



THE RIGHTS OF CHILDREN AND VULNERABLE ADULTS (ADULTS AT RISK)

ENGINE II

Learning Centre Facilitators Manual

Guidelines for class interactions with Child and Vulnerable Adults informational booklet.

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BEFORE STARTING TO TEACH CLASSES, A FACILITATOR SHOULD READ ALL RED BOXES

All red boxes are to be used as extra guidelines for working through the various topics in this book. Before classes, a facilitator is expected to read through the booklet completely, taking note of the red boxes meant to call attention to important consideration, and fully understand each section. If any of the topics or points are not understood, a facilitator is expected to call their master trainer, or an ENGINE officer, for clarification. Any sections underlined in red are meant for extra emphasis when discussing with the class.



READ ALL RED BOXES FOR TEACHING TIPS

THE ENGINE GIRL DECLARATION

The ENGINE girl declaration is the embodiment of all that ENGINE should instill in its students. This declaration should be used often to remind the students of their power, their personal agency and their ability to stand up and take charge of their life. This declaration should be used to remind girls of their value in the world. The declaration should be repeated as a class, in the standing position, with a loud confident voice. Encourage girls to stand firm with their head up as they repeat after the facilitator, or a student selected to lead the declaration.

Content below from student's manual

THE ENGINE GIRL DECLARATION

I was not put on this earth to be invisible
I was not born to be denied
I was not given life only to belong to someone else

I BELONG TO ME

I have a voice and I will use it
I have Dreams Unforgettable

I HAVE A NAME and it is not anonymous or
insignificant
or unworthy or waiting anymore to be called

Someday, they will say: 'This was the moment
when the world woke up to her potential'
This is the moment I was allowed to be astonishing
This is the moment when my rising no longer scares
you

This is the moment when being a gift became
my strength, my sanctuary; **NOT** my pain
This is the moment when the world sees that I am
held back by every problem
and I am **KEY** to all solutions

This is the moment when a girl and a girl and a girl
and 250 million other girls say with voices loud
that **"THIS IS OUR MOMENT"**

This is **MY** moment



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About ENGINE II

The Educating Nigerian

Girls in New Enterprises (ENGINE) II (April 2017 – September 2020) Adolescent Development (DFID) through its Girls' Education Fund. Mercy Corps leads the implementation along with Society for Women Development in Nigeria (SWODEN) in Kano, Action Kindling Hope across Nations (KHA) and the Foundation (TCF) in the Federal Capital Territory.

ENGINE II programme works with local government stakeholders to empower adolescent girls within the ages of 17-24 in selected communities in Kaduna, Kano, Lagos and the FCT.

The programme seeks to work with relevant government policies (Child Rights Act (CRA), Fundamental Human Rights, National Policy on Education and Gender policies) to create awareness on issues facing adolescent girls. It aims to improve the knowledge of girls, their parents, caregivers, school stakeholders, community members and government officials on child protection and the policies around it.

ENGINE II will work to strengthen existing government and non-government systems, and raise awareness on child protection and its policies. It also aims at strengthening the reporting mechanisms for addressing Child and Adult protection issues at the community, state and National level.

It is unnecessary to walk through this section with the girls. This section can be used when answering community or family member questions



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This section is a brief explanation of key terms that may be found in the booklet, or may be relevant to the topic. Each one should be gone over and discussed. With each definition, keep in mind that each one may have different triggers for different students. Be mindful to ensure the room stays respectful, and that questions are answered in a compassionate way. Use the tips next to the particularly sensitive terms to keep any discussion on track

Content below from student's manual

KEY TERMS

Adolescent:

An adolescent is a person between the ages of 10 - 24 years old. Adolescents undergo rapid development (biological, social, and psychological) in these years

Vulnerable Adult (Adult at Risk):

A vulnerable adult or Adult at Risk is a person who is above 18 years old but, due to disability, age, illness or other issues, is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. **These persons are at increased risk of being abused or taken advantage of.**

Remind the students that this is the official term in Nigeria. Vulnerable does not imply helpless! In this case it is merely stating that in our current society some people are more likely to be at risk of exploitation than others.



Abuse:

Abuse is an action by one person or a group of people which causes harm to and/or injures another person or group of people. Examples of abuse are rape, beating, bad treatment, neglect, starvation, work beyond a person's ability, etc.

Students may have concerns or questions about these types of abuse. Some students may even have personal experience of abuse. Be sure to be sensitive in this explanation.

Child:

Any person who is less than 18 years old. This is an international norm determined by the Convention on the Rights of the Child (CRC), of which Nigeria has signed.



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Constitution:

A set of laws for a country that describe the rights and duties of its the people that live in it, and the responsibilities of its government

Disability

A disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime. People with disabilities are at an increased risk of being abuse or taken advantage of because of the extra support the sometimes need. Schools that are inclusive of girls with disabilities are inclusive for everyone. Extra support is a primary need for people with disabilities, but it can often be a secondary support for people without disabilities. We all use ramps and bannisters, we all benefit from smooth grounds, etc.

In this explanation, remind students that we all have challenges in our lives. Having an officially recognized disability does not make us different or lesser. In life we all have to persevere and overcome many challenges. While explaining disability do not call out individuals in the class. If examples are necessary for comprehension, use people from outside the class, and do so respectfully.

Discrimination:

When a person or a particular group of persons are excluded, intimidated, or abused because of their age, gender, tribe, health status, skin colour, ability, identity, etc.

Gatekeepers:

Individuals, groups, organisations or agencies whose responsibility is to care for Children or Adults-At-Risk. They ensure that Children are safe and cared for. Examples of gatekeepers include parents, caregivers, teachers, community members, religious leaders, government, etc.

Guidance Counsellor:

People who are trained to listen to and provide advice and support to school children dealing with problems at home, in school, or in their communities. They attend to career advice, worries, concerns, thoughts- general guidance of girls and boys whether there is an immediate problem or if general guidance is needed.



Remind the students again of their own agency. While there are people in their lives whose role it is to look after their best interests, they themselves are individuals who are powerful and can help to shape their reality through their decisions.



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Laws:

Laws are a set of rules set up by authority to guide behaviour. Breaking the law can result in punishment. The Federal laws of Nigeria are adopted by state governments which guide the behavior of school managers, parents, community leaders, guidance and councillors, police, care givers, Referral Centers.

Protection:

Improving the safety, dignity and inclusive meaningful access of individuals and communities. Protection can include creating laws and procedures for preventing harm and discrimination. Keeping someone safe from harm, risk, loss or injury. But it can also be the steps we take as individuals and communities to minimize risks from harm and enhance the inclusion of marginalized people and groups.

Emphasize **meaningful access**. This can be tied to the lesson on equity. Meaningful access means all individuals have an opportunity to achieve.

Seek Assistance:

To 'seek assistance' after an abuse is to share information about abuse with someone who can help. A person you seek assistance from could be a social worker, a parent, the police, a teacher, a religious leader, guidance counsellor or somebody else that you trust.

Rights:

Rights are things that you are allowed to do, and things people including the government, cannot take away from you. Rights are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.

How to use this booklet?

This booklet contains information about the rights of the Nigerian Child and Vulnerable Adult. It gives tips on how schools and communities can ensure Children and Vulnerable Adults (Adults at Risk) grow up in a safe, secure and healthy environment. Additionally, this booklet gives its reader information necessary to understand types of abuse as well as the proper steps to effectively address it.



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KNOW YOUR RIGHTS!

Every Child and Vulnerable Adult has rights!

- You have the right to be alive.
- You have the right to a name.
- You have the right to clean water and food.
- You have the right to be cared for by a parent or caregiver, and not be separated from them without their, or your, consent.
- You have the right to healthcare, and to vaccinations from dangerous diseases.
- You have the right to an education.
- You have the right to be safe and free from physical abuse, such as hitting or kicking.
- You have the right to be safe and free from emotional or mental abuse, such as making you feel bad about yourself
- You have the right not to be forced to work, either for money (to be a servant) or without money (to be a slave).
- You have the right to say no to tattoos or marks on your face or body.
- You have the right to be safe and protected from adults who want to touch your private parts or expose you to unwanted sexual behaviour.
- You have the right to have an opinion and share your thoughts and ideas on an issue

When going through this section, **DO NOT RUSH**. Each point should be fully understood by the students. There should be no question that the entire class, without exception, has these rights, and that no person can take them away.



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Who or what guarantees rights for Children and Vulnerable Adults?

Every Child and Adult-At-Risk is entitled to the rights contained in the **Child Rights Act of Nigeria (2003)** and the **1999 Constitution of the Federal Republic of Nigeria** and other laws and policies relating to Gender and the lives of children, such as the **Violence Against Persons Act**.

Who are the rights provided for?

These rights are provided for ALL Children and Vulnerable Adults, including girls, regardless of tribe, religion or gender. It does not matter if you are a girl or a boy, man or woman, if you are rich or poor, if you have physical or mental disabilities. It does not matter what state you are from, what language you speak, which culture you belong to or which religion you practice.



If you are a girl, you have the right to equal chances to education, health services and other social services as boys. You have the right to be treated with equal honour and respect as boys. We respect our family members, our friends, and most importantly, ourselves. **Girls and women should be shown respect and treated as equals with decency and kindness.**

These may be a bit obscure for many of the students to fully understand. The main point is that the rights listed are internationally recognized, and the federal government of Nigeria has promised to observe them. Therefore, as citizens of Nigeria, the government must respect these rights.

Take the time to ensure that the students fully understand these points. **ALL people have these rights no matter who they are.**

All people should have equal opportunities. We respect others and deserve respect in return.



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Girls are resilient, powerful, and resourceful; they are the experts in determining their future

Girls and vulnerable adults face greater risks and dangers of abuse and exploitation than boys of the same age.

Investments in girls increases the overall well-being of families and communities. Girls have the right to attend school regularly and attain the highest education level available

Girls must be protected from harm, including all types of violence, sexual abuse, emotional abuse, physical abuse, and sexual exploitation.

Girls must be believed if they report violence, sexual abuse, exploitation, and all measures must be taken to ensure their safety and promote healing

Early marriage and the traditional practices of female genital mutilation (FGM), as well as other harmful traditional practices (HTPs) are grave risks to girls' physical, mental, and emotional health and must be abolished.

Female and male parents, caregivers, and the community are EQUALLY responsible for girls safety, and must work TOGETHER to keep girls safe from violence, sexual abuse, and exploitation, particularly in situations of conflict and emergencies.

Figure: Adapted from the Girl Shine Manifesto, IRC

EACH OF THESE POINTS IS IMPORTANT. Do not rush through each one. Be sure that all points are understood.

Use these points as a reference during different lessons.

These points are truths we hold for **ALL** girls, whether in the ENGINE program or not.



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SAFETY TIPS:

DO's

- Always let a trusted friend or family member know when you are going and what time you should be home
- Walk in well-lit areas with lots of people when possible. Avoid dark isolated areas.
- Memorize or keep the number of the local police station/hotline or a trusted person to call in an emergency
- Be alert and aware of your surroundings
- Do go to a police station or crowded area if you are being followed
- Let someone you trust know if anyone in your community makes you feel uncomfortable
- If you have to visit someone who makes you feel uncomfortable, ask your sister/other trusted person to go with you
- Move in to a room that has ways to escape or stand between the door the other person

Adapted from the IRC's My Safety My Wellbeing

Feeling safe is important to everyone, but especially for women and girls. Sometimes gender makes us vulnerable to others who may want to hurt us or take advantage of us for their own benefit. However, women and girls are strong. **They know how to help each other and they want to keep themselves and those they care about, safe.**

DON'Ts

- Don't walk by yourself at night
- Don't tell strangers personal details about yourself (e.g. where you live or work, your phone number)
- Don't let strangers or people you don't know well enter the house, especially when you are alone.
- Don't carry too much money or valuables with you.
- Don't take shortcuts through isolated areas
- Don't send private photos of yourself, especially on applications such as WhatsApp because these can be shared widely
- Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea
- Do not accept gifts from people who might try to ask you favors

These DO's and DON'Ts are practical tips meant to contribute to the awareness and overall safety of ENGINE girls. Please adapt as necessary in cases where the tips are not relevant. Allow girls to brainstorm additional ideas to contribute to their safety.



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Abuse is a sensitive subject. Great care needs to be taken in the review of the following sections. Students may have personally experienced abuse, or may be currently experiencing abuse. They may also know someone who has /is experiencing abuse. In each explanation and exploration of topics, be respectful of these realities. **NEVER** use examples or infer that a victim has done something that caused the abuse. Create a classroom environment that is a safe space where girls can share their experiences, concerns, or questions. Make sure that your class also understands that **YOU** are **ALWAYS** available to talk **PRIVATELY** and **CONFIDENTIALLY**.

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It is important to note that this also means that abuse is never the fault of the victim. We can all take steps to keep ourselves safe, however, we are never going to be able to prevent abuse 100%.

As such, it is important to reinforce throughout the sections on abuse that it is **NEVER** the fault of the victim.

RIGHT TO BE SAFE AND

Even with all the precautions, she still might experience violence. It is important to know what the different types of abuse are and how to respond when you are being abused. People need to know how to help each other and how to help others who are being abused. There are different types of abuse. Most children and vulnerable adults show by their behavior that something is wrong rather than talk about it or report it.



Women and girls have a critical role to play in keeping each other safe

- Warn each other about people or locations that are unsafe
- Share their experiences of abuse so that others feel safe to share their own and can learn from their experience
- Keep an eye on each other

We, as women and girls, are a sisterhood, and must look out for each other in whatever ways we can.

Men and boys have critical roles to play in ensuring safety of girls. They can:

- Walk their female friends home to make sure they arrive safely.
- Speak up for women and girls when they hear talk that is disrespectful or inappropriate.
- Discourage friends from taking advantage or manipulating women and girls when they are vulnerable.
- Speak up when something happens to them or they observe abuse of any kind

This section is important to go over with the class. Women and girls can raise these points with their brothers/husbands/family/friends. Additionally, help the students to understand that if they have children, or plan to, they can raise their children, both boys and girls, to be respectful and conscious about the safety and wellbeing of women and



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What is abuse?

- Abuse is an action by one person or a group of people, which causes harm to or injures another person or group of people.
- Abuse may threaten life, self-esteem, or health.
- Abuse is done on-purpose.

What are the types and signs of abuse?

Physical Abuse

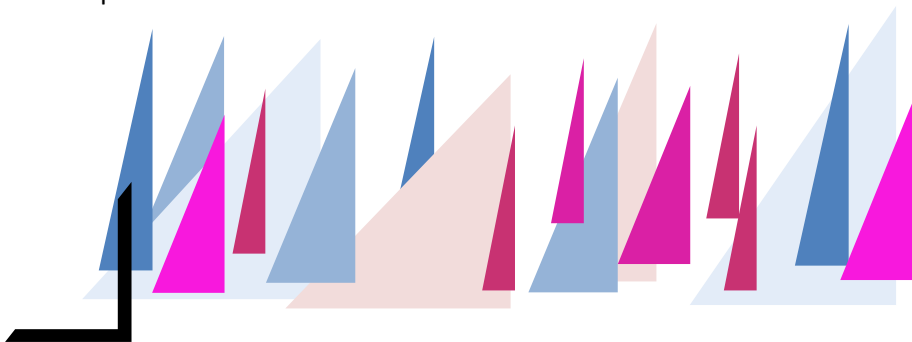
Physical abuse is causing physical harm to another person's body. This can be through beating, shaking, throwing, poisoning, burning, drowning, or otherwise causing physical harm to another person. Physical abuse can happen in the community between strangers or with someone they know. It can also happen among family members and intimate partners. Physical abusers often employ emotional abuse to keep the abused individual from leaving. The abuser will often blame the abused for their behavior, actions, or words as a cause for their physical abuse, followed by apologies and promises to change their behavior. There is NEVER an excuse for physical violence. Regardless of subsequent events it is never the fault of the person who suffered the abuse. The person who uses physical abuse, chooses to use violence rather than other methods to manage their anger or resolve problems.

Signs of physical abuse include:

- Injuries or bruises
- Burns
- Scratches
- Broken bones
- Bite marks

As each type of abuse is explained, maintain a respectful environment. Answer all questions. Keep in mind throughout that some students may have experienced, or may still be experiencing abuse. If there is a situation you are unsure about, or an answer to a question you don't know call the master trainer or program officer for more guidance.

Emphasize the words underlined in red in this section. This is an important point to make.





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Emotional Abuse

Emotional abuse is most often seen in verbal attacks or insults from one person on another. Insulting someone's intelligence, behaviors, name calling, shaming; all these behaviors fall under emotional abuse, and like sexual abuse, can cause lifelong issues. Emotional abuse is denying someone the chance to say what they are thinking, using words or actions to say someone is worthless, unloved, or unvalued, or stopping someone from taking part in normal daily and social life. Emotional abuse can also include confinement. When someone is blocking your ability to make social connections. Examples would include jealous behaviors that prevent the survivor from talking and meeting friends or family or restraining their mobility i.e. not allowing someone to leave the house or only when monitored.

Some signs of emotional abuse include:

- Loss of self-esteem
- Worried or uneasy behaviour
- Extreme fear of any new situation
- Extreme mood swings

Emotional abuse often leaves an individual in a bad mental state. Victims can be left feeling worthless, sad or depressed. This type of abuse is difficult to see because there are no physical signs, but emotional abuse is just as harmful as other types of abuse.

Financial Abuse (Denial of Opportunities)

Most often perpetrated against women (and girls), this type of abuse denies access to education, property, education, economic opportunity, or limits someone's access to money. Denying a person the right to work, or not allowing someone access to monetary funds to control someone behaviour or actions, are all forms of financial abuse.



It is important to be sensitive in this section that many of the students in your class may come from homes in which the income they can generate is necessary for the household to make it. If the burden of work is split equitably on all capable household members this is not abuse as long as it is not forced labor, and as long as the individual/child can still attend school.

Financial abuse includes not allowing children to go to school, and forcing them to work. Financial abuse also includes taking someone's profit without having done any of the work, or without giving them anything in return.



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Neglect

Neglect is when a parent or caregiver does not provide food, clothes and shelter for people under their care; does not protect them from physical and emotional harm; does not ensure that they are properly guided, or does not provide medical care when it is within easy reach.



Some signs of neglect include:

- Constant hunger
- Poor personal hygiene
- Untreated medical problems
- Constant tiredness

Withholding food, shelter and other basic needs is neglect. In some cases withholding these things is used to control the abused, or to punish them for something the abuser doesn't like. Regardless, neglect is **NEVER** ok. You have the right to have your basic needs taken care of. In some cases, a parent may be unable to do some of the things they are meant to do, e.g. provide food or shelter. It is important to recognize that some students may have encountered this in their home life, and this section may require extra sensitivity.

Sexual Abuse/ Sexual Assault

This means making someone (male or female) take part in sexual activities without their consent. Examples of sexual abuse include:

- Being forced to watch sexual activities
- Being forced to kiss, rub, touch your private areas or those of another person; molestation
- Forced or attempted penetration against your will; commonly referred to as rape or sodomy

Sexual abuse is not just committed by adult males. Women and other children can also commit acts of sexual abuse.

Sexual assailants can be strangers to the victim, or a close personal friend or family member.

Females are not the only victims of sexual abuse.

Boys and men can be victims too.

Sexual abuse/assault often is done by someone known to the victim. Abusers will often 'groom' their target, with flattery, gifts, and sexual comments. No matter what people say or do, sexual activities are never owed to them!

This is an important point to make. Men, and young boys especially, can be victims of sexual assault. The victims of these crimes are just as innocent as women and girls.



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Regardless of a child's age, the law, a child (any child under 18) **CANNOT** give consent to sexual activities. Adults who engage in sexual activities with children are committing a crime and will be punished by law.

Abusers will often trick their victims into going along with their abuse. Abusers can use false flattery, sexually explicit comments and manipulative tactics to make their victim conceal the abuse.

Signs of sexual abuse in Children and Vulnerable Adults (Adults at Risk):

- New adult words for body parts and no obvious source
- Nightmares, bad sleeping
- Becoming withdrawn, clingy, or insecure
- Sudden unexplained personality changes, mood swings, or outbursts of anger
- Unaccountable fear of particular places or people
- Changes in eating habits
- Talk of a new, older friend and unexplained money or gifts
- Self-harm (cutting, burning or other harmful activities)
- Physical signs, such as, unexplained soreness or bruises around genitals or mouth, pregnancy
- Running away

Any one sign does not mean that someone is being sexually abused, but if there are several warning signs you should begin to ask questions and consider getting help.

Many communities, especially in Nigeria, view survivors of sexual abuse as deserving of shame. This is **NOT** correct. Communities need to support survivors, believe them, and protect them. It is never the fault of the abused, and it is the abuser who deserves shame and consequences, both from the community but also the legal system.

Abuse is a very serious issue. Remind students that if they suspect someone they know is being abused, they need to approach the subject carefully. Outright accusations and blunt questions may do harm to a potential victim. Seeking assistance and guidance from a trusted adult will allow students to share their concerns, and ensures the case will be followed up on.



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Gender Based Violence

Female Genital Mutilation

Female genital mutilation (FGM) is a practice that involves altering or injuring the female genitalia for non-medical reasons, and it is internationally recognized as a human rights violation. FGM refers to all procedures involving partial or total removal of the external female genitalia or other injury the female genital organs for non-medical reasons. It is a deeply entrenched social and cultural norm in many places.

This is a sensitive topic. Please maintain a respectful classroom environment throughout. Some students may have questions. If the information is not known, please tell the students that you will record the question and find the answer shortly.

FGM violates human rights principles and standards – including the principles of equality and non-discrimination on the basis of sex, the right to freedom from torture or cruel, inhuman or degrading punishment, the right to the highest attainable standard of health, the rights of the child, and the right to physical and mental integrity, and even the right to life.

This practice is often defended as a way to keep girls from acting in a sexual way, or to keep them from reaching sexual maturity.

- This is NOT correct.
- These practices do NOT work.
- **There is NEVER and excuse to degrade, mutilate or violate the body and rights of an individual.**
- Parents and guardians DO NOT have the right to make this choice for their children.

In this section students may question these practices, assuming that it may be in the best interest of the girl, or that girls must be prohibited from sexually maturing. DO NOT let this conversation turn in to a defense of these practices or related behaviors. Repeat the bullet points above. There are no exceptions.



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Breast Ironing:

The crushing of the female adolescent breast membrane to delay or disguise the stage of puberty. The consequences are lifelong. Breast ironing is a practice, in which the breasts of pubescent girls are pounded using tools such as spatulas, grinding stones, hot stones, and hammers, as a means of delaying their development and protecting girls from rape and other types of unwanted male attention.

Effects of Breast Ironing:

Contrary to the beliefs of its proponents, this practice has not stopped girls from becoming sexually active or becoming the victims of sexual violence. Instead, the practice has led to an inability to produce breast milk, cysts, lesions, and to the development of cancer in young women. The practice is painful for those who experience it and often results in the destruction of breast tissue, making girls vulnerable to breast infection, itching, and abscesses.

Reasons people do not seek assistance when abused

Becoming a victim of abuse is scary. During the abuse but also in the aftermath of abuse. Victims fear further attack, blame from their families or partners, community shame, disbelief or even ostracism.

Fear: Victims of abuse have been through something awful. Many times they are afraid that if they tell someone they will face consequences. Fear of further abuse or attacks from the perpetrator, or fear of the reaction of others.

Shame: Often times, victims fear the blame of the community or their families. They fear that people will say they somehow brought it on themselves or had done something to bring the abuse on themselves. These attitudes are wrong, it is never the fault of the survivor of violence/abuse. Abuse, especially sexual, can also be seen as shameful and abuse victims will often prefer to talk to their peers rather than an adult. As peers, we need to look out for each other.

This section is to help students understand what emotions and thoughts survivors may experience when they are considering seeking assistance after an abuse. After each point be sure to help students understand that despite these valid feelings, seeking assistance after an abuse is the best way to heal and help prevent further abuse.



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WHAT TO DO IF SOMETHING HAPPENS TO YOU OR TO SOMEONE YOU KNOW

*Seeking assistance from the proper authority when a friend has been abused will make sure that they are properly taken care of and protected. We, girls in particular, must look out for and protect each other.

TELL SOMEONE:

Seek Assistance: Seek assistance from an adult you trust: police officer, parent, teacher, religious leader, or friend. Your confidante will report the incident according to the chart below. Do not be afraid! These adults have been educated on the rights of the victim/survivor, and will do what they can to protect your identity, and expose the perpetrator. Your state has a proper protocol for handling instances of abuse. When you tell a guidance and counselor, a school official, an ENGINE teacher, etc, they will know who to tell so that you are supported with your safety, health, mental, emotional, and justice needs. The government and community leaders and the police have partnered to ensure that all reports of abuse properly followed up with and survivors of abuse are properly taken care of using a reporting protocol and a referral system.

ADVOCATE FOR YOURSELF:

Seek Healthcare: Seek proper healthcare to prevent long term consequences. A person who has experienced physical or sexual violence should tell someone they trust to help them seek medical attention if it is required, as soon as possible (within 3 days/72 hours) because this can help prevent health related consequences.

You deserve treatment, respect, and proper care, and you are allowed to seek it out. Even if it is past the 3 days, a survivor can seek out medical assistance at any time.

Find an Ally: Find someone who can help you through the healing process; mentor, Guidance Counselor, gender champion, trusted adult, friend, family, etc.

If you are an Ally it is your role to support a survivor in any way possible. Encourage them to seek medical services, listen to their experiences, and support them to seek assistance. Do not question their experience; your job is to help them get the assistance they need.

Emphasize the words underlined in red in this section. This is an important point to make

It is important to recognize that in some cases, the abuser falls in the categories listed for trusted adult, e.g. police officer. These people are meant to protect but can also be abusers. When a person in this position abuses, it is still wrong. A survivor should still seek assistance from a trusted adult.

Acknowledge that in some cases assistance may be limited, such as cases where access to healthcare is limited. Inform the students that seeking assistance is still extremely important, and can help the support structure around the survivor find ways to provide the support needed.



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REMEMBER:

Do not be ashamed, this is not your fault! A person should never blame themselves for any violence/ abuse that they experiences. You will recover. You are not alone. You are a survivor!

The person who is abusing you is committing a crime that can be punished by law, even if they are your parents or a caregiver, a family member, or a teacher. There is someone out there who is willing listen to you, without judging or condemning you.

You have the right to be heard at any time no matter the form of abuse. You don't have to suffer in silence. You can also help a friend or family member that you are worried about. No matter the kind of abuse, or who is being abused, you can tell someone you trust until something is done to stop the abuse.

SPEAK OUT

DO NOT REMAIN
SILENT!

Emphasise that there is **NO SHAME** in being abused and that it is **NEVER** the fault of the abused person.



If you ever feel you are in danger or you have questions or are confused- you can seek out a counsellor, school principal, gender champion, or facilitator. These people are trained to handle these questions and it is their job to help you!

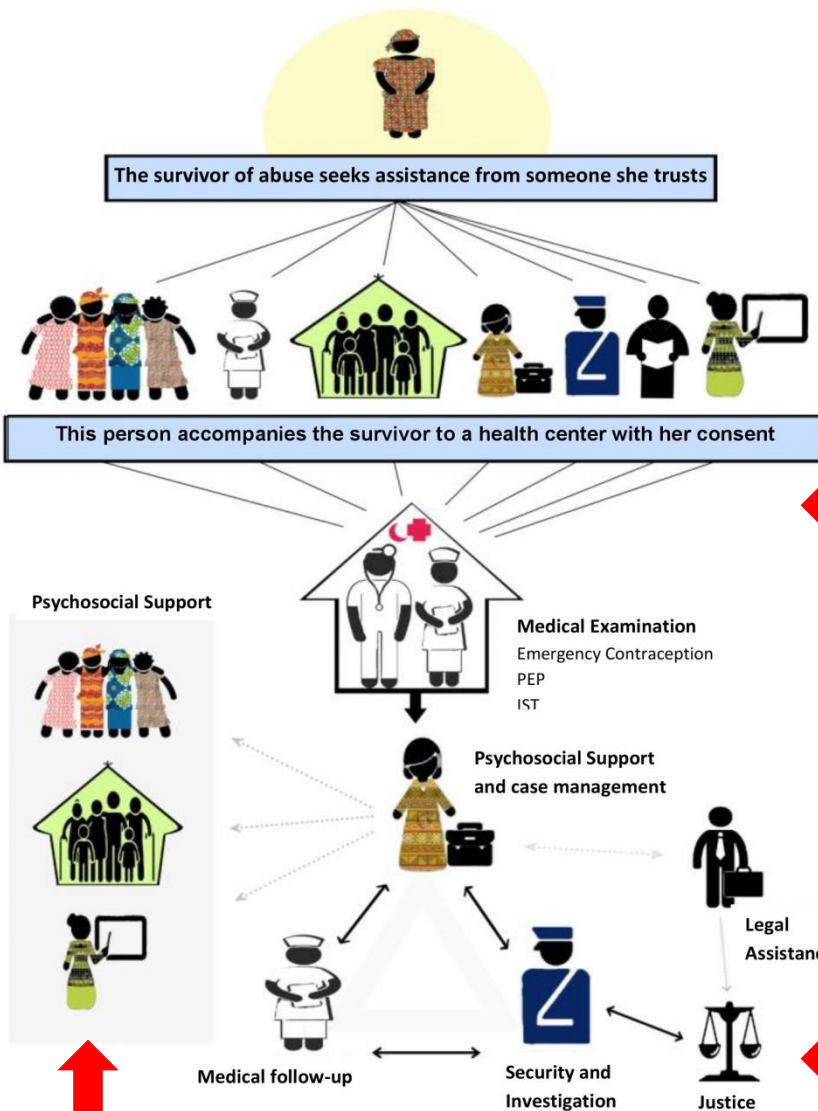


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Content below from student's manual

SEEKING ASSISTANCE AFTER AN ABUSE: What happens next?

This flowchart of a report of abuse is meant to give the student's an idea of what happens when they seek assistance after an abuse. Emphasize the importance of telling a trusted person. Abuse is a scary thing but escaping abuse and recovery is aided by having an ally by your side.



The trusted person should help the survivor get the medical attention needed. Medical attention helps to prevent long term consequences of abuse, and can help the survivor to recover fully.

Seeking justice can be a scary thing. A survivor can face a lot of pressure, family, community, and police etc, to not involve the courts. As long as it is safe, it is important to have the incident recorded, and the offender reported. This takes a lot of bravery as the court system and police can often be a scary place. Having the offender convicted, or publicly accused, can help to protect other people from their abuse. The survivor can feel safer knowing the community is looking out for their safety and the courts take this matter seriously.

Seeking assistance for mental health support can be a difficult step. In the aftermath of abuse, survivors can often suffer from shame, depression, anger, and sadness. Asking for help is the first step to healing. Finding a trusted mentor or professional, like the Guidance and Counselor in school, to help explore those feelings and begin to recover from the experience can help tremendously.



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Timeliness of Health Services

→ <u>PEP</u>	After 72 hours
→ <u>Emergency Contraceptive</u>	After 120 hours
→ <u>Vaginal Examination</u>	After 2 weeks
→ <u>Hep. B Vaccine</u>	After 5 weeks
→ STI Testing & Treatment	
→ Tetanus Shot	
→ General Physical Examination	Always

Within 72 hours (3 days) – HIV/AIDS prophylaxis needs to be acquired within 72 hrs of the incident to prevent HIV transmission + all other medical support

Within 120 hours (5 days) - Emergency Contraceptives should be acquired within 120 hrs of the incident to prevent pregnancy.

Within 2 weeks – a vaginal examination can be taken to support the healing process. However, the earliest a vaginal exam the better to minimize any complications with the healing and collect forensic evidence + all other medical support other than PEP and EC.

Within 5 weeks – Hep B vaccine should be acquired to prevent the contraction of Hep B. + all other medical support other than PEP, EC, and Hep B

At any time – While coming after 5 weeks will have more limited support, seeing a medical professional is important regardless how long ago the incident happened in the past. Basic examinations to monitor any health complications, test and treat STIs, and acquire tetanus vaccine can be helpful for the survivor's physical recovery.

Getting medical help immediately following an abuse, and in the weeks after, can contribute to the overall health of survivors. This section is meant to encourage our students, should they ever be abused, to seek out proper medical treatment. Be mindful that some students may have experienced abuse and not gotten medical attention. Cover the reasons to get help, tested and examined, without shaming if this process wasn't followed. Emphasise the ways in which medical examinations can help detect medical effects of an abuse, and in cases of STIs, HIV, or pregnancy, medical attention can help to inform the survivors' decisions and help to safeguard their future.



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Be mindful that some students in class may currently be recovering from an abuse, suffering from abuse, or helping a friend recover from an abuse. Be sensitive to these possibilities. Maintain a positive and empowering tone for this section, emphasizing that there is always help to be found and that there is strength in our communities and families to support survivors of abuse.

Content below from student's manual

ON THE ROAD TO RECOVERY:



It is important to remember, you are more than your experience. You are not defined by what happened to you, and you will recover! Below are things to keep in mind if you are on the road to recovery, or helping some on their journey to healing after abuse.

Supporting a survivor!

Survivors of sexual assault often are saddled with guilt, shame, anger, sadness, and a range of emotions unique to their personality and situation. The validity of these emotions should never be questioned. A survivor has many ways in which to process their feelings but often with the support of an impartial and non-judgmental person, the survivor can begin to heal and recover from their experience.

A survivor of abuse is entitled to feel however they feel. Questioning their feelings will not help them to recover and can be extremely hurtful and slow the recovery time.

Close friends and family can help!

Often in the case of abuse a close family member or friend can provide the most effective emotional support. A victim of gender based violence needs unconditional love and support. It is important to make sure the survivor understands that there is no blame placed on them. A survivor often needs time and space to process their experience while in the safety of a supportive relationship.

Seek out a guidance counselor/mental health counseling if you need it!

Where available a mental health counselor can help the recovery process. The stigma around mental health counseling often deters survivors from seeking help. In reality, mental health counselors can provide an unbiased and neutral avenue for survivors to process their emotions. These counselors have received specialized training and are able to guide survivors through their recovery, safely, and comprehensively.

As much as possible, use this section to destigmatize mental health support. There is **no shame** in needing help to recover from an abuse. Humans are fragile, and we all need help from time to time to deal with our problems. Talking to someone helps to work through our issues and get the perspective we need.



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Content below from student's manual

CODE OF CONDUCT AND COMMUNITY CHARTER

Code of Conduct and Community Charters are guidelines for respectful communities and school behavior. They should be posted around schools and communities as minimum standards of behaviour and all principals and teachers should review the school charter with students. Below is a sample Code of Conduct recommended for school use.

CODE OF CONDUCT FOR ALL SCHOOLS BELOW TERTIARY.

Introduction

This Code of Conduct sets out the standards, rules and regulations by which the school as a community will operate. We believe that the values, behaviours and attitudes built within the school community is significant in shaping the future of its young people. The purpose of this Code of Conduct is to set the context for a safe, inclusive and productive learning environment.

Note that, the school community includes students, all staff, parents, and all adults whose roles or jobs place them in contact with the students in school settings and school activities.

Equal Education Opportunity Statement

No student/pupil will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any programme or activity on the basis of learning ability, gender, ethnicity, religious belief, or disability.

Roles of Students, School Personnel, and Parents

The cooperation of students, parents, school staff, and the community remains essential in providing an appropriate environment for learning to take place. Our students must understand their roles and responsibilities in relation to achieving the maximum from every educational experience.

This is a sample code of conduct for schools. Many schools across all ENGINE states are in the process of establishing and adopting their own codes of conduct. This code of conduct contains the minimum standards and expectations all schools should have for their students as well as personnel's behavior. These expectations make sure the student has the opportunity to learn and reach their potential, while also ensuring they are protected against potential abuses while in school.



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Content below from student's manual

Code of Conduct Agreement for Students

Students will:

- Attend all classes on time, in uniform, and with the proper materials needed for schoolwork.
- Show respect for all people and property at the school.
- Understand that mobile phones and electronic devices are not allowed on school grounds.
- Not eat, drink (except for water) or chew gum in classrooms.
- Not use or have in their possession dangerous objects- students will also not misuse common place objects.
- Conduct themselves in a responsible manner when attending any trips organized by the schools.
- Be aware that the school has a zero tolerance policy on bullying, harassing and all forms of abuses including sexual misconduct.
- Be aware that the school has a zero tolerance policy towards alcohol, pornography and drugs. Any type of medicine cannot be kept by students and must be given to the Guidance and Counseling.
- Be responsible for the tidiness and correct use of classroom materials, in and outside the school.
- Be present in school during the school days and events, unless otherwise properly authorised by the Principal.
- No personal pictures nor images or sounds can be recorded from any classroom or school activity and consequently be published on Facebook or sent via internet without the Principal's permission.
- Overall abide by the school Code of Conduct.

Code of Conduct Agreement for School Personnel

School Personnel will:

- Maintain a proper environment for learning.
- Show respect for all students.
- Support the use of proper guidance procedures.
- Communicate regularly with parents.

These rules are meant to help students maintain a standard for their learning spaces. Following these rules helps prevent distractions and class disruptions which helps the teacher to teach more effectively. The quality of a student's education can be improved by respecting the time of others and the integrity of the institution.

Just as students following the code of conduct helps to create a suitable learning environment, school personnel similarly must adhere to certain standards to create a safe and educational environment for students. School personnel are bound by the same rules of behavior and it is not acceptable for them to compromise the safety or wellbeing of their students.



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- Encourage parental support of school activities.
- Treat all students equally and fairly and not discriminate students based on their learning abilities, ethnicity, religion, economic status, beliefs, gender, age, or disability.
- Act in a professional, responsible manner.
- School personnel cannot have any form of improper relationship with students (Note that the claim of consent from student in this circumstance will not be recognised).
- Not inflict any form of injury on students.
- Take part in teacher professional development activities.

Conduct Agreement for Parents

Parents/Guardians will:

- Maintain close communication with the school staff concerning their child's performance and behaviour.
- Make sure that their child attends school regularly and send a written note to school when their child is absent or late.
- Supply their child with materials needed for schoolwork and including school uniform.
- Communicate to school any problems or condition that may affect their child or other children in the school.
- Discuss report card and school assignments with their child.
- Supply school with current home and work telephone numbers.

Remember

- Students must conduct themselves responsibly at all times.
- The drinking of alcohol, bullying, harassing, smoking, sexual impropriety, stealing and vandalism are not tolerated.
- The school has zero tolerance towards any forms of corporal punishment.
- The school has a zero tolerance policy towards the use, sale and possession of illegal drugs; as well as for any other type of business involving buying and selling.

Discrimination can come in a huge range of forms. An individual's identity and other characteristics can also be the target for discrimination. All forms of discrimination are not acceptable, especially in the school environment.

Discrimination based on pregnancy or maternity status should also be protected. Where there is high incidence of rape, or early marriage, teen pregnancy can often keep girls away from school. Girls should still be allowed (and encouraged) to attend school regardless of their maternity status.

Parents and guardians also have a role to play in supporting the learning of their children. All children deserve an equal opportunity to finish their education. Supporting that education with emotional support is key to a student's success. A supportive home life helps students to excel in school. Enforcing the expectations for students' behavior in school will also ensure that students have the best chance to succeed.



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Content below from student's manual

COMMUNITY CHARTER FOR COMMUNITIES

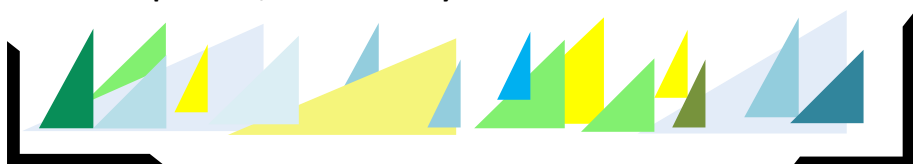
This Community Charter is developed from our collective decision to support Girl's Education and Empowerment. We will work together to ensure that all girls in this community are safe and given equal opportunities to achieve their maximum potentials. These are the minimum standards of operations in our community. These will guide our behaviour, attitude and communication around our community.

Our Community is girl friendly and the girls in our communities should expect:

- To be protected
- To be safe
- To be loved and cared for
- To be respected
- To be listened to
- To be able to participate in community activities
- To participate in decisions related to the community
- To be sheltered
- To be treated equally and not to be discriminated based on educational status, ethnicity, religion, age, economic status and /or any form of disability.
- To be protected from exploitation and all other forms of abuses.
- A girl – friendly environment
- To have sufficient food and nutrition
- To be encouraged attend, remain at and complete school
- To learn a trade/handiwork
- That all reported incidences of abuse will be treated with utmost urgency without bringing any harm to the victim.
- Guidance/ Counselling and mentoring from a Gender Champion and/ or Community Leader.

It is a community's job to create a safe and protected environment for all of its members.

Community members must look out for each other, especially those who are vulnerable to discrimination and abuse. As a community, members can set expectations for the behavior of all, and can work to create a stronger, more safe and happy place to live.



Some content has been adapted from external and internal resources including:

International Rescue Committee's My Safety My Wellbeing
International Rescue Committee's Girl Shine
<https://www.unfpa.org/female-genital-mutilation>
