areas to work as househelps but end up being used as sex tourists in bigger towns.



- Increase in Cults: Some cults use child sexual abuse as a form of religious duty.
- Wrong socialization tendencies: Many men believe that when a girl has developed some physical features or she has undergone some rites of passage, she is ready for sex. Many men also believe that having sex with girls is their right.

(iv) Stereotypes on Sexual Abusers

Many times sexual abuse against children can be avoided if parents and child care minders knew who is likely to abuse a child. In Nana's case, the headmaster is the least likely suspect whereas Mr. Kama is the first suspect. Even the English teacher is not likely to be suspected even though he could still have sexually abused Nana. Mr. Kama is suspected because he is promiscuous, he likes sex and talks about it and he visits bars. The headmaster is the least suspect since he has a grand child the age of Nana and because he is respected. The English teacher sings in the church choir and hence is not suspected. Many of us have stereotypes on child sexual abusers. This means we have wrong notions about who an abuser is or is likely to be. To many people an abuser is likely to be:

- A person who is a social misfit.
- A promiscuous or immoral person.
- A person who abuses drugs.
- A stranger.
- A person who does not like the child and is violent to the child.
- An aggressive person.
- A criminal.
- A person who uses vile language.

In reality however, the persons likely to sexually abuse a child does not usually fit this profile. Even though strangers and social misfits abuse children, the more likely profile of an abuser is as provided below.

(v) Profile of a Potential Child Sexual Abuser

- Usually a person close to the child such as a friend, neighbor or relative.
- The person is usually extremely gentle and caring to the child.
- The person is often one who has frequent access to the child such as a neighbor, teacher, doctors and priests.
- Parents may also sexually abuse a child. Such parents will tend to be overly protective or jealous over the child; they keep the child isolated by discouraging social contacts and will often keep the child confined at home for long periods of time.



- Some are individuals who have a history of sexual abuse and were themselves abused as children.
- A child abuser often has or wins the child's confidence by isolating the child and being sympathetic to the child. Many will start by giving the child presents and make the child believe that the abuse is a special treat from the abuser and a special secret. The abuse may therefore go on for a long time undetected.
- They are skillful manipulators who will use persuasion and if this fails, they use coercion or threat of harm.
- Many are skilled at identifying vulnerable children e.g. from broken homes.

(vi) Effects of child sexual abuse

Sexual abuse has diverse negative effects on children and action has to be taken to stop it. In the case of Nana, she had become withdrawn and started missing school, amongst other things. Sexual abuse may lead to:

- Sexually transmitted diseases including HIV/AIDS.
- Early pregnancy that can cause reproductive complications.
- Unwanted pregnancies.
- Death.
- Permanent or temporary physical disabilities e.g. removal of uterus to rupture of genitals especially if the child is young.
- Psychological problems such as low self-esteem, distrust for others, suicidal tendencies especially in cases of incest, regressive behavior such as learning disabilities and bedwetting, drug abuse, truancy and depression.
- Some girls may also be forced to drop out of school and this may affect their future lives.

(vii) What to do assist Nana

- Nana has taken a brave step in approaching you. Do not show you doubt her. In Nana's case, the likely reaction is that she is trying to implicate the 'nice, old headmaster.' If you do not believe the child she is not likely to open up again.
- Do not treat it as a social issue and only offer counseling, treat it as a criminal case. This requires that the matter be reported to the police as soon as possible. If you fear being victimized, inform the child on the steps to follow to report the case or make an anonymous letter or call to an NGO giving the details.



- Arrange for Nana to have counseling sessions.
- Make steps to ensure that the abuse stops immediately.
- Ensure that Nana receives urgent medical assistance.
- Other steps to follow in the case of an abused child are provided below.





Session II: Index of Suspicion of Abuse: Identifying an Abused Child In School

A Index of Suspicion Exercise (30 mins)

Methodology




Group work and decentralized plenary

The session should be effected through decentralised plenary and group discussions. Cluster possible signs and symptoms of abuse into three groups as per the annexed table. Divide the participants into 3 groups with each group looking out for possible signs and symptoms of abuse for a specific age set as below:

- (1) Group 1 to study children under 5 years.
- (2) Group 2 to study children 5 -12 years.
- (3) Group 3 to study children 12-16 years.



Guidelines


















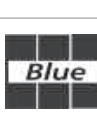
-  This shows very high probability of abuse occurring.
-  Shows that sexual abuse is possibly but not necessarily occurring.
-  This signifies one hypothesis amongst many: It shows that the activity could be indicative of abuse but also acknowledges that the activity could be caused by one or several other factors.




























The sets of behaviour should be broken into three clusters and placed in three different corners of the room as per the table annexed. (Appendix IV) Each group should move from one cluster to the next trying to tag them using different colours as per the age set they are dealing with. Each group should move from cluster to cluster and spend about 10 minutes per cluster. For instance, if one behaviour is genital injuries then the group dealing with children under 5 years should tag this as red as there is a high probability of sexual abuse occurring.

After the participants have gone through the three clusters, the facilitator should then share as per this table, noting that this table is not exhaustive but merely seeks to highlight examples of signs and symptoms of abuse. It is called the index of suspicion as it gives you signs that should lead you to suspect when a child is being sexually abused.

Index of suspicion Table: Facilitator’s Input (15 mins)

Nature of action	Colour Coding		
	Under 5	5-12 years	12-16 years
A child revealing or stating explicitly about sexual abuse that has occurred to him or her			
Genital injuries			
Sexually transmitted diseases			
Vivid details of sexual activities such as penetration, oral sex and ejaculation			
Masturbation in contextually inappropriate fashion			
Sexual drawings			



Sexualised play with explicit sexual acts			
Pregnancy/abortion	N/A		
Explicit sexual stories/poems			
Exposing themselves			
Promiscuity			
Suicide attempts			
Running away			
Alcohol and drug abuse			
Sexually offending/abusing			
Gender identity difficulties i.e. not sure whether to identify as a girl or boy			
Self mutilation of breast/genitals			
Self mutilation			
Pregnancy under 14			

















STI under 14			
Prostitution			
Fear of a specific person e.g. a teacher or a minder. (Person specific fear)			
Nightmares			
Chronic genito-urinary infections			
Soreness of genitals/bottoms			
Fear of specific situations: <ul style="list-style-type: none"> • Fear of being bathed • Fear of being changed • Fear of being put to bed 			
Arson or burning up of a house or important gadgets			
Obsessional washing			
Depression			
Bedwetting			
Anal incontinence (the lack of the ability to control the bladder and bowels)			
Anorexia (an emotional disorder, especially affecting young women, in which there is an abnormal fear of			



being fat, causing the person to stop eating, leading to dangerous weight loss)			
Glue-sniffing			
Truantiing (staying away from school without permission and for no apparent good reason)			
Being in possession of unexplained large sums of money/gift			
Sexual boasting/stories/jokes			
Sexually transmitted disease (over 14)			
Pregnancy (over 14)			
Rebellious against a specific gender e.g. a girl being rebellious against men			
Running away from home			
Hysterical symptoms			
Psychotic episodes (behaviour that shows evidence of mental disorder that affects the personality)			
Psychosomatic conditions			
HIV infection (though not necessarily a sexually transmitted virus)			



Developmental regression			
Hostile aggressive behaviour			
Abdominal pains			
Peer problems			
School problems			
Refusing to attend school			
Authority problems			
Delinquency (bad or criminal behaviour usually of young people).			

1. What were the most important factors you took into consideration while making your decision?
2. What decision did you find most difficult and why?
3. In some cases as you tag, you may state "it all depends." If so, please indicate on what e.g. if for the behaviour "delinquency" you indicate it depends then define that it could be that the child is an adolescent etc.

B Symptoms of an abused child: Facilitator input (15 mins)

After the above presentation you should sum up as follows:

The signs and symptoms of abuse varies in children by ages. For instance whereas it may not be abnormal for a child of below 5 years to wet the bed, there is need for concern when a child who had stopped bedwetting starts bedwetting again. When a child who has been performing well in school starts dropping in performance or when there is evidence of growing delinquency, this should be



investigated. All the symptoms depend on the child's age. However it is important to have a high index of suspicion when dealing with children as some behavior patterns may be indicative of abuse. As a teacher, you need to note that some of the symptoms below could be indicative of abuse of a child:

- Unexplained /vague or suspicious medical complaints especially with younger children. For instance when a child complains about backaches or lower abdominal pains, she or he may have been abused. For older children e.g. a girl of 14 years this could be as a result of periods or other factors. It is however safe to investigate.
- Unusual psycho-social symptoms such as a child being withdrawn or being suddenly knowledgeable of sexual matters way beyond his or her age or a child being suddenly overly extroverted.
- When a child starts getting involved in self-destructive behavior such as drug abuse.
- Unusual passivity and fright or preoccupation with personal safety or security e.g. when a child refuses to be sent to a teacher's house alone and insists on being accompanied, do not force her or him to do so. In some schools, especially in rural areas, where there are night lessons, if a child exhibits fear of attending, this should be investigated.
- When a child exhibits sudden or extreme shifts of moods or emotions;
- When a child exhibits fear of a particular person such as a specific teacher, parent or a worker in school. This may be shown in many ways. For instance, a child may not want to be left alone with a specific teacher. In many schools, people often know some of the abusive teachers and still let them alone with girls. This should be discouraged.
- When a child develops sudden fear of school or her class.
- When a child develops sudden regressive behavior such as bed-wetting. As a teacher this may not be obvious in school but should a parent raise this concern, it needs to be investigated. However, there are several regressive behavior patterns that can be evident in school such a child who was quick in learning suddenly having difficulties in school or a child losing concentration in class.
- When a child starts acting out (e.g. acts out the role of mother or father through the act of sex with other children).
- A sudden change in gait e.g. when a child develops a sudden or unexplained unsteady gait or when a child has difficulty in sitting or walking.
- When a child develops pain or itching in the genital area.



- When a child develops venereal or other sexually transmitted diseases.
- When a child develops poor relationships with children of her/his own age.
- When the child suddenly does not want to participate in certain physical activities.
- When a child withdraws into fantasy or unusual behavior.
- When a child becomes truant or delinquent. (Absenting himself or herself from school with for no good reason.)
- When he or she develops extreme interest in his or her sexual organs or the sexual organs of other people.
- Older children may exhibit seductive or promiscuous behavior. For instance a girl who suddenly has many sexual relations with different boys or men.
- When a child suddenly has altered sleep patterns.
- When a child has fear or complains about being hurt especially when being bathed or dressed or when a child avoids or fears being touched or undergoing physical examination or tests.
- When a child has unexplained genital or anal injuries or infections such as bruises or bleeding.



Session III: Taking Action Against Abuse

Methodology

Case study and plenary discussions

The session should be effected through a case study “Herine the Horrible” and through plenary discussions.

A Case study: Herine the Horrible (30 mins)

It should be noted that the main purpose of the workshop is to enhance girls’ education by making schools safe for girls. In order to make the schools a safe horizon for girls, it is necessary to know the culprit and the real victim as many times people tend to victimize the wrong person.

Divide the participants into three groups and give them the following case study to deal with in their groups.

Herine the Horrible

Herine is a 15-year-old girl in class 8. She is beautiful and is very concerned about how she dresses. Even though she used to be the top of her class in the lower classes, her grades have been falling drastically. As her class teacher, you have talked to her and asked her to improve but she only giggles when you talk to her and does not seem to be very concerned. She sits at the front of the class often with her legs wide open exposing her panties and thighs, especially when there are male teachers in class.

Last week, a girl in her class found a letter written to her by her boyfriend who is in class 8. In the letter, the boy says how ‘good’ she was last night. She is also always frequent in Mr. Sly Kobama’s house and looks very shy around him in public. The rumours in class have been that she is also Mr. Kobama’s girlfriend. During break time and lunch, she buys a lot of mandazis and even buys sodas though she comes from a very poor family. She seems to have a lot of money and spends a good amount of time with Peter the shopkeeper in the evenings.

She has started becoming friendly to Decent Dorcas, a 12 year old girl in class 7 who is always number 1 in her class and who is the leader of the religious club and debating club.

Yesterday at 8.00 pm, you came late from the music festivals with the choir and decided to go and keep some items in the staff room. You walk into the staff room and find Mr. Sly Kobama having sex with Herine the Horrible. The



girls with you also see this. Mr. Sly Kobama tells you later that he is sorry that the girls saw what was going on but that Herine has been tempting him in class by the way she sits. As a teacher trained by AAK and the CRADLE:

- (a) What are your concerns in regard to the story and why?
- (b) Who is on the wrong and why?
- (c) What action can you take? Give reasons for your answer.

After the case studies, the groups should report back and this should take about 30 minutes. You should then facilitate plenary discussions on the presentations for a further 30 minutes.

B Assisting an Abused Child: Facilitator Input (30 mins)

The action you take when a child is abused determines how well a child will recover or be able to cope with the trauma. In Herine's case, the first reaction is to condemn Herine yet she is not on the wrong. It is important to look at the child as a victim and not the perpetrator. The law presupposes that a child is not ready physically and psychologically to have sex and hence when a child is involved in any sexual activity then the person engaging the child is to blame. The action you take depends on the circumstance of the case and the age of the child but you should do the following:

- Be ready to listen to the child without being judgmental.
- It is not very often that children lie about such cases. It is safer to believe the child. Many children will not be willing to share if you disbelieve them and this will foster continuation of abuse.
- Do not blame the child. Assure the child it is not his or her fault.
- If the abuse is fresh and the child is young, do not wash the child or clean the clothing the child was wearing. If the child is older, advise the child as much.
- All possible evidence of abuse should be noted and where applicable kept safely such as bruises, torn clothing and soiled panties and any other things on the body especially around the genitalia.
- Do not store the clothing in a polythene.
- Report this to your head teacher but also note that further action needs to be taken and therefore report to the police immediately or if the child is older, advise the child to report to the police immediately and preferably within 24 hours. Remember, sexual abuse is a criminal offence.
- At the police station, request to be issued with a police form (P3) that you should then take to a government doctor to fill out after examination of the child.



- Go to the nearest government health facility or hospital and if there is none nearby go to the nearest private health facility.
- Ensure the child gets treatment for any immediate injuries including the issuing of pills that may stop the child from getting pregnant and the provision of medicine to prevent HIV contraction (if available).
- Have the doctor examine the child very well for foreign elements such as spermatozoa and for broken hymen, abrasions and any item that may indicate sexual and physical violation.
- The doctor should also do a blood or urine analysis and any other test that may show evidence of abuse such as any sexually transmitted infections.
- After the examination, the doctor should fill in the police form. If the doctor filling in the police form is not the first to examine the girl, give him the earlier medical report and indicate when it was done and by what doctor.
- Ensure the police form is signed by the doctor who is filling it out and properly dated. Verify the information given such as dates of incident, the date the child is seen and visible marks on the child such as blood or dirt on the dress.
- The medical report should then be forwarded to the police who will decide whether to arrest the suspect.
- Follow up with the police to ensure the abuser is arrested and charged.
- Ensure that all witnesses give statements to the police.
- Give the police any clothing worn by the child for examination by the government chemical analyst.
- Follow up the matter with the police and request to know if all witnesses have given their statements; whether the accused has been examined by the doctor and results forwarded to the chemical analyst and whether the results thereof have been forwarded to the police.
- Know when the matter is in court and ensure attendance.
- Once the case is in court, follow up with the police to ensure that witnesses are bonded.
- Follow up all hearing and mention dates to ensure all the crucial witnesses testify.
- Call non-governmental organizations which deal with children's issues to assist you with legal aid if necessary.
- Refer the child for counseling.



- If the child is not your child and is a student, counsel the parents about not blaming the girl and also on the court process and what needs to be done.

Ⓒ Protecting children against abuse

Dealing with abuse is useful, however the old adage “prevention is better than cure” equally applies to cases of abuse. Once a child is abused, it has several negative consequences on her or his life. It is hence useful to prevent abuse rather than deal with it after it has occurred. As a teacher who interacts with students frequently and spends more time with them than their parents do, you have a unique role to play in this regard and you could do the following:

- Teach the students about their sexuality. When teaching them call a spade a spade and not a big spoon. Teach them about their sexual organs and sexual organs of the opposite sex, their functions and consequences of playing with sexual organs. Do not give them conflicting information. Do not trivialize or poke fun at the issues of discussion.
- Teach younger children about the right and wrong touch. Inform them that no one has a right to touch them in ways they do not like.
- Teach them that it is in order to disobey a teacher if the teacher asks them to do something wrong like kiss or have sex with the teacher and that she or he can not be punished for disobeying the teacher on that account.
- Tell them to report to their parents or to an adult they trust if someone has been touching the child in ways she or he does not like. Tell the child to be persistent in reporting such incidents even if he or she is ignored or not taken seriously until somebody takes him or her seriously and takes action.
- Teach them that covered body parts should not be seen by anyone and should not be exposed to others unless for purposes of showering or changing dressing.
- Tell the child not to assist strangers or to remain alone with strangers. Tell the child not to agree to a request for help by a stranger. Instead the child should tell the stranger to seek the assistance of an adult.
- Inform the child to avoid being isolated and as much as possible keep company of other children or adults where possible. Many abusers target children who are isolated such as a child walking to and from school alone or a child left with him or her alone in the house. Many teachers also abuse girls in staff rooms over weekends when other teachers are not present or in teacher’s houses.
- Children should not go to teachers’ houses as this is often a place where many girls get abused. As a teacher, discourage girls from working in teacher’s houses as this makes them more vulnerable to abuse.



- Inform them that kisses and hugs should not be kept a secret. If anyone hugs or kisses a child and tells her or him it is a special secret, the child should tell the parents or guardian. In case it is the parent who is doing that, the child should inform the teacher or other trusted adult.
- Children's boundaries should be respected and inappropriate jokes with sexual connotations should not be shared between teachers and students. Teachers should avoid teasing children especially of the opposite sex especially if there is any sexual connotation and reasonable physical distance should be kept at all times whether in class or elsewhere.
- As much as possible, for school functions such as camping, sports or drama outings, female students should be accompanied by female teachers and male students by male teachers.
- Warn children not to allow anyone to take pictures of them when they are partially or totally nude.
- Teachers should strictly adhere to the code of conduct for teachers and not engage in sexual activities with students.
- Guide children to steer from peer pressure and wrong influence. This could be done on a one to one discussion and before the child exhibits any negative tendencies or could be through a formalized forum where more students engage in discussions.
- As a teacher and since you spend more time with the children, you should learn to have a high index of suspicion and investigate any tell-tale signs of abuse. It is better to be overly suspicious than under suspicious as it is better safe than sorry.
- Teach children to say no when they feel their boundaries are being invaded. Do not teach children to keep secrets as it makes them vulnerable to abuse.
- Inform children to immediately report any threats to you as a teacher or to the parents and inform them that abuse thrives in silence.
- Teach girls about their sexuality so that other people do not take advantage of her ignorance to abuse her. In one case, a teacher told a naïve girl that sex would improve her voice and she had sex with the teacher believing it was part of music lessons.
- Provide forums for sharing between girls in schools as many girls do not have a place to raise their concerns especially if being abused by teachers.



Session IV: The Law on Sexual Abuse

Methodology

Case study

A Introducing the law on sexual abuse Case Study: Mumbi's Case

Divide the participants into three groups and give them the case study of a 7-year-old girl Mumbi.

Ask them to write the judgement and give reasons for the judgement.

The Case of Mumbi

Mumbi is a little girl aged 7 years. She is a pupil in a school in Nairobi and she is a second born in a family of two. Gitau her elder brother aged 9 years is in the same school. The father of the 2 children had been physically abusing the mother. Six months ago the mother was forced to flee the matrimonial home after extreme physical violence from her husband. Though she sustained a broken arm and a gushing wound on the face she chose to keep this guarded secret because her husband is a teacher in a neighbouring school and was the breadwinner.

Two months later she returned to her matrimonial home to take care of her husband and children. Her daughter was however unwell. She had a swollen feet and a skin infection. She refused to be bathed by the mother. Upon seeing a doctor Mumbi was admitted to KNH and was discharged 2 weeks later. In the meantime Mumbi's teacher summoned the mother and informed her that the girl had become withdrawn. She had been reporting to school late and said that she felt pain though no one sought to know where. The teacher had also found a pornographic magazine in her bag, which she confirmed had been given to her by her father. Upon discharge, the mother realised that the girl had a bad infection in her private parts. She was shocked to learn from her daughter that she had been sexually abused by the father.

The matter was reported to the police. The father was arrested and arraigned in court and charged with rape. Mumbi gave very compelling evidence of how her father sent her brother to the shops one evening. She wanted to go with him but the father refused and advised her to take a bath. He then walked up to her holding a Somali sword. He carried the girl to the mother's bedroom, threatened her with the knife and proceeded to abuse her. He then ordered her to take a bath again and burn the blood soaked towel that his daughter lay on. He abused her on various other occasions.



Gitau confirmed that indeed he had been sent to the shops and had left his sister crying. The following morning Mumbi complained of pain. The mother and class teacher were called as witnesses together with the doctor that treated the child. The doctor confirmed that the hymen was indeed broken. Mumbis' performance has greatly dropped.

B The Law on Sexual abuse: Facilitator's Input

Even though it is clear that Mumbi was sexually abused, it would be very difficult to find the father guilty of rape due to the way the law and collection of evidence is structured. Criminal law requires that when a person is charged with an offence then the court has to be convinced beyond reasonable doubt that the person committed the offence. This means that the evidence has to be very airtight. Secondly, the courts have in the past required that the evidence of a child must be supported by other evidence linking the person accused to the offence. The law also defines different sets of sexual abuse by different terminologies and this must be strictly followed. For instance, in Mumbi's case, the father could have been released because he was charged with rape when he should have been charged with incest because he had sexual intercourse with his daughter. It is therefore important to know what the law states. The following are the categories of sexual offences as provided for in law.

(i) Rape

This is having carnal knowledge of a woman or girl without her consent. The most important word is consent. If a girl or woman consents or agrees to sex then it is not rape. However this only applies to persons above 16 years. A girl who is 16 years and below is considered incapable of giving consent so even if she agrees to have sex with a man, she will be considered to have been raped. If however, a woman gives consent but she gives it under threat, force or intimidation of any kind, fear of bodily harm or misrepresentation as to the nature of the act or by a person impersonating her husband then it is rape. For instance in the case where a teacher told the student to have sex with him as part of music lessons, it was considered as rape. For rape to occur, there must be penetration of the female vagina using the male penis. The maximum sentence is life imprisonment.

(ii) Attempted rape

If someone tries to rape a girl or woman but fails then this is still an offence called attempted rape and it is punishable by life imprisonment.

(iii) Abduction

This is when a person takes a girl or boy of any age and detains her or him against her or his will with the intention to have sex with him or her or make her or him have sex with someone else against her or his will or to marry her or him or have someone marry her or him against her or his will. The punishment for abduction is 7 years.



(iv) Abduction of girls and boys under age 16

This is when a person takes an unmarried person, boy or girl under the age of 16 years from the lawful custody of the father or mother or guardian without the consent of the parents. For instance in the case of Herine the Horrible, if the shopkeeper decides to keep her in his shop for three days without the consent of her parents then even if he does not have sex with her then it is abduction and such a person can be jailed for up to 3 years.

(v) Indecent assault

This is the touching of the private parts of a woman without her consent. For instance the touching of a girl's genitals. Indecent assault is punishable for up to 21 years.

(vi) Indecent assault of a girl under 16 years

A girl who is 16 years and below cannot consent to her private parts being touched and that means any one who touches her private parts with or without her consent is committing a criminal offence. However if the girl agrees to have her private parts to be touched and the person touching her private parts had reason to believe that she was older than 16 years or thought the girl was his wife then it is not a crime. In some schools teachers may not have sex with girls but have the habit of touching the girls buttocks and breasts. That is not allowed in law.

(vii) Insulting the modesty of a woman and girl

Sometimes a person may not touch a woman but does acts with sexual innuendos that may be abhorrent to women or girls. When a person, intending to insult the modesty of a woman makes any sound or gesture or exhibits any object intending that such sound, gesture or word be seen or is seen to intrude upon the privacy of a woman or girl then it is considered a crime. Catcalls and showing off male organs to a woman or girl is insulting their modesty.

(viii) Defilement

If a person has sex with a girl under the age of 16 years with or without her consent then it is considered a crime punishable for a maximum of life imprisonment with hard labour. It can only be excused if the person had genuine reason to believe that she was over 16 years or that she was his wife.

(ix) Attempted defilement

If a person tries to have sex with a girl below 16 years and fails then it is still considered a crime punishable with a maximum sentence of life imprisonment with hard labour.

(x) Defilement of imbeciles and idiots

Any person who has sex with a person who has a mental disability with or without that person's consent commits a crime.



(xi) Procuration

This section outlaws what is commonly referred to as pimping. There are persons whose job is to get girls or boys for other people as prostitutes. They are like suppliers. The law provides that any person who gets any person under the age of 21 years to become a prostitute either in Kenya or outside Kenya commits a crime. For a person to be found guilty of such a crime, there must be more than one person or another independent evidence showing that he committed the offence. It is punishable by life imprisonment.

(xii) Procuring by threat, fraud or administering drugs

If a person decides to get another to become a prostitute by force, threat, intimidation, get young unsuspecting girls upcountry as housemaids and turn them to prostitutes once they reach the city or when they are taken out of the country. It is punishable by life imprisonment.

(xiii) Householder permitting defilement of girls and boys under 16 years

Where a person who owns, rents, manages or assists in the management of a house or premises, induces or makes a girl or boy under 16 years to be in the premises for purposes of having sex with a particular person or unknown persons (e.g. as a prostitute) then that person commits a crime punishable by life imprisonment. He or she can have a valid defence if he or she thought that the person in the premises was above 16 years.

(xiv) Detention of persons for immoral purposes

Where a person detains any male or female in any premise or brothel against his or her will for purposes of making the detained person have sex with a specific person or other unknown persons, then it is a crime. The law will consider that a person is detained if the person is denied clothing that will enable her or him leave the premises even if the clothing she or he needs to leave does not belong to her or him. Any detained person is allowed to take any clothing not belonging to him or her to enable him or her escape the detention and that person shall not be taken to court for 'stealing' the clothing. Any person who detains another under these circumstances can be jailed for life.

(xv) Power to search premises where a person is detained for immoral purposes

Any person with a genuine concern that a person is detained for immoral purposes (to have sex with a specific person or generally with any body), can go to court and get a warrant to go into and search the premises where a person is detained for immoral purposes. The person is allowed to use force to gain entry into the premises. The person detained can then be removed to a place of safety until the



case is taken to court where the court can make an order releasing the person to the parents or make any other necessary orders. The person who detained her or him can at the same time or at a later time with a different warrant also obtained from court, be arrested, taken to court and punished according to law. If the person is below 16 years then the person detaining her is wrong even if she gave her consent to be in the premises for immoral purposes. If the person is above 16 years and below 18 years then the detention is wrong if it is against his or her wishes or if it is not with the consent of his or her parents. If the person is over 18 years then it is wrong if she is detained without her consent. In the past many young girls have been removed from school especially by matatu drivers and kept in a place where they are made to have sex either with one of them or many of them. This law especially protects girls below the age of 16 years and also below 18 years with parental guidance.

(xvi) Male person living on the earnings of prostitution

Any male person is not allowed to live on the earnings of prostitution. This simply means that pimping is not allowed. Therefore no man is allowed to be a supplier of prostitutes and to get money for supplying prostitutes or for having control over the life of a prostitute or encourage her prostitution mainly for monetary gain. A man is also not allowed to look for prostitutes for immoral purposes. This is considered a serious crime that could be punished for even more than 3 years.

(xvii) Woman living on the earnings of prostitution

A woman is also not allowed to live on the earnings of prostitution or to exercise control over a prostitute or encourage the person's prostitution for monetary gain. This is considered a serious crime that could be punished for more than 3 years.

(xviii) Premises and brothels used for prostitution

If a person keeps premises used for prostitution, the court can give a warrant for the search and arrest of a person allowing the use of the house and if any person owns, manages or rents a brothel, for purposes of use as a brothel, he or she can be jailed for more than 3 years.

(xix) Conspiracy to defile

If any person conspires with another through fraud or other means to take any man, woman, girl or boy to a place so that that the person can have sex with the man, woman, girl, or boy, then the person who conspires with the defiler can be jailed for up to 3 years. For instance in a school in Machakos, a teacher arranged with someone to pick a girl from school on the basis that the girl was going to show him the way to a home and he ended up defiling the girl. The teacher was charged with conspiracy to defile the girl.



(xx) Attempts to procure abortion

Any person who attempts to procure an abortion for a woman using any means, whether or not the woman is pregnant, commits a crime and can be punished for up to 14 years.

(xxi) Supplying drugs or instruments to procure an abortion

No one is allowed to supply a woman with anything that the person knows is going to be used to procure an abortion and it does not matter whether the woman is pregnant or not.

(xxii) Unnatural offences

If a person has sex with another against the order of nature, that person can be jailed for up to 14 years. If however the person had sex with the other against the order of nature without the consent of the person or with the consent of the person if it is obtained by force, threat of bodily harm, misrepresentation as to the nature of the act then the person can be jailed for up to 21 years. Having sex with an animal is not allowed and a person can be jailed for up to 14 years.

(xxiii) Indecent assault of boys under 14 years

Any person who touches the private parts of a boy below 14 years can be jailed for up to 7 years.

(xxiv) Indecent practices between males

Sex or love relations between a man and a man whether in public or private is not allowed and being involved in such a situation or attempting to be involved in or to get someone else involved in such a situation is a crime punishable for up to 5 years.

(xxv) Incest by male persons

A man is not allowed to be involved in a sexual relation with the granddaughter, daughter, sister or mother. If he has sex with any one of the above category of persons he can be jailed for up to 5 years but if the person he has sex with is 13 years and below then he can be jailed for life. It does not matter even if the person agrees to have sex with him, it is just not allowed in law. If the man attempts to have sex and fails for one reason or another, he can be jailed for up to 3 years. If the person he has offended is below 21 years, the court shall take away his legal authority over that person and remove her from his custody or care.

(xxvi) Incest by female persons

If a female person above 21 years allows the brother, father or grandfather to have sex with her knowing that they are so related then she commits a crime and can be jailed for up to 5 years.



(xxvii) Test of relationship

In cases of incest, brother and sister includes half brother and half sister either through lawful wedlock or not through lawful wedlock.

© The Verdict on Mumbi's case

The findings in view of what is learnt is that in the case study, the man ought to have been charged with incest and indecent assault of a female below 16 years and not rape. However, even if he had been charged correctly, the case is not water tight due to insufficient evidence.

Evidence against the accused and why it was not water tight

There was no one to support the girl's evidence. Hence it was the girl's word against the father's. In the past the court could not allow the evidence of a single person without supporting evidence of another or medical evidence directly linking the accused to the crime. Now the court can do so but the court still has to be very cautious in dealing with single witness evidence.

- ◆ The mother's evidence is hearsay hence not admissible. This means that her evidence was not first hand. She heard it from somewhere else. In court you must be a first hand witness otherwise it is treated like rumours.
- ◆ The teacher's evidence proves nothing as it does not link the father to the crime.
- ◆ The doctor's evidence is weak as there is no compelling evidence to tie the father to the defilement especially since the matter was reported late and also the father was not examined and his examination co-matched with the girl's. For instance if sperms were found on the girl, it has to be shown that they are similar to the father's sperms.
- ◆ The exhibits were destroyed, e.g. by the burning of the towel.
- ◆ The girl took a bath and spoke up long after the attack and hence even if she was examined it was unlikely that she could be found with anything linking the father to her abuse.
- ◆ Had the matter been reported early then perhaps some evidence would have been recovered making for a compelling case.
- ◆ The chief has no power of prosecution but where a police station is far they can arrest the person but the correct place to report is to a



police station because the chiefs are at times compromised and at times apply cultural law in criminal matters, which is not allowed.

D Evaluation of the day and closing

An evaluation for the day should be undertaken and thereafter there should be a tea break to close the day.



A large, faint, light-gray illustration of a girl and a boy. The girl is in the foreground, smiling, with her hair styled in braids. The boy is behind her, looking towards her. They are both wearing school uniforms. The background shows a school building with a window and a door.

Chapter Five



Assisting Abused Girls

Recap (30 mins)

The day should begin with a recap of the previous day's activities followed by reports from the welfare ministries.

Session I: Challenges in Assisting Abused Girls

Methodology

Group work, buzzing, role-play, plenary discussions

A Case Study: Helping Jean (30 mins)

Divide the participants into three groups and give them this case study to deal with. The reports should then be presented in plenary:

You are the Class 6 teacher. You are considered very approachable, friendly, and social and many children like sharing their problems with you. You have just returned from a training by ActionAid Kenya and the CRADLE where you have been taught about sexual abuse of girls in schools and making schools safe for girls. Young Jean a class 5 girl, who is usually quiet comes up to you and amidst tears shares her problem. What emerges is that the Head teacher has been sexually abusing Jean and she is feeling unwell. She is vomiting and feels sick in the morning. Be realistic and practical in addressing the questions provided.

- (a) What can you do about this case? Remember, the person accused is the Head-teacher?
- (b) Who must know about it?
- (c) What are the likely consequences to your actions and what can you do to deal with them? (Please be as practical as possible).

B Challenges in Assisting Girls: Facilitator Input(30 mins)

Having undergone a good training is not the solution to the problems girls face in schools. Dealing with the problems especially when fellow colleagues are involved is often very difficult and there are many challenges a teacher is likely to face. These may include:

- Ostracization by other teachers who may prefer that the matter be dealt with in-house;



- People seeing you as a busy body (*kimbelembele*) out to please NGOs and hence you may not get support;
- You may be victimized. In some cases, teachers who have reported cases of child abuse have ended up being transferred, interdicted or have been faced with other disciplinary action;
- There may be attack on your person or property. This is however not frequent;
- There may be no support by other teachers or students themselves. For instance in a case handled by the CRADLE in a Kajjado school, the headmaster instructed everyone including the abused girls not to talk to the CRADLE and the teacher who was collaborating with the CRADLE and the press was transferred;
- There may be attempts to compromise you by offering you bribes or other incentives both from the parents of the child, the school administration or the abusive teacher.

Despite these hurdles however, there is need to take action to protect and defend the child's rights. There are varied options depending on how brave you are, how willing you are to confront the challenges and the support structure around you.

- First of all you need to assist the girl as indicated earlier in this manual;
- If you are able to, offer all the necessary assistance directly by reporting the matter to the police and taking all necessary action;
- If you fear being victimized, you may report the matter to the next senior officer at the local education office. This also depends on how independent and supportive the education office is;
- You may also advise the student on steps to follow to file criminal charges;
- If all these are not forthcoming, get in touch with the nearest NGO dealing with children's rights or write a letter of complaint to the Kenya National Commission on Human Rights who may then investigate;
- In some cases, there are teachers who are notorious in abusing children's rights, you can also write a letter to NGOs or the KNCHR.



Session II: Providing a Safe Horizon for Girls in Schools

A Teachers as Frontline Workers: Effective Counselling Approaches in Assisting Girls

Methodology

Role play and plenary presentations

Role Play: Supporting Herine the Horrible (1 hour)

Divide the participants into three groups. Each group should be instructed to revisit the case of Horrible Herine and to act the case of Herine the Horrible. Each group should make a presentation with one person acting as Herine and the other as a teacher trained by AAK and the CRADLE seeking to assist Herine.

The groups should spend 20 to 30 minutes preparing the presentation. After that each group should take 5 to 10 minutes presenting the role-play. The others should then comment on the presentation noting what they perceive as effective counselling approaches and inappropriate approaches noting the reasons why.

This should then be followed by an input from the facilitator. (For more information on basic counselling skills, see the CRADLE first Volume Pro bono Manual.)

B Useful Tips on Effective Counselling Skills: Facilitator Input (1 hour)

The teacher particularly the head teacher must make an effort to cultivate a demeanour that the children can relate to. Many teachers are too harsh and this does not encourage interaction with the students. If you are not a trained counsellor, do not act as one. Note that what is contained here is only useful tips that may help you offer guidance and basic counselling to students. For a more comprehensive training on counselling, you may need to undertake another more comprehensive training. What we offer here is like giving paracetamol to a person with malaria. If symptoms persist, assist the student to see a more professional counsellor.

(i) What is counselling?

Counselling has been defined differently by different people but it may be summed up as follows:



- This is the process where a person professionally prepared to counsel, listens to another person talk about his or her problems and guides them to self-understanding, make alternative choices either to overcome/solve or cope with the problem.
- It also seeks to help normal individuals deal with or remove frustrations and obstacles that interfere with daily life.
- Counselling is interactive and delicate and if not handled well can cause disastrous consequences and can cause harm instead of healing. As teachers there may be a tendency to approach student with a degree of authority that may be intimidating. This should be avoided as much as possible.

(ii) Elements in counselling

- Counselling can only be offered by a trained professional;
- The people involved in counselling is a normal person who may seek self-understanding or may be troubled by problems and needs assistance in coping with the problems on the one hand and the counsellor on the other;
- Counselling is interactive and can be done on an individual basis or group set-up. As a teacher it is preferable that you only do individual and not group counselling unless you are fully trained and competent to deal with group dynamics in counselling;
- In counselling the counsellor does not offer quick solutions to problems but the person counselled determines and sets goals and the counsellor helps the person achieves the goals. So in counselling you can not purport to offer quick solutions of the problem from your point of view e.g. in Herine's case you can not tell her, "from tomorrow stop being a friend to Mr. Kobama and everything will be okay". The child needs to understand for herself why she needs not to befriend him otherwise all she may do is to be more careful in future so that she is not caught in the act again;
- Counselling is a process that helps a person discover new behaviours, attitudes and modifies the existing ones to make adequate adjustments to his/her life, the life of other people in his/her life and with the other people she or he interacts with.



- It is a life-long process that helps individuals develop;
- It provides effective learning conditions that enables the person counselled to make voluntary change;
- In counselling, the counsellor guides the person counselled to choose what is best for himself or herself and the counsellor is only a catalyst in the process.

(iii) Principles of Counselling

- In counseling, every person is considered to be independent, capable of self-directing, of making choices and having the ability and capability of controlling his or her destiny and taking full responsibility for his or her actions;
- It is considered that every person is capable of changing his or her behaviour;
- Self understanding and self-acceptance leads to greater freedom and everyone should thrive to move towards greater self understanding and acceptance in counseling. This makes a person capable of understanding who he or she is and what she or he is capable of becoming;
- Many problems faced by individuals are self-imposed through having biased perceptions which lead to distorted realities, through having harmful attitudes and engaging in self-destructive behaviour and activities. For instance, many children may get depressed because they may have a biased perception that they are not loved by their parents or in the case of Herine, she may have problems because of engaging in self-destructive behavior such as leading a promiscuous life. However, this could be a sign of some other unrevealed problems.
- The first healing process is to understand self. A person needs to understand who she is and whether she is happy with who she or he is and if not why not and the changes she or he can do to enable her or him be happy with who she is. A person needs to know where she or he is coming from, where she or he wants to go to in relation to himself/herself and the others.
- The person being counseled should be honest with himself or herself. The persons character and personality should be as similar as possible because one is the real you and one is the ideal you (what you would like people believe you are.)



- Counselling is centered on the person being counseled not the counselor. It is therefore 'client-centered'. It is not what the counselor wants. It depends on the goals set by the person being counseled;

(iv) Characteristics of an effective counselor

The four basic attitudes associated with a good counselor are as follows:

Genuineness/Congruence

This means that the counselor has to be:

- Real or authentic since counseling is a deep intimate kind of relationship. The counselor should not have any pretences;
- Open and sincere;
- Integrated;
- Be at one with himself or herself by knowing, understanding and accepting who he or she is;
- Act freely and naturally;
- Express in words and actions an accurate reflection of inner feelings, attitudes and beliefs.

Positive regard/Caring attitude

You should have a sincere interest in the welfare of the child and this should be based on respect, caring, trust and real recognition of the value and worth of the child. It is important to convey to the child that:

- You care;
- That having problems, disturbing feelings or confusion does not affect one's dignity or worth;
- That she or he is important;

Unconditional Acceptance

You should not accept the child based on what kind of person he or she is or on the basis of her behaviour. If you want to help the child, you have to assist him or her as she or he is.

Accurate Emphatic Understanding

You need to emphathize and not sympathise with the child. This means:

- Being able to recognize your own feelings, values and beliefs,



inner conflicts and suffering and being able to communicate these in words or non-verbally e.g. through gestures;

- Feeling “with” the client by putting yourself in his or hers shoes;
- Not losing your individual and professional perspective even as you get into the person’s world;
- This means you should ‘feel’ with the person but without getting emotionally involved with the person’s world;
- There has to be a degree of professional detachment or aloofness.

(v) Useful counseling tips for effective Counselling when dealing with an abused child

DOS	DON'TS
Believe the child.	Do not ask accusing questions.
Create a rapport with the child.	Do not be overly formal.
Show a measure of trust.	Do not be judgmental.
Let the child relate to you as a fellow human being not scary and harsh teacher.	Keep a professional distance don't be personal.
Show a measure of accessibility and reliability. Ensure that you are also available physically and mentally (psychologically) by listening attentively.	Do not miss appointments keep promises. Do not read, talk on the phone etc when the child is talking to you. That is why it is important to be in a place where you are not interrupted.
Assure the child of confidentiality which is reasonable.	Do not give information about the child unless professionally required.
Be realistic and explain circumstances as they are likely to happen.	Do not assure the child about matters you have no control over.
Professionalism: Explain that the relationship is professional although personal matters may be discussed.	Do not be too personal with the child and do not create a dependency (do not personalise relationship). You cannot have a love relationship with the child. It is not allowed in counselling and it is a crime in law.
Ensure privacy is obtained to enable the child to talk in confidence.	Do not interview in open space where there is likely to be interruptions and eavesdroppers.
Agree at the outset on the amount of time you will take.	Do not appear to be in a hurry. A traumatised child needs to feel human.



Keep proper physical space.	Do not take personal liberties such as hugs and pecks especially if you are of the opposite sex.
Be sensitive to any optical and other reactions from the child.	Do not react negatively to any negative reactions of the child.
Empathise.	Do not sympathise.
Maintain a lifeline with the child. Assure the child she or he can always come back.	Do not feel frustrated if the child does not open up.
Be in control of your emotions. You can not help another person if you are not in control of your emotions.	Do not breakdown to a heartrending story.
Be patient: let the child go on at her/his own pace Changing behaviour is difficult and calls for a lot of patience. You should listen carefully, patiently and with understanding.	Do not pressure the child to speak. Do not rush the client.
Be wise, warm and sensitive.	Do not keep interrupting.
Evaluate your own thoughts and behaviour.	Do not project, transpose, personal experience in a situation at hand.
Accept the child the way she is.	Do not be judgmental.
Be impartial / objective.	Do not mislead e.g. homosexual feelings will go away.
Be knowledgeable: You need to have knowledge attained through training. If possible be trained on child psychology and on how to relate to others.	Ignorance on how to relate with others or lack of understanding on child behaviour may not help in counselling.
Relaxed atmosphere: The room should also be comfortable where possible and the atmosphere relaxing.	Do not go to a place where the child feels the need to leave as soon as possible.
Flexible: You need to ensure you are flexible so that you can deal with children when need arises.	For instance you can not tell a child with suicidal thoughts to see you after a day. You may only see the dead body.
Commitment: You must show a high degree of commitment.	When you agree to offers to assist, you have to be committed. If you are not able to be committed then it is not useful for you to offer any assistance.
Being real and identifying where your competence or assistance is no longer useful.	Referrals should be made with the consent of the person counselled or the guardian if



This is often in the following situations:

- Where you do not have the competency to handle e.g. case of insanity;
- Where you have a personality clash;
- Where you are closely related as relatives or friends;
- Where you are not making any headways despite several attempts;
- Where the issue needs legal assistance not counselling;
- Where you are attracted to the person you are counselling;
- If the person is suicidal.

it's a child. In everything, the best interest of the child should be paramount.

(vi) Useful counseling steps

There are often 8 counselling steps that are followed. However, for purposes of helping a student you do not have to follow this strictly and it has been slightly modified to meet the needs of working with a student.

a. Entry: Welcoming and opening up conversation

It is important to lay proper ground for trust. You should have an opening conversation that does not make a child feel condemned or judged but that makes the child welcome. You should greet the child pleasantly with a handshake and welcome her or him. The room should be pleasant, bare and comfortable. Ordinarily in counselling, you may need to take notes, however in a school set up, a student might think you may use these against her hence it is not advised that you take any notes.

Preferred opening conversation

- **Empathize:** Show you empathize through your opening conversation: "Would you like to share with me your areas of concern"? For instance in the case of Herine the Horrible do not start with the question "why were you having sex with a teacher? Don't you know you can get AIDS?"
- **Encourage self-expression:** Abused children will often close



up and may not be willing to talk in the first session. Help to reduce the degree to which they hinder self-expression by drawing out the child's mood. "Many girls/boys who come here with similar problems are usually worried at first. Are you feeling that way also?"

- **Identify with the child's feelings:** Such a child may exhibit feelings of anger, sadness, bitterness or may be quite expressionless. Draw the child out by asking questions like: "It is normal to feel angry and to blame yourself. Is that what you are feeling?"
- **Keep a lifeline:** Sometimes despite good opening lines, the child might not respond. Do not feel frustrated if the child does not open up but ensure you keep a lifeline with the child. Reassure them that they can always come back and talk to you next time. Thank them for coming to see you and assure them they have taken an important first step. If possible, refer such a child for counseling by a professional.

b. Clarification

- You need to help the child clarify what the problem is and what she or he intends to do to improve the situation. You should work out together what the child will do to achieve these goals.

c. Structure

- In a professional counseling scenario, you need to structure your session if the child agrees to continue with counseling and this means you need to agree on steps to be taken to reach the goals set, time to be taken in each session, and estimated time for the whole counseling process. The child needs to know that s/he needs to participate fully for its success.

d. Relationship

- You will need to build a relationship and meet more than once to work together through the progress.

e. Exploration

- When you meet, you need to explore the problem areas and alternatives to achieving the goals.



f. Consolidation

- This involves further clarification of problem areas especially if things are not going well. However, this step is not necessary if you are progressing well.

g. Planning

- Assess what has been accomplished to enable you plan for termination as you can not counsel a person forever otherwise you create dependency.

h. Accomplishment

- If you have accomplished what you set out to do, then you terminate the relationship. If the goals are not met, you can refer the child to someone else.

(vii) Things to look out for when counseling

- **Linkage** between ideas or thoughts coming up in the process;
- **Shifts in conversation that could be telling.** For example if the child suddenly changes the topic or point of discussion it could be that the child does not yet trust you with some information or that they are try to make or emphasize a point or they may fear revealing too much of themselves. You should try and reassure the child if necessary or let it go on if it is a point of emphasize;
- **Opening remarks:** given by the child will help you gauge where the child is at and their perspective of the situation. Their closing remarks will also help you gauge whether you are making any progress.
- **Recurrent references:** If there is recurrent references to an issue, this could be a cue that this could be lead to a problem. It is important to ask questions to clarify.
- **Inconsistencies and gaps:** Sometimes a child may tell you a story but it has inconsistencies and gaps. This may be indicative of the fact that there is more and could help you understand the child. You could ask clarification questions.
- **Concealed meaning:** If a child says “ I do not want friends “ or “ I prefer to be alone” it could mean that there is a reason she or he is avoiding friends or wishing to be alone.



- **Non-verbal behaviour:** As indicated elsewhere this are very telling e.g. a yawn may be indicative of boredom or smiling when talking of a painful incidence may show mental illness.

(viii) Effective communication in counseling

Communication in counseling is very important. You need effective communication skills to enable you deal effectively with children. Communication is not talking at or to someone but talking with someone. In other words, it is a two way process with one person giving and the other receiving and with a continuous feedback process. If this chain is broken, the results are not very good.

“It” Exercise

At this point you can get the participants to do the **“It exercise”** to illustrate this point.

In this exercise, get one person to go out of the room. Ask the other participants to choose an activity such as swimming, dreaming, eating, playing football, prostitution, showering or night-running. The person who had gone out then comes back in but he or she must choose an activity but not tell everyone else what the activity is. He or she is also not told the activity chosen. The other participants then ask the question this way:

1. How often do you do it?
2. When did you start doing it?
3. Do you do it yourself or with others?
4. Who taught you how to do it?
5. Can you teach me to do it?
6. What gadgets do you use to do it?
7. Can you do it with your parents?

Given that they will be talking of two different things, it is likely to produce very absurd results. For instance if the person chooses for himself or herself playing tennis but the group have in mind prostitution, the person will be answering as though you are talking of tennis e.g. that she or he can do it with parents but the rest will be thinking of prostitution.

Lessons from this process

- For there to be effective communication, there has to be a receiver and a giver;
- The information has to be relayed clearly and directly otherwise the message is distorted.



(a) Silence

Counselling may be achieved in several ways. Some effective tools include writing, drawing, body language, silence, amongst other things. Given that as a teacher you may not have all the facilities, you need to appreciate some of these skills.

Silence may be interpreted differently and hence as a counselor you need to understand this. In order to understand them or use the situation and

Silence on your part	Silence on the Client's part
Lets the client know that s/he takes responsibility for her/his action. You do not have to fill the gap.	May show that the client is uncomfortable, anxious or embarrassed at having been sent for counseling.
Enables the client to search rapidly in their thoughts and feelings and ponder the implications of what is discussed. They need this time to reflect without feeling pressured.	May be a resistance to you and a way to manipulate you.
You have reached an impasse and you are looking for a way forward.	The client has reached an impasse and is looking for a way forward.
You may be waiting for the client to take the lead.	The client may be waiting for you to take the lead.
You may be bored, distracted , preoccupied or have nothing to say.	The client may be bored, distracted, preoccupied or have nothing to say.
You both may be communicating without speaking. This may be very refreshing and sometimes speak louder than words.	You both may be communicating without speaking. This is very powerful.
	The client may be hostile e.g. if a student referred by the head-teacher and has not come voluntarily. S/he may have a "Wait and see" attitude.
	May be evaluating insights acquired or reflecting on issues discussed.
The in teraction/relationship may be superficial and each of you may have a fear or hesitancy about getting to a deeper level. For instance if the student thinks you may discuss her with other teachers or students or if you think the student may go and talk negative of the sessions.	The interaction/relationship may be superficial and each of you may have a fear or hesitancy about getting to a deeper level. For instance if the student thinks you may discuss her with other teachers or students or if you think the student may go and talk negative of the sessions.



different meanings of counseling, you need to know the possible different meanings. Some of the possible meanings and importance of silence include:

- You need to “listen” very clearly and keenly to the silence in order to understand what the child is saying with the silence.
- For instance if the child has been talking in an animated manner for a while then the s/he suddenly goes quiet, you need to let them go through the silence since it is the child initiating the silence.
- If this goes on too long or if it is at the beginning you could ask: “ You seem very quiet and I am wondering if you are happy with being here today?”
- It is however generally wise to let the person take responsibility for breaking the silence but again it will depend on the age of the child. Children at certain ages may speak without a lot of inhibition but teenagers may feel embarrassed.

(b) Useful questioning skills

The way we ask questions is important. We can make a child open up to us and give us information that is helpful or we can make the child close up and not give any useful information.

Types of questions that can be asked

- **Probing questions:** These are questions that are intended to solicit more information from the child: ‘Did anything else happen?’
- **Understanding and seeking clarification.** You need to ensure that you are getting the right information from the child. If you are not clear on what the child is saying, please ask for clarification. For instance children like saying “ then I started feeling funny” Do not assume you know what a child means when a child says so.
- **For knowing attitude-** ‘Who made you do that?’
- **Self-reflection:** This helps put the case or problem in perspective. It helps in empathizing and ensures effectiveness in intervention: ‘what, when, where’.
- **To change way of thinking:** You need to inform the child of all the consequences of the case in order to avoid disappointments: ‘What if you are pregnant?’
- **Encouragers:** Like probing questions, these questions seek to solicit for more information by encouraging, and prodding. This is a also



useful therapy for the child as she or he gets to confront the problem. 'Go on, then....'

- **Open-ended questions.** These are questions that call for more than a 'yes' and 'no' response. Examples are "tell me about it". They normally require explanations of at least a sentence or more. They encourage the child to open up and share their concerns with you. They place the responsibility on the child allowing him or her to explain his or her attitudes, feelings, values, actions and behaviours without being forced into your way of thinking.

Avoid:

- **Rapid-fire questions:** These are several questions contained in one sentence: "Did you say that Mr. Kobama forced you to have a relationship with him or was it that he provided you with money or did he threaten you?"
- **Accusatory questions:** 'why are you the only girl in school that men want, do you do something to attract them?'"
- **Manipulative questions:** These could be called leading questions in law. These are questions that solicit a specific response, answer or reaction. "So Sly normally gets you to meet him at the staff room? It is preferable to ask- "What normally happens or why do you usually go to the staff room?"
- **Close-ended questions** are not encouraged. These are questions like 'have you, do you, are you, would you'? These are likely to produce one-answer questions like yes or no.

Use: the Big Ws:

- What?
- Where?
- When?
- Who?
- Which?
- How?

Do not use "Why" Questions as they tend to be judgemental or encourage rationalization, intellectualisation and other unproductive defensiveness.

(c) Listening Skills

It is often stated that speech is silver but silence golden. Listening helps in soliciting a lot of information. However, as simple as it sounds, listening is not



easy. Our minds may be preoccupied with other things and we may gaze attentively at the child and appear as though we are listening when our minds could be miles away. Listening involves tuning in carefully to the client's messages and responding accurately to the meaning behind the message. Listening involves the following:

- **Passive listening:** This is listening that relies on the person counseled to tell her/his story while you listen without interruption. However it involves more than just passive reception of messages. Effective listening involves waiting patiently through periods of silence or fears as the child summons up courage to get into painful issues or pauses to collect his or her thoughts or to regain composure. This calls for patience. It involves using both ears and eyes to detect messages that come from the tone of voice, posture and other non-verbal cues that the child may elicit.
- **Active listening:** Here, you let the child know you have understood by reflecting and paraphrasing or restating what he/she has said. It involves:
 - Reflection: This involves helping the child see the problem from another person's point of view.
 - Paraphrasing: Involves rewording what the child tells you in the way you understood it.
 - Restating: Involves stating in your own words what the child has said.
- **Interpretative listening**
Helps one to gauge where a person is at emotionally- you could use the voice, tone, inflection and body language. Thus when the child talks to you, you pay special attention to the way the body communicates to you, for instance if the shoulder sags this may indicate the child is giving up or is feeling hopeless or if the child yawns it could show the child is not ready to talk etc.

What makes it difficult to listen:

- The human nature is selfish. Most of us tend to focus attention on ourselves. A good listener is required to focus on someone else. This is often hard for most people;
- Selective listening: We speak an average 150 to 250 words per minute but think at about three times that speed. When people speak, the tendency is often to think ahead of them and this makes it hard to concentrate on what one is told. Secondly, sometimes people are selective and only listen to what they want to hear especially:



- If it does not respond to our personal need relevance in other words if what is said is not relevant to our circumstances we are not likely to listen;
- We often do not respond to emotional messages but to cognitive messages;
- We often respond more to positive messages and not negative;
- We are not likely to be attentive when we feel we have heard it all before.

Good listening involves

- Acting as a receptor of the child's feelings so that the child's emotional tension can be released in a constructive way.
- Looking at the issue from a child's perspective. This helps in planning appropriate interventions for children.
- Giving a feeling of 'appreciation' by understanding the child's problem.

Benefits of good listening

- Helps build rapport with the child.
- Helps clarify what the child thinks is the problem.
- Helps in identifying possible solutions.
- Helps in understanding the position of the child.

Word of caution: If you cannot deal with the case, refer the matter to a professional who can counsel the child.

(d) Writing or drawing

Some children may find it easier reducing their experiences into writing or drawing. A sexually abused child may for instance draw a picture of a man and shade the private parts. A child facing abuse at home may draw the abusive parent as a monster etc. This could be indicative of the child having been abused. This is very effective with younger children. However, some children might find it easier to write down the problem they have. Ask the child whether she or he prefers to write down her problem and assure the child of confidentiality and ensure that you preserve the confidentiality. Do not share this information with anyone else since you are not required to do so and given that it is shared as a way of showing trust.

(e) Optical

As much as possible, take the child where there is a bit more privacy and avoid a place with many distractions such as people passing by, people talking in the



next room or a place with many pictures or wall hangings that may attract and distract the child's attention. This may hinder effective communication. If there is no private room in the school, you can talk to the child in a secluded field or class during a break.

(f) Being sensitive to gender needs

As much as possible, a teacher of the same sex should counsel the student. This is encouraged because of the many cases of abuse in school. This will ensure that people do not start rumours that you are abusing the student and it may also encourage the child to speak more freely. It might be easier for a girl to talk to a female teacher than to a male teacher if being abused.

(g) Body language

One should be sensitive to a child's body language. A child who is gazing at you without blinking could be communicating that you are not reaching her or him or the child is not ready to talk. You should also be careful with your body language as you may be conveying to the student that you consider them doomed or hopeless.

(h) Touch

Touch means different things to different people. A peck may mean nothing in certain cultures but could have sexual connotations elsewhere. By touching a child, you may be communicating a different meaning.

(i) Spacial

Physical space is very important to an abused child and should be respected. Avoid being too close physically to the child even if you are of the same sex. It could be read as being manipulative or it may be threatening to the child and make the child close up and not communicate effectively.

(j) Olfactory

This has to do with smell. There are different ways in which smell may hinder effective counseling. One way is that the child may come with a repugnant smell. You should not show that you notice that and that it is a hinderance to your talking to the child. However, you should also be keen on your own odour so that you do not repulse the child. People with strong bodily odours may cause a problem as the focus will be on how fast the child can get away from your smell. This may hinder communication.



Session III: Girls Forums: Safe Horizon for Girls

Methodology

Group discussions, buzzing and plenary discussions

A Group discussion: Formation and Viability of “Safe Horizons for Girls” (1 hr)

Divide the participants into three groups present them with a set of questions about the formation and viability of girls’ forums. After their group discussions, this should be presented in plenary and discussed.

1. Do you think it is necessary to set up Girls Forums in Schools?
2. What would be the advantages and disadvantages of such forums?
3. If they are to be established, how should they operate:
 - (a) Should all children join or should they be involved by ages? What ages?
 - (b) What classes?
 - (c) What is the role of the teacher?
 - (d) Can any teacher be a patron or should it be only female teachers?
4. Supposing you were appointed as a patron, what kind of challenges do you anticipate to face as a teacher?



Session IV: Action Planning (30 mins)

Provide the participants with cards and ask each one of them to identify the issues arising from the session on "Safe Horizon Forums". Ask each one of them to write down on the cards the following:

- (i) What they can do in a practical way.
- (ii) The time within which they can do what they have set out to do.
- (iii) How they intend to report to ActionAid Kenya and the CRADLE on their progress.

They should pair up in twos and buzz with the partner on the feasibility of the chosen action. They should try to SMARTen the activity by making sure it is Specific; Measurable; Achievable; Realistic and has a Time frame within which it is to be done. It does not have to be complex but it could be just as simple as having a meeting with staff to popularise the idea. However it has to have means of verification e.g. if a staff meeting is held, there should be minutes of the persons who attended, the agenda and what was agreed.

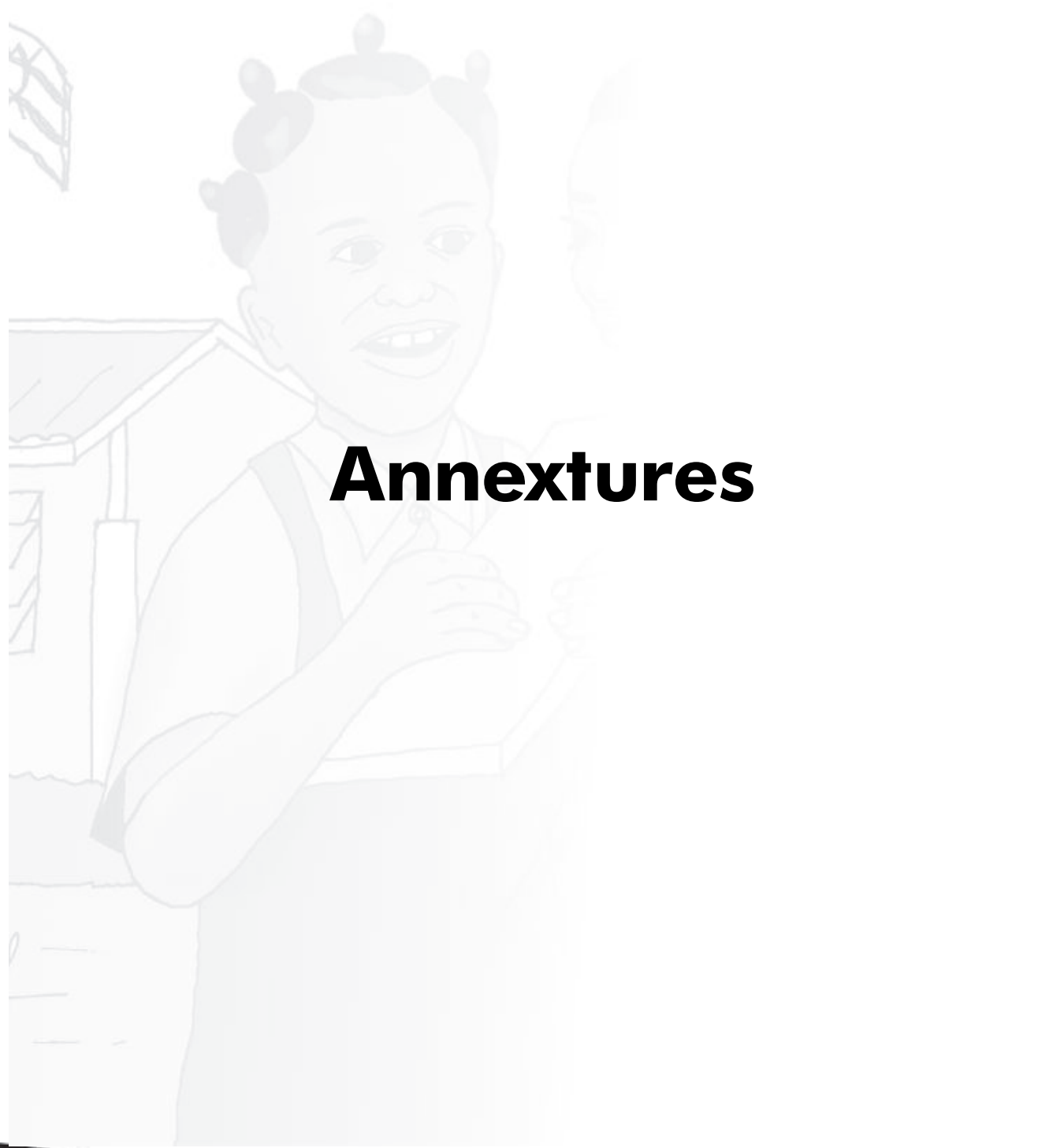


Session V: Evaluations and Official Closing

The workshop should end with an evaluation of the entire workshop which should be more detailed than the daily evaluations. This is as per annexed appendix. The workshop should then officially close after observing normal protocol such as giving vote of thanks and information on any necessary logistics.

Handouts to be supplied for the training

1. Copies of the Children's Act;
2. The United Nations Convention on the Rights of the Child;
3. The African Charter on the Rights and Welfare of the Child;
4. Index of suspicion of child sexual abuse;
5. Summary of the Universal Declaration of Human Rights.



Annexures



Appendix I

Workshop Evaluation

Please rate the training as provided below with the most important/ the best having 5 and the least important/poorest having 1.	5	4	3	2	1
1. The content of the training was of good quality					
2. The objectives of the workshop were met.					
3. The facilitators were knowledgeable and related well with the participants					
4. The training was relevant and practical					
5. Time management was good					
6. The venue was of reasonable quality					
7. What new lessons have you learnt?					
8. What section did you find most useful?					
9. What section did you find least useful?					
10. Please give any other recommendation you deem useful to enable us improve and serve you better in the future					



Appendix II

Suggested Program of the Workshop

Day I		
Activity	Time	Person in charge
Registration	8.00- 8.30	Staff of organization
Introductions	8.30-9.00	Facilitator
Official Opening	9.00- 9.30	Government Official & Staff of Organization
Expectations	9.30-10.00	Facilitator
Tea	10.00-10.30	Hotel
Objectives	10.30-10.50	Facilitator
Group Contract	10.50- 11.00	Facilitator
Organizational Introduction	11.00- 11.20	Organizational Representatives
Introductory brief on training	11.20-11.40	Organizational representatives
Dear student	11.40-12.00	Facilitator
Plenary discussions	12.00-1.00	Facilitator
Lunch	1.00-2.00	Hotel
Dear teacher	2.00-2.30	Facilitator
Facts and figures	2.30-3.00	Facilitator
List of shame and pair wise ranking	3.00-3.30	Facilitator
Video screening "Everyone's Child"	3.30-5.00	Facilitator
Evaluation, tea break and close for the day	5.00-5.30	Facilitator
Day II		
Activity	Time	Person in charge
Recap	8.00- 8.30	Faciliatator
Road to understanding the child: Understanding self: Exercise in Self Analysis	8.30-10.00	Facilitator



Tea	10.00-10.30	Hotel
Insights on Self Reflection	10.30- 10.50	Facilitator
Johari's Window	10.50- 11.10	Facilitator
Mirror to understanding others: Understanding self	11.10- 11.40	Facilitator
Gender dynamics in child protection: Introducing gender concepts:Who is the doctor?Animal Exercise Gender preference exercise	11.40- 1.00	Facilitator
Lunch	1.00-2.00	Hotel
Gender & Sex defined	2.00-2.20	Facilitator
Gender Stereotypes	2.20-2.40	Facilitator
Agents of socialization	2.40- 3.00	Facilitator
Towards a paradigm shift	3.00-3.40	Facilitator
Video screening	3.40- 4.30	Facilitator
Evaluation, tea break and close for the day	4.30- 5.00	Facilitator

Day III

Activity	Time	Person in charge
Recap	8.00- 8.30	Facilitator
Session 1: Introducing the Concept of rights: Nyumbani & Shags Conflict	8.30-9.30	Facilitator
Introducing rights: Facilitator input	9.30- 10.00	Facilitator
Tea	10.00-10.30	Hotel
Child hood experiences	10.30- 10.45	Facilitator
Impact of child hood experiences on adult life	10.45- 11.00	Facilitator
Evolution of the CRC	11.00- 11.30	Facilitator
The Rights of the child under the CRC, the Charter and the Act	11.30- 1.00	Facilitator



Lunch	1.00-2.00	Hotel
The Rights of the child under the CRC, the Charter and the Act	2.00-2.30	Facilitator
Duties of the child	2.30-3.00	Facilitator
Video screening: Escape from Sorbi bor	3.00- 4.30	Facilitator
Evaluation, tea break and close for the day	4.30- 5.00	Facilitator

Day IV

Activity	Time	Person in charge
Recap	8.00- 8.30	Facilitator
Understanding the dynamics of abuse: Nana’s Mystery (case study)	8.30-9.00	Facilitator
Report back	9.00- 9.30	Participants
Plenary discussions and Facilitator’s input	9.30-10.00	Facilitator
Tea	10.00-10.30	Hotel
Identifying an abused child in school: the index of suspicion of abuse (decentralized plenary)	10.30- 11.30	Facilitator
Taking action against abuse: Case study (Herine the Horrible)	11.30- 12.00	Facilitator
Group Report back	12.00- 12.30	Participants
Taking action: Facilitator input	12.30- 1.00	Facilitator
Lunch	1.00-2.00	Hotel
Preventing/Protecting children against abuse	2.00-2.30	Facilitator
Introducing the law on child abuse: Case study	2.30-3.00	Group work (participants)
Group reports	3.00-3.30	Rapporteurs
The law on sexual abuse	3.30-4.30	Facilitator



Evaluation, tea break and closure for the day	4.30 – 5.00	Facilitator
Day V		
Activity	Time	Person in charge
Recap	8.00- 8.30	Facilitator
Assisting abused Girls: Helping Jean (Case study)	8.30-9.00	Facilitator
Challenges in Assisting Girls	9.00- 9.30	Participants
Effective Counselling approaches in assisting Girls: Teachers as frontline workers: Case study: Helping Herina the Horrible	9.30-10.00	Facilitator
Tea	10.00- 10.30	Hotel
Effective Counselling approaches in Assisting Girls: Teachers as frontline workers: Case study: Helping Herina the Horrible	10.30- 11.00	Facilitator
Useful Counselling tips	11.00- 1.00	Facilitator
Lunch	1.00-2.00	Hotel
Formation and Viability of Safe Horizon for Girls	2.00-3.00	Facilitator
Action Planning	3.00-3.30	Group work (participants)
Evaluation and Official Closing	3.30-4.00	Facilitators/Organizers



Appendix III

Summarized Version of the Universal Declaration of Human Rights

1. All human beings are born free and equal in dignity and rights.
2. Everyone is entitled to the rights without discrimination of any kind.
3. Every one has the right to liberty and the security of person.
4. Slavery is prohibited.
5. Torture, cruel, inhumane and degrading treatment or punishment is not allowed.
6. Every one has a right to recognition as a person before the law.
7. All are equal before the law and should be treated equally before the law.
8. Every one has a right to access competent tribunal or court if the person's rights are abused.
9. Everyone has a right to a fair and public hearing by an independent and impartial body.
10. No one shall be subjected to arbitrary arrest, detention or exile.
11. Everyone has the right to be presumed innocent until proven guilty and no one shall be tried for an offence that was not criminal in law at the time he committed the offence.
12. Privacy shall be protected.
13. Every one has the right to freedom of movement including to leave and return to the country.
14. Every one has a right to seek asylum in other countries especially from political persecution.
15. Everyone has the right to a nationality.
16. Every one has equal rights before, during and after marriage and to have a family freely.
17. Every one has the right to own property.
18. Everyone has the right to freedom of thought, conscience and religion.
19. Everyone has the right to freedom of opinion and expression.
20. Everyone has the right to freedom of peaceful assembly and to associate with others.
21. Everyone has the right to take part in the governance of his country including to vote and be chosen for public office.



22. Everyone has a right to social security.
23. The freedom to work is protected.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to a standard of living adequate for the health and well being of himself and his family. Motherhood and childhood are protected.
26. Everyone has the right to education.
27. Everyone has the right to fully participate in the cultural life of his or her community.
28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
29. Everyone has duties to the community in which alone the free and full development of his personality is possible.
30. No one, state or individual is allowed to deny the rights stated in this document.



Appendix IV

Index of suspicion Table

Nature of action	Colour Coding		
	Under 5	5-12 years	12-16 years
A child revealing or stating explicitly about sexual abuse that has occurred to him or her			
Genital injuries			
Sexually transmitted diseases			
Vivid details of sexual activities such as penetration, oral sex and ejaculation			
Compulsive masturbation (contextually abnormal)			
Masturbation in contextually inappropriate fashion			
Being preoccupied with sexual drawings			
Sexualised play with explicit sexual acts			
Pregnancy/abortion			
Explicit sexual stories/poems			
Promiscuity			
Suicide attempts			
Running away			
Alcohol and drug abuse			
Offending/abusing			



Gender identity difficulties i.e. not sure whether to identify as a girl or boy			
Self mutilation of breast/genitals			
Pregnancy under 14			
STI under 14			
Prostitution			
Fear of a specific person e.g. a teacher or a minder. (Person specific fear)			
Nightmares			
Chronic genito-urinary soreness of genitals/bottoms			
Fear of specific situations: <ul style="list-style-type: none"> • Fear of being bathed • Fear of being changed • Fear of being put to bed 			
Arson or burning up of a house or important gadgets			
Chronic genital/urinary infections			
Obsessive washing			
Depression			
Bedwetting			
Anal incontinence (the lack of the ability to control the bladder and bowels)			
Anorexia (an emotional disorder, especially affecting young women, in which there is an abnormal fear of being fat, causing the person to stop eating, leading to dangerous weight loss)			
Glue-sniffing			



Truancing (staying away from school without permission and for no apparent good reason)			
Being in possession of unexplained large sums of money/gift			
Sexual boasting/stories/jokes			
Sexually transmitted disease (over 14)			
Pregnancy (over 14)			
Rebellious against a specific gender e.g. a girl being rebellious against men			
Running away from home			
Hysterical symptoms			
Psychotic episodes (behaviour that shows evidence of mental disorder that affects the personality)			
HIV infection			
Developmental regression			
Hostile aggressive behaviour			
Abdominal pains			
Peer problems			
School problems			
Refusing to attend school			
Authority problems			
Delinquency (bad or criminal behaviour usually of young people).			



Appendix V

List of participants to the baseline workshop

1. Mary A. Madome
2. Risper A. Ayalo
3. Katiron J. Makal
4. Ngasura Nancy Cheporir
5. Ruth J. Kaimugul
6. Ndiema B. Kinjo
7. Ngure K. Labanson
8. Samuel Chemareng
9. Paul Mibei
10. Dorothy Awour Okayo
11. Joseph B. Makorani
12. Gereza Mkala Ndurya
13. Mwaga Frederick Joto
14. Kombo H. Mwapopho
15. Eunice B. Ngalla
16. Margaret K. Charo
17. Francisca Zia
18. Rachel M. Maghenyi
19. Rosemary Achieng Onyango
20. Fatuma B. Gafo
21. Joel Ptoo Yaranyang
22. Osman Galma Olo
23. Anne G. Sangare
24. Jane W. Kosen
25. Roselyn Atieno Odhiambo
26. Regina Akumu Odoli
27. Tabitha K. Maingi
28. Sabina K. Muthengi
29. Fatuma O. Halake
30. Margaret Nainayoi Kenta
31. Rouzleen Anyango Nyakombo
32. Nicholas K. Kimorgo
33. Mohamed Godana Molu
34. Duncan G. Wabuuri
35. Mohabe Susan
36. Octave Tobias Ayieko
37. Marcella. O. Ochele
38. Nyasonge Chacha
39. Manahamisi Ali Kolagwa
40. Dismas Kojo Kodigu
41. Millie Odhiambo (facilitator)
42. Jacqueline Anam-Mogeni (facilitator)
43. Jane Kamangu (facilitator)
44. Amina Ibrahim (facilitator)
45. Jeffrey Maganya (facilitator).



Appendix VI

Introductory Brief to the host organisations

a) Brief on ActionAid Kenya

ActionAid Kenya is a development agency that has been supporting community-driven development in Kenya since 1972. An important aspect of this support has been to strengthen access to education through a variety of strategies based on the belief that local community participation in management of the education process is essential to fostering effective education programs.

b) Brief on The CRADLE

The CRADLE was founded in 1997 to respond to the need of provision of juvenile justice following a research and baseline study in the provision of justice to children. The research evidenced urgent need to address the issue of legal aid to children and the organisation was born to respond to this need. The members not offered voluntary legal services to children but the work they did entailed legal awareness and provision of school fees for needy children and especially the children whose parents were incarcerated.

The CRADLE was symbolically officially launched on 7th December 1998 on the eve of the celebrations of the 50th anniversary of the universal declaration of human rights to show a deliberate child-rights strategy in operations. The launch was held at the United States information service by Judge Arlene Pacht the then chairperson of the International Women Judges Association. The launch was also presided over by the honourable Shem Ochuodho, then Member of Parliament, Rangwe Constituency. The CRADLE institutionalised in 1999 by setting up a pilot and the first legal aid clinic of its kind for children. The CRADLE has since continued protecting and promoting the rights of the child to date and also runs other programs such as Legal Awareness and Capacity Building; Rights Monitoring and Documentation; Law Reform and Impact Litigation; and Lobbying and Advocacy.



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2. Fountain, S. Its only Right! A practical Guide to Learning about the Convention on the Rights of the Child. New York. UNICEF.
3. Covey, S.R. Seven Habits of Highly Effective People. Free Press. 1989.
4. Munywoki, S. Basic Skills in Counselling. A report of a training workshop by USIU to the CRADLE staff.
5. Pro bono manual. The Cradle. Noel Creative Media.



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The Cradle: The Children Foundation