

PEAS Child Protection Trainer Guide for PEAS Regional Education Officers



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Introduction

Purpose

The purpose of this training guide is to help the PEAS Regional Education Officers train school leaders and teachers on issues related to Child Protection. As an organisation serving students under 18 years of age in school settings, PEAS has an obligation to keep them safe from harm and ensure that necessary measures and systems are in place to prevent, report and respond to child abuse and exploitation incidents when cases arise. This training guide is one part of a wider effort to ensure Child Protection is at the centre of all PEAS operations.

Training Audiences

As a PEAS Regional Education Officer, you will be responsible for delivering training to the following audiences:

- Child Protection Induction Training for School Focal People
- Continuous Professional Development for Teachers

Training Methodologies

This training guide has been designed with interactive sessions that should engage your audiences so that they think critically, participate actively and reflect deeply. Active participation helps to reinforce important concepts and skills and allows for participants to create personal connections with new ideas, among many other benefits for learning. The following are examples of interactive methodologies used throughout this training guide:

- Discussion questions
- Group work
- Role plays
- Case studies and scenarios
- Walking debates and quizzes
- Visualisation
- Brainstorming

Training Tips

Read training sessions thoroughly before conducting them. It is very important that you, as the trainer, are familiar with all parts of each training session, including the expected outcomes and key knowledge that trainees should take away. Your confidence and accuracy delivering the session will improve after you have read the session through several times.



Prepare all materials before conducting a session. Preparation is key for delivering an effective training session. Having all materials ready will help the session to go smoothly and keep your audience's attention. This might mean pre-writing required points on flipcharts.

Set ground rules with participants at the beginning of training. Setting ground rules with participants will help set expectations that all participants agree to respect. Ground rules might include turning off mobile phones during training, respecting other participants' views and participating actively.

Encourage active participation, not note taking. Often times, participants want to diligently take notes and capture everything they are hearing. However, this training requires active participation and critical thinking about new ideas. It is therefore more important to encourage discussion and group work rather than individual note taking to achieve the desired attitude change we seek in many of the training sessions.

Be objective. As a trainer, it is not necessarily your role to tell participants the 'right' way to think. Being judgmental or closed-minded about other people's ideas is the fastest way to get them to stop talking and refuse further discussion. Allow participants to share their ideas, consider what they are saying seriously and work with them towards changing their mindset, if necessary, rather than criticising them.

Prepare icebreakers and energisers. Long training sessions require a lot of energy from both the trainer and the participants. It is important to keep everyone's minds and bodies fresh by engaging participants in icebreakers/energisers throughout training. Sometimes taking a quick break to move, stretch, laugh or sing can help to reinvigorate participants.



Induction Training for School Focal People – Day 1

Day 1 Objectives:

- To introduce PEAS child-centred approach to Child Protection and explore some of the special rights accorded to children by international, regional and national policies
- To explore what it means to take a child-centred approach
- To explore the different types of child abuse
- To define corporal punishment and understand the long-term negative consequences of using it to discipline children
- To understand the basis of PEAS' policy for banning corporal punishment and the promotion of positive discipline
- To understand the characteristics of a safe, child-friendly school and community and start analysing what makes their schools safe and unsafe for children

Day 1, Session 1: Introduction to Child Protection		1 hour 30 min
Materials:	Flipchart, markers, small, blank pieces of paper, masking tape	

Introduction – 10 minutes

1. Welcome participants to the first day of the induction training and explain the objectives of the day.
2. Ask participants to write down on small blank pieces of paper what they think 'child protection' means.
3. After 2 minutes, ask a few participants to share their definitions then read the following definitions of child protection:
 - PEAS defines Child Protection as the measures and structures that prevent and respond to abuse, neglect, exploitation and violence affecting children.
 - Uganda's Ministry of Gender, Labour and Social Development defines Child Protection as reducing risks to children's holistic well-being, making children's rights a reality, restoring hope and a dignified living where abuse has occurred and creating an enabling environment that supports children's positive development.

Activity 1 – 25 minutes

1. Tell participants that PEAS takes a comprehensive child-centred approach to Child Protection.



2. Write the following words (Awareness, Prevention, Reporting, and Responding) on 4 different flipcharts and briefly explain that PEAS' work to protect children encompasses these 4 thematic areas.
3. Ask participants to pick a marker and walk around to each flipchart and write 1-2 points of how they think PEAS works in each of these 4 thematic areas to promote child protection.
4. After 10 minutes, appreciate their suggestions and wrap up by reading the following prepared points.
 - **Awareness** - PEAS will ensure that all PEAS staff and associates understand the problem of child abuse, and are aware of the need to keep children safe.
 - Part of creating awareness is done through hosting trainings for PEAS office staff, school focal people, teachers, students, school support staff and community members throughout the year.
 - Posters with key Child Protection information have also been hung around the schools.
 - Termly activities at schools like Child Protection week also help to create awareness about and respect for Child Protection.
 - **Prevention** - PEAS will ensure that all staff and associates minimise risks to children through awareness, risk mitigation and adoption of safe practices across our work.
 - Part of prevention is to make sure the right people are hired who are committed to protecting children. PEAS makes efforts to recruit and hire the right office staff, school focal people, teachers and school support staff to ensure child protection.
 - Another part of prevention includes educating students about child abuse, their rights and who can help them if they feel uncomfortable.
 - Everyone at PEAS should be involved in prevention – if you see something or hear about something that doesn't feel right – you have a responsibility to tell someone!
 - **Reporting** - PEAS will ensure that all staff understand the procedures to follow when concerns regarding the safety of children arise.
 - PEAS has a reporting structure for issues of abuse which you will learn about in another session today. It is important for all PEAS staff to understand the reporting structure and speak up if they think a child could be in danger.
 - The most important thing to remember is that PEAS takes ALL child abuse cases seriously. Children should be listened to and believed and all cases should be investigated thoroughly before coming to a conclusion. NEVER disregard a report, even if you are not sure if it is true.
 - **Responding** - PEAS will promptly take appropriate action to keep children safe where concerns regarding possible abuse arise, and will take measures to prevent the reoccurrence of the concern.
 - PEAS has developed a clear investigation procedure for cases of abuse.



- PEAS Regional staff will be trained on how to investigate and manage child abuse cases and the Child Protection Lead will support this process to ensure cases are responded to properly.

Activity 2 – 25 minutes

1. Tell participants that PEAS has put Child Protection at the centre of their operations because children are not only entitled to basic human rights, but they are also accorded special rights because they are children. Children's rights are well documented and upheld by countries and international bodies around the world, including in Uganda. For example:
 - The Ugandan government outlines child rights in the Uganda Constitution as well as a special law called the Children's Act (Amendment, 2016).
 - Regionally, the Organisation of African Unity has the OAU Charter on the Rights and Welfare of the African Child.
 - Internationally, the United Nations also stipulates children's rights in the UN Convention on the Rights of the Child (UNCRC).
2. Divide participants into small groups. Give each group several sticky notes or small pieces of paper. Ask each group to write a child right on each of their papers.
3. After 5 minutes, go from group to group and ask participants to share the child rights they thought about, without duplicating any child right that another group has said before. Write their answers on 4 flipcharts representing the four categories of Survival Rights, Protection Rights, Development Rights and Participation Rights. Ensure groups name the following child rights:
 - Survival rights
 - Right to life
 - Right to good healthcare
 - Right to live in a clean and safe environment
 - Right to clothing
 - Right to nutritious foods and clean drinking water
 - Protection rights
 - Right to be protected from work that harms them. If they do work, they have a right to be safe and paid fairly
 - Right to be protected from mistreatment
 - Right to be free from sexual abuse and any exploitation
 - Right to have adults make good decisions for them
 - Right to privacy
 - Right to be helped if they have been mistreated
 - Developmental rights
 - Right to a good quality education
 - Right to play and rest



- Right to live with their parents, unless this is harmful – (right to live with a family who cares about them)
- Right to meet with other children
- Participation rights
 - Right to have a name and an identity
 - Right to have and give their opinion
 - Right to self-expression
 - Right to choose their own religion and beliefs
 - Right to speak their own language and practice their own culture
 - Right to seek legal help and be treated fairly in the justice system
 - Right to know and exercise their rights
 - Right to have their rights protected by the government

Activity 3 – 25 minutes

1. Give each group a piece of paper. Ask groups to write 'True' on one side of the paper and 'False' on the other side.
2. Tell participants that they are going to do a group quiz about context of child protection and child rights in the country.
3. Explain that you will read a statement and groups should discuss amongst themselves and decide if they think the statement is '**True**' or '**False**' and hold up the corresponding sign to reflect their thoughts. Some groups will then share why they think their answer is correct.
4. Play the quiz using the following statements:
 - Children know their rights and can always speak up if their rights are violated.
 - Uganda's culture, including its views about age and respect for elders, make it difficult for children to realise their rights.
 - No child can be harmed because the existing laws and policies don't allow it.
 - Girls are more vulnerable to harm than boys.
 - If more adults knew the rights of children, they would be able to protect them better.
 - Only children with disabilities, orphans, street kids, and kids with HIV/AIDs are vulnerable to harm.
 - In Uganda, children do not usually have the chance to express themselves freely so it's hard for them to protect themselves from harm or violence.
 - A child's gender, disability, economic circumstance, and health can make them more vulnerable than other children living in the same community or even the same household.
5. Ask participants why they think it is especially important to protect the rights of children.
6. Allow a few participants to answer then explain that children are vulnerable for many reasons; even just the fact that they are children and not as physically strong as adults makes them vulnerable to harm, along with the following reasons:
 - Lack of knowledge about their rights
 - Lack of confidence to voice their rights and needs



- Vulnerability due to illness, gender, being orphaned or homeless, having HIV/AIDS, living in a child-headed household, disability and more
- Increasing risks and violence that make them even more powerless and vulnerable

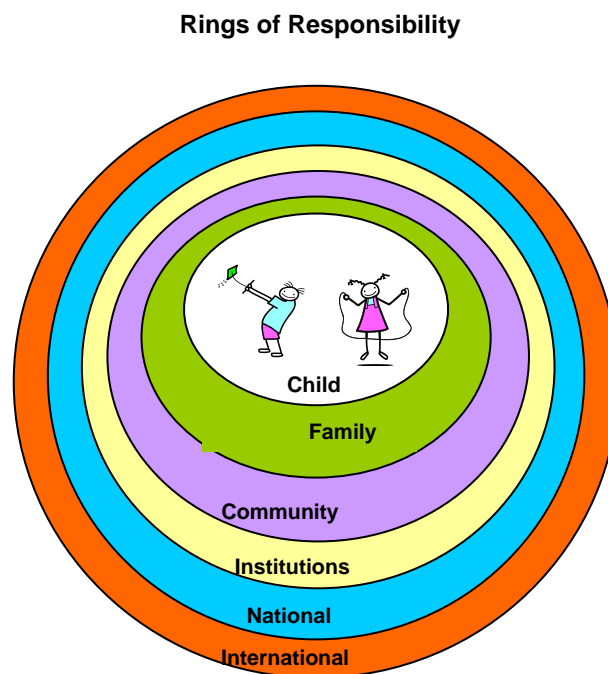
Conclusion – 5 minutes

1. Read the key message: PEAS prioritises Child Protection in all of its operations because children have special rights which need to be protected.
2. Ask participants if they have any questions so far about PEAS' commitment to Child Protection and child rights.

Day 1, Session 2: Child Centred Approach		1 hour 30 min
Materials:	1 copy of Annex 1: Child-centred Approach Statements, cut apart Bowl	

Introduction – 15 minutes

1. Draw the Rings of Responsibility in Child Protection on a flipchart or print out the following graphic:



Source: Save the Children Child Protection Training Manual



2. Ask participants what they think the 'Rings of Responsibility' in Child Protection means.
3. Allow a few participants to answer. Ensure they mention the following:
 - The Rings of Responsibility in Child Protection show the forces of protection which should surround each and every child. Each ring should support and reinforce the others. Each ring has a responsibility to protect children and keep other rings accountable.

Activity 1 – 30 minutes

1. Divide participants into 6 smaller groups and assign each group one of the following 'rings':
 - Child
 - Family
 - Community
 - Institutions (like PEAS, schools, medical facilities, etc.)
 - National (Ugandan government)
 - International (all countries in the world, regional and world bodies like the African Union and the United Nations, etc.)
2. Ask each group to discuss and make a list of the responsibilities that their 'ring' has to protect the child. Example answers are provided below:
 - Child
 - Be aware of their rights
 - Respect other children
 - Report abuse if it happens to them or another child
 - Family
 - Treat their children with love and respect
 - Ensure other people are not harming their child
 - Take their child out of dangerous situations and think of the wellbeing of their child at all times
 - Community
 - Look out for and protect all children in common community spaces
 - Create community structures to protect children
 - Hold the school and other institutions accountable to keep children safe
 - Intervene if a child's family is abusing them
 - Institutions
 - Do no harm to children
 - Intervene if a child is being abused by anyone
 - Create and uphold policies for child protection
 - National
 - Create and enforce laws which protect children
 - Create and fund institutions like police, child protection units and courts to protect children
 - Intervene if a child is being abused by anyone
 - International



- Create international agreements for child protection and work to hold member countries accountable
- Produce literature and training materials to educate people about child protection

Activity 2 – 40 minutes

1. Tell participants that each ring of protection should ideally take a 'child-centred approach' to Child Protection.
2. Ask: **What do you think the child-centred approach might mean?**
3. Allow participants to give their initial ideas.
4. Explain that, broadly, the child-centred approach to child protection means that the child's feelings, interests and views are taken into consideration when protecting them. Children should always be believed, respected and listened to. They should never be blamed for abuse that happens to them.
5. Cut up all of the statements in Annex 1: Child-centred Approach Statements, fold them in half and place them in a bowl. If there are too many people, do this activity in smaller groups. This will require more than one set of statements cut up in a bowl.
6. Pass the bowl around the room/group. Ask one person at a time to take a statement out of the bowl and read it for the whole group.
7. As a group, decide if this statement is in line with the child-centred approach or not and why.
8. Check their answers as they go along.
9. After all statements have been read and analysed, ask the group to summarise the key aspects of the child-centred approach. Example answers are provided below:
 - Involve children in decision-making processes about their own well-being.
 - Listen carefully to children and take them seriously.
 - Do not force the child to disclose anything they are not comfortable with – go at their pace.
 - Make sure children feel safe and respected and that they have privacy.
 - Keep a child's situation confidential and only tell those people who absolutely need to know so they can help.
 - Never blame a child for their abuse.
 - Always have the child's best interests in mind.
10. Ask: **Do you think having a child-centred mind set comes easily to everyone in Uganda? Why or why not?**
11. Allow participants to answer. Ensure they touch on the predominant culture in Uganda which often disregards children as not being allowed to have opinions or being seen as less important than adults.
12. Ask: **What can we do as School Focal People to ensure we always take a child-centred approach?**
13. Allow participants to answer. Ensure they mention the following:
 - Understand and review what it means to take a child-centred approach regularly.
 - Before doing anything, stop and think if you are taking a child-centred approach.



- Ask other people for advice if you are not sure you are taking a child-centred approach.

Conclusion – 5 minutes

1. Read the key message: A child is surrounded by rings of protection – this means multiple actors are responsible for keeping them safe. PEAS takes a child-centred approach in all of our operations. This means that a child’s safety, privacy, well-being and opinions are always considered and prioritized.
2. Ask participants if they have any questions about the Rings of Responsibility in Child Protection and the child-centred approach.

Day 1, Session 3: Recognizing Child Abuse		1 hour 30 min
Materials:	Flipchart, markers 1 copy for each participant of Annex 2: Common Signs of Child Abuse	

Introduction – 10 minutes

1. Hang up 4 flipcharts around the room and label each of them with one of the following types of abuse:
 - Physical
 - Sexual
 - Emotional/psychological
 - Neglect
2. Ask participants to give a definition of each word. Ensure they mention:
 - Physical abuse is any act in which physical force is used to cause some form of pain or discomfort to the child.
 - Sexual abuse is the involvement of a child in sexual activity with another person.
 - Emotional/psychological abuse is any act or behaviour that makes a child feel he/she is worthless, unloved, unwanted or endangered.
 - Neglect is the failure to meet the child’s physical or psychological needs.

Activity 1 – 20 minutes

1. Divide participants into 5 groups and ask each group to stand in front of a flipchart.
2. Tell groups they will have 1 minute to write down as many examples of that type of abuse as they can on the flipchart. For example, ‘hitting’ is an example of physical abuse. After 1 minute, they will rotate to another flipchart and will have another 1 minute to add to the list of abuses already there. This process will continue until all groups have had a chance to contribute to all 5 flipcharts.



3. When groups are back to their original flipchart, ask one participant from each group to read the full list of example abuses on the flipchart.
4. Start a discussion about how different examples of abuse can actually be several different types of abuse. Give the example of how sexual abuse is often also physical abuse and emotional abuse. Ask participants to name other ways that abuses can overlap across the different types.
5. Now ask groups to brainstorm some of the signs and symptoms they think a child who is experiencing abuse might exhibit. These could be related to the way the child looks, acts, or something they say.
6. After 5 minutes, ask groups to share some of their ideas.
7. Give participants a copy of Annex 2: Common Signs of Child Abuse.
8. Ask participants to read the signs of child abuse quietly to themselves for a few minutes.

Activity 2 – 55 minutes

1. Remind participants that there might be times when they suspect abuse is happening to a child at school. This suspicion could come after interacting directly with a child, simply by observing behaviours or actions at schools, hearing rumours about abuse, and many other possible ways.
2. Tell participants that they are going to participate in a 'walking debate' to think about some of the potential scenarios they might encounter.
3. Go around the room and hang up pieces of paper that read 'physical abuse', 'sexual abuse', 'emotional abuse', 'neglect' and 'more than one kind of abuse'. Ensure the signs are spaced out from each other.
4. Explain to participants that you are going to read out some scenarios and they should decide if they think there might be evidence of physical abuse, sexual abuse, emotional abuse, neglect or more than one kind of abuse.
5. After deciding, participants should walk to the sign which corresponds to their answer.
6. After participants pick their individual answers by walking to the signs, you will ask one or two participants from each side to explain what kind of abuse they think it could be.
7. Do the walking debate using the following scenarios. After each scenario, ask participants why they picked their answers. Use the supporting information below each scenario to correct or add to their response.
 - Ann wakes up every morning at 4am to go to the well to fetch water before she has to go to school. Her school is 10km away from home and she is always late. When she gets to school she is tired and has a hard time staying awake. Her grades have suffered and she always performs poorly. Her teacher calls her stupid and her classmates laugh at her. When she goes back home, she has to do housework and her step-mother abuses her when she slacks. What kind of abuse did Ann face?
 - This is **neglect** because she is forced to do an unfair amount of domestic work. It is **emotional abuse** because her teacher, classmates and step-mother tease and degrade her.
 - Boys in the boarding section reported that they are beaten by their teachers and forced to do manual labour as a form of punishment. What kind of abuse did the boys face?



- This is **physical abuse** because it is corporal punishment. It is also important to highlight that corporal punishment is **emotional abuse** as well.
- During the school holiday, it is Alice's job to help with cooking at home. One day, she burnt the food. Her step mother got angry and yelled at her. She said she was useless, lazy and called her a prostitute. What kind of abuse did Alice face?
 - This is **emotional abuse** because Alice is degraded for making an honest mistake.
- Bobby is a 17 year boy in Senior 4 and he struggles in mathematics. His female mathematics teacher offered to give him extra lessons and he accepted. His teacher told him that he should visit her in the evenings to receive extra help. One day she tried to take advantage of him by telling him she would give him a good grade if he had sex with her. What kind of abuse did Bobby face?
 - This is **sexual abuse** because the teacher is an adult and tried to defile a child. This might also be **emotional abuse** because Bobby is forced to make a difficult decision that he should not have to be exposed to.
- Joy is 17 years old. Her boyfriend, Andrew, is 19 and they are sexually active. One day, Joy found out that she was pregnant. Andrew refused to take responsibility and he ran away from the village. Joy told her father what happened and he was very furious and beat her. Joy's mother told her that she was now worthless to the family so she had to quit school and get married to one of the men in the village who offered to take care of her. What kind of abuse did Joy face?
 - This is **sexual abuse** because Andrew is an adult and they were sexually active. It is **physical abuse** because her father beat her. It is **emotional abuse** because her parents make her feel worthless and force her to get married.
- Rose's parents always make her fetch water after dark. When Rose fetches water, she usually passes a man who yells sexual things at her. When Rose told her parents about it and asked not to fetch water after dark, they told her this was her responsibility and they made her continue to do it. One evening the man defiled Rose and she reported him to the police. However, the man came to an agreement with her parents and paid 700,000 UGX to avoid being taken to prison. What kind of abuse did Rose face?
 - This is **sexual abuse** because Rose was sexually harassed and defiled. It is **neglect** because her parents forced her to fetch water after dark even when she told them she was scared and they did not help her follow up her police case against her abuser.

Conclusion – 5 minutes

1. Read the key message: Children can experience sexual abuse, physical abuse, emotional abuse and/or neglect. It is important that teachers are aware of the possible signs that a child is being abused and try to help them if abuse is suspected.
2. Ask participants if they have any questions about identifying different kinds of child abuse.



Day 1, Session 4: The Damaging Effects of Corporal Punishment	2 hours
Materials:	Flipcharts, markers, masking tape, Positive Discipline poster

Introduction – 35 minutes

1. Tell participants to get into a comfortable position and close their eyes.
2. Ask participants to raise their hands if they think corporal punishment has had a lasting effect on them into adulthood.
3. Count the number of people who raised their hands and write down the number but don't share it yet.
4. Ask participants to keep their eyes closed and imagine that they are children again.
5. Read each of the following statements aloud slowly. Take breaks in between reading each statement so participants have a chance to imagine and think.
 - Think about yourself as a child. You might be in primary school or in secondary school.
 - Think about what it felt like to walk around your school compound.
 - Think about the classes you went to, the people you talked to and the teachers you had.
 - Think about what it felt like to be at home as a child.
 - Think about the things you did with your family, the chores you did and the events you went to.
 - Now, think about a time that corporal punishment was used on you.
 - What kind of punishment was it? Who used corporal punishment on you? What did you do to deserve it?
 - How did you feel before it happened? How did you feel during the punishment? How did you feel afterwards?
 - Did the punishment hurt you physically or emotionally or both?
 - How did you feel about the person punishing you afterwards? How did you feel about yourself?
6. Ask participants to open their eyes.
7. Ask a few volunteers to share what they thought about during this visioning exercise. Do not force anyone to share, but allow those who are willing to share their experiences.
8. Ask participants to turn to a partner and think about how to define 'corporal punishment'.
9. After 3 minutes, share the PEAS definition of corporal punishment:
 - Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
10. Tell participants that corporal punishment:
 - Often involves hitting (smacking, slapping, spanking) children with the hand or with an implement—whip, stick, belt, shoe, wooden spoon, etc.

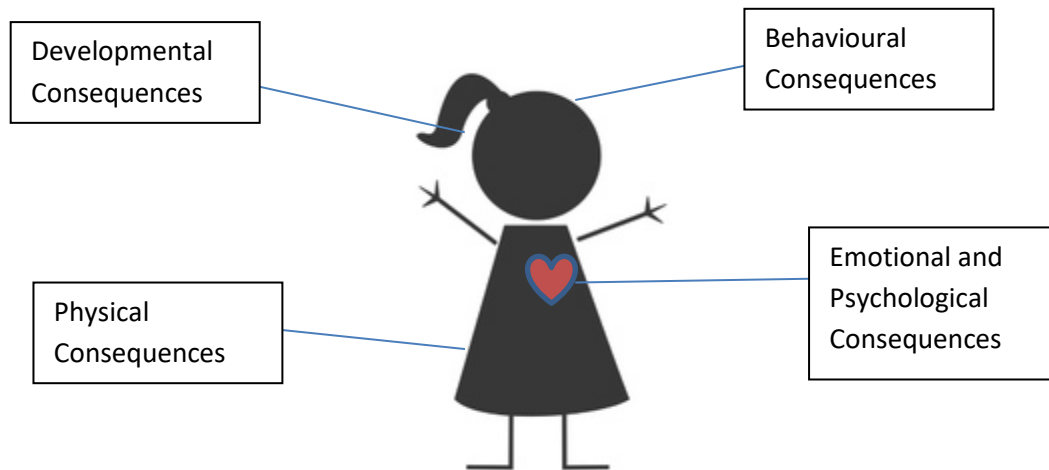


- But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices or chemicals).
 - In addition, there are other non-physical forms of punishment which are also cruel and degrading.
 - These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
11. Tell them the total number of people who raised their hands at the beginning because they thought corporal punishment has had a lasting impact on them.
 - It is likely that not all people raised their hands, but this exercise should show that almost everyone can remember at least one time when corporal punishment was used on them.
 12. Ask: **If corporal punishment did not have a lasting impact on us, would we still remember the details about what happened, why it happened and how we felt?**
 13. Divide participants into small groups. Ask groups to discuss the following:
 - How do you think physical corporal punishment has affected you into adulthood?
 - How do you think emotional corporal punishment has affected you into adulthood?
 14. Ask: **How do adults justify using corporal punishment?**
 15. Request a few participants to answer. Example answers include:
 - Spare the rod; spoil the child. (kids who aren't beaten are spoiled)
 - You have to beat kids to control them.
 - Kids don't respect you unless you beat them.
 - I only beat kids as a last resort.
 - I only beat 'reasonably'.
 - Corporal punishment is easier to give than other forms of discipline. It is faster and less effort from the teacher/parent.
 - African children must be beaten. It is our culture.
 - I was beaten as a child...why shouldn't these children also be beaten?
 16. Explain that these statements are not true and they don't justify the harm caused. They are often beliefs that are passed on from generation to generation, but the harm caused by corporal punishment is severe and must be recognised.

Activity 1 – 30 minutes

1. Divide participants into small groups and give each group a flipchart paper and marker.
2. Tell participants to draw a picture of a child on their flipchart like the one below:





3. Tell groups to think of the possible physical, emotional/psychological, behavioural and developmental consequences for using corporal punishment on a child and list them on their picture.
4. After 15 minutes, ask groups to share their lists. The following are examples of potential consequences:
 - Physical consequences
 - Painful injuries
 - Costly injuries which require medical attention
 - Permanent deformation (blindness, deformed bones, broken teeth, etc.)
 - Brain damage
 - Death
 - Emotional and psychological consequences
 - Anger and aggression
 - Shame and humiliation
 - Low/damaged self-esteem
 - Low self-respect
 - Depression and hopelessness
 - Fear or anxiety about going home or to school
 - Behavioural consequences
 - Bullying and beating other children (especially younger or smaller children)
 - Inability to concentrate
 - Acting out at school/misbehaving in the classroom
 - Developmental consequences
 - Children may become withdrawn and fearful
 - Difficulty socialising
 - Fear of communicating with adults
 - Learning challenges
 - Difficulty forming healthy relationships for fear of rejection, humiliation or violence

5. Tell participants that corporal punishment is banned in all schools in Uganda by the government (Ministry of Education) and PEAS strictly upholds this ban in all PEAS schools.
6. Ask a participant to share the PEAS policy on corporal punishment. Ensure they mention:
 - No corporal punishment is tolerated in PEAS schools. This includes ANY harsh physical punishments or assault, verbal or emotional abuse and degrading punishments.
 - Any staff member – office staff, school focal people, teachers, school support staff, construction staff, etc. – found to be using corporal punishment will be immediately dismissed and charges brought against them.
7. Ask: **Why do you think it is important for PEAS to have such a strict policy when it comes to corporal punishment? Why can't people who use corporal punishment once be given a second chance?**
8. Allow a few participants to answer. Ensure they mention the following:
 - PEAS has a zero tolerance policy for corporal punishment. In order to create a safe environment for children to learn, all corporal punishment must be banned and the policy must be strictly enforced – no exceptions or second chances.
 - Having a strict policy means students are safer and corporal punishment is a rare occurrence since staff members know that there is no tolerance for it.

Activity 2 – 45 minutes

1. Tell participants that instead of using corporal punishment, PEAS encourages the use of positive discipline. This means guiding children to adopt good behaviour when they break the rules by using non-violent punishments.
2. Show participants the Positive Discipline poster and explain the 4 different categories of positive discipline, as recommended by Raising Voices.
 - **Reflection positive discipline strategies** are used for minor day-to-day problems, to help students think about their behaviour
 - **Reparation positive discipline strategies** are used for offenses that cause damage, to help students take responsibility for their actions
 - **Penalty positive discipline strategies** are used for on-going problems, to help students understand consequences
 - **Last resort positive discipline strategies** are used for very serious offences, to help students rehabilitate.
3. Ask participants to study the different examples of positive discipline.
4. Tell participants that part of positive discipline is administering a punishment that is equal to the severity of the behavioural problem.
 - For example, if a child came late to school one time, he/she does not require a 'last resort' discipline.
 - At the same time, if a child is found to be continually harassing another student, he/she requires more than just a 'reflection' punishment.



5. Read the following behavioural infractions and ask participants to practice identifying which of the four categories of positive discipline should be used to help the child learn from their behaviour.
 - Talking once during class
 - Taking someone's pencil without asking
 - Stealing someone's sugar from the dormitory
 - Throwing a book at a teacher
 - Cheating on a test
 - Writing rude words on the side of the latrine
 - Bullying a younger student
 - Sexually harassing another student repeatedly
 - Verbally bullying another student once during class
6. Ask: **What do you think are the benefits of positive discipline compared to corporal punishment?**
7. Allow a few participants to answer. Ensure they mention the following benefits of positive discipline:
 - Positive discipline considers children's emotional and psychological needs.
 - Positive discipline helps children develop self-discipline by addressing the beliefs and reasons behind their behaviour.
 - Positive discipline is non-violent and does not use fear as a motivator. Instead, positive discipline responds to poor behaviour with fair and consistent consequences.
 - Positive discipline is more effective because it teaches children what they have done wrong and why and helps them to learn from their mistakes.
 - Positive discipline promotes respectful relationships that help children develop into respectful and contributing members of society.
8. Tell participants that they will learn more about the damaging effects of corporal punishment and possible positive discipline strategies in the next day of training sessions.

Conclusion – 10 minutes

1. Read the key message: Corporal punishment can have serious physical emotional/psychological, behavioural and developmental consequences for children. It is banned in Ugandan schools and PEAS strictly upholds this ban. Instead, PEAS encourages the use of positive discipline because it teaches children what they have done wrong and guides them to correct behaviour in a non-violent way.
2. Ask participants if they have any questions about the PEAS policy on corporal punishment, the disadvantages of using corporal punishment and the benefits of using positive discipline.



Day 1, Session 5: Characteristics of Safe Schools		1 hour 30 min
Materials:	Flipchart, markers, masking tape 1 copy for each participant of Annex 3: Characteristics of a good school as defined by Raising Voices.	

Introduction – 20 minutes

1. Tell participants that in order to help the PEAS schools and communities be safe, non-violent and child-friendly, it is first important to define what a safe and child-friendly school looks like and how it operates.
2. Draw a line down the middle of a flipchart and write *What I loved about my schools* on one side and write *What I disliked about my schools* on the other side.
3. Ask participants to think about their experiences in primary and secondary school.
4. Ask: **What did you love about your schools? What did you dislike about your schools?**
5. Write their responses on the corresponding side of the flipchart.
6. Ask: **Based on what you loved and disliked about your primary and secondary school experience, what do you think it takes to create a good school environment?**
7. Allow a few participants to answer.

Activity 1 – 35 minutes

1. Explain that a good school is one where a student feels physically and psychologically safe. It is one that protects students, encourages them and gives them a voice.
 - Raising Voices, an organization in Uganda that works to prevent violence against children defines a good school as follows:
 - A good school aims to create a violence-free learning environment within which students develop their skills and confidence to grow into creative, constructive and thoughtful members of their community.
2. Write the following points on a flipchart:
 - A safe and child-friendly school is one that:
 - Protects the rights of children
 - Encourages students to express themselves
 - Helps children to realize their full potential
3. Ask: **Do you think your primary and secondary schools fit this description? Why or why not?**
4. Allow a few participants to answer.
5. Ask: **What would you have changed about your schools to make them feel safer and more child-friendly?**
6. Discuss as a whole group for 5-10 minutes.



7. Tell participants that there are three main elements that help to create a safe, child-friendly school environment.
8. Ask: **What do you think are the three elements?**
9. Allow a few participants to answer then explain that according to research from Raising Voices, a good school needs these three elements:
 - Good teachers
 - A friendly learning environment
 - A good school administration
10. Ask participants to form three groups. Assign each group to brainstorm about one of the following questions:
 - What is a good teacher?
 - What makes a friendly learning environment at school?
 - What does a good school administration do?
11. Give the groups 10 minutes to brainstorm. Encourage them to draw and list their ideas on flipcharts.
12. After the brainstorm, give each group 3 minutes to present. Encourage other participants to add suggestions onto the presentations.
13. After the presentations, hand out copies of Annex 3: Characteristics of a good school as defined by Raising Voices.
14. Ask participants to read the characteristics of a good school to themselves.
15. Ask participants if they want to add any additional characteristics for what a good PEAS school looks like. For example, perhaps they want to add that a good PEAS school is completely non-violent. Ask participants to write these additions on their Annex 3.

Activity 2 – 30 minutes

1. Ask school focal people to get into small groups only with other members of their school.
2. Give each group a flipchart paper and marker. Ask groups to draw a line down the middle of the flipchart and write 'Safe' on one side and 'Unsafe' on the other side.
3. Tell groups to list all of the characteristics that they think make their school safe for children on one side of the flipchart and all of the characteristics that they think make their school unsafe for children on the other side. Groups should use Annex 3 as a guide, but are free to have their own ideas.
4. After 20 minutes, tell groups to find another group to discuss what they think makes their schools safe and unsafe for children.
5. After 20 minutes of discussion, tell groups to keep their flipcharts in a safe place because they will be used to help set school goals and targets for improving child protection in the next day of training.

Conclusion – 5 minutes



1. Read the key message: A child-friendly school must have good teachers, a friendly learning environment and a good school administration. It is our duty to think about if PEAS schools are living up to the standards of a good school and make improvements where necessary.
2. Ask participants if they have any questions about the characteristics of a good, safe and child-friendly school and community.



Induction Training for School Focal People – Day 2

Day 2 Objectives:

- To understand the importance of considering the reason for a child's behaviour before administering discipline
- To appreciate how positive discipline corrects behaviour over the long-term
- To practice identifying the level of severity of child abuse cases
- To practice the appropriate investigation procedure of a child abuse case and how to create an investigation plan
- To become familiar with important tips for leading a child abuse investigation
- To practice creating a case plan for a child abuse case
- To practice creating a follow-up report for a child abuse case
- To become familiar with the statutory actors responsible for working on child abuse cases
- To become familiar with the referral network actors who might be involved in a child abuse case
- To practice having conversations with both types of actors to assist a child
- To identify which community actors can be engaged with work with schools to ensure child protection in the community
- To practice using strategies to work with communities to resolve potential child protection issues

Day 2, Session 1: Understanding Behaviour and Using Positive Discipline		2 hours
Materials:	Flipchart, markers	

Introduction – 10 minutes

1. Welcome participants to the second day of training and explain the objectives of the day.
2. Ask a participant to summarise the definition of corporal punishment and give some examples of corporal punishment. Ensure they mention the following:
 - Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.



3. Ask a few participants to recap why corporal punishment is damaging for children and how the negative effects can even continue to damage us as adults.

Activity 1 – 45 minutes

1. Ask a few participants to remind the group about the excuses that many adults give to justify the use of corporal punishment. Examples include:
 - Spare the rod; spoil the child. (kids who aren't beaten are spoilt)
 - You have to beat kids to control them.
 - Kids don't respect you unless you beat them.
 - I only beat kids as a last resort.
 - I only beat 'reasonably'.
 - Corporal punishment is easier to give than other forms of discipline. It is faster and less effort from the teacher/parent.
 - African children must be beaten. It is our culture.
 - I was beaten as a child...why shouldn't these children also be beaten?
2. Ask: **Are there any specific circumstances when corporal punishment is justified and necessary?**
3. Ask participants to give their ideas and, if they think corporal punishment is sometimes justified, what specific circumstances warrant its use. After the brief discussion, ensure it comes out clearly that there is NEVER an appropriate time to use corporal punishment.
4. Tell participants that corporal punishment is often the solution for many adults to supposedly correct the behaviour of children. However, corporal punishment fails to address the underlying reasons for misbehaviour. Corporal punishment only instils fear and motivates the child to avoid corporal punishment in the future, not necessarily to understand why their behaviour was wrong and how to fix it.
5. Ask: **Why do you think children misbehave?**
6. Allow a few participants to answer, then tell them the following answer:
 - Children have certain emotional needs that must be met in order for them to behave well. These needs are especially important in adolescence when children are transitioning into adulthood and facing a lot of confusing changes. According to Raising Voices, these needs are:
 - The need to belong to the group they find themselves a part of
 - The need to be accepted by people who matter the most to them
 - The need to feel emotionally and physically secure
 - The need to feel respected by their peers
 - Some issues, such as late-coming, might seem like bad behaviour but are actually outside of the child's control. It is important to find out why the child is acting the way they are before jumping straight into discipline. You might find that the child is a victim themselves and unable to avoid the 'bad behaviour'.
7. Ask: **What do you think are some of the internal and external root causes of bad behaviour?**



8. Allow several participants to answer. Some possible ideas include:
 - If the child is abused, they can act out and abuse others.
 - If a child does not have parents who teach them the right behaviours, they don't learn the appropriate way to act with others.
 - Emotional distress from any number of sources can cause misbehaviour.
 - Acting out to get attention if they feel neglected.
 - Acting out in inappropriate ways they have seen their families act.
 - Acting out because they have a lot of anger and confusion in their lives.
 - Children with learning disabilities, communication challenges or mental health issues can display behaviours that look inappropriate, but are largely outside of their control. These children should be diagnosed by a medical professional before assumptions about them are made.
9. Ask: **What can happen if you immediately beat a child for bad behaviour rather than finding out why the child is acting that way?**
10. Allow a few participants to answer. Ensure they mention the following:
 - You can create resentment from the child. They may continue to misbehave just to spite you.
 - You can create mistrust so that the child will never confide in you the real reason for their misbehaviour. This mistrust means the misbehaviour may never be resolved.
 - You can end up punishing a child for something that is beyond their control. This creates confusion and feelings of unfairness.
 - You can create children who only respond to the cane. They will have no incentive to behave well unless you are there to police them. They will not have any internal motivation to behave well.
 - You can stifle imagination, creativity and problem-solving abilities if the child is afraid of being beaten for getting an answer wrong or not performing exactly the way you expected.
11. Explain this simple metaphor to participants to help them understand why corporal punishment does not work:
 - Caning a child is like putting a plaster on top of a heavily bleeding wound. The plaster might temporarily solve the problem and stop the bleeding (stop the bad behaviour)...but it will not help to heal the underlying reason for the bleeding. If you only cane a child rather than talking to them about their misbehaviour and trying to uncover why they are acting out, the bleeding will never stop and you will be constantly 'plastering over' the problem by caning. In the long-term, the child will not be helped and will actually be hurt even more, and you will be frustrated and tired from attempting to discipline and failing to get results.
12. Tell participants that understanding the reasons behind bad behaviour and working with the child using positive discipline can help to correct the behaviour permanently, rather than just temporarily beating the bad behaviour out of the child using corporal punishment. It is



important to always try to uncover the reason behind the bad behaviour by talking to the child about their behaviour. If you determine that the behaviour was within the control of the child and they must receive discipline, using positive discipline is much more effective.

Activity 2 – 30 minutes

1. Ask participants to remind the group about the definition of positive discipline. Ensure participants mention the following:
 - Positive discipline means guiding children to adopt good behaviour when they break the rules by using non-violent punishments.
2. Ask participants if they remember the 4 different types of positive discipline. Ensure participants mention the following and give a few examples of each. Use the Positive Discipline poster to help support their answers.
 - Reflection
 - Reparation
 - Penalty
 - Last resort
3. Tell participants that they are going to practice identifying the underlying reason behind bad behaviour in some scenarios and determining some possible options for positive discipline, if necessary.
4. Read each of the following scenarios aloud. After each scenario, ask:
 - **What is the reason behind the bad behaviour?**
5. After deciding the root cause of the bad behaviour, ask participants to consider:
 - **If the bad behaviour requires discipline, what form of positive discipline (reflection, reparation, penalty or last resort) can be used to help the child understand his/her mistakes and reform?**
 - **If the behaviour is outside of the child's control, what can be done to help them?**

Scenario 1

John gets beaten by his father and mother at home frequently. At school, John takes his anger out on younger children and often bullies and beats them up.

Scenario 2

Martha often comes to school late because she has a long way to walk and her mother asks her to fetch water and firewood before school each morning. Sometimes this takes a long time because firewood is difficult to find and there are often long lines at the community well.

Scenario 3

Greta is very quiet in class. Her teacher gets frustrated by her because she never raises her hand to answer questions and she often answers wrongly when called on. The other students laugh at her when



this happens. What no one knows is that Greta used to be caned at her old school for answering questions wrong.

Scenario 4

Susan and her friends tease Joyce, another girl in their class, for wearing old, tattered shoes. Susan's family is relatively poor and cannot afford good clothes either, but no one seems to notice because all of the attention is on Joyce.

Scenario 5

James was misbehaving in class by throwing paper airplanes around the room, so the teacher asked him to stay after school to help sweep the floor. After school, James was nowhere to be found. The next day, the teacher was furious that James disobeyed him and wanted to punish James further. James wanted to explain that he would be beaten by his father if he did not return home immediately after school to help with the livestock.

6. After discussing each scenario together, ask participants if they have any other examples of children who misbehaved and what the real underlying reason behind the behaviour was. Discuss the importance of getting to the root cause of the behaviour before administering any punishments.

Activity 3 – 25 minutes

1. Ask participants to get into groups with school focal people from different schools. As a small group, participants should think of a list of possible positive discipline strategies they can encourage the teachers in their schools to use.
 - Participants should think creatively and also draw on their experience to think of as many positive discipline strategies as possible.
 - Participants should sort their discipline ideas into the four categories: reflection, reparation, penalty and last resort.
2. After 30 minutes, ask groups to share their ideas for each of the 4 positive discipline categories with the whole group. Encourage all participants to write down other groups' ideas so that they can return to their school later with a 'bank' of positive discipline strategies to train their teachers how to use.

Conclusion – 10 minutes

1. Read the key message: Corporal punishment is damaging for children and ultimately ineffective for achieving long-term behavioural improvements. It is important to always talk to the child and find out the underlying reason for their bad behaviour and if their behaviour is even within their control. If it is within their control, using positive discipline can help correct the behaviour



permanently because the child will understand what he/she is doing wrong and what appropriate behaviour is expected instead.

2. Ask participants if they have any other questions about the importance of uncovering the underlying reason for bad behaviour and using positive discipline strategies instead of corporal punishment.

Day 2, Session 2: Identifying and Investigating Child Abuse Cases		2 hours
Materials:	1 copy of the Investigation and Case Management Procedures Handbook for each participant, flip charts and markers	

Introduction – 45 minutes

1. Give each participant a copy of the Investigation and Case Management Procedures Handbook.
2. Tell participants to turn to the table on page 6 which shows the classification of abuse cases into Levels 1-5.
3. Review each of the 5 levels of child abuse cases and answer any questions participants may have about the differences with the classification of the levels.
4. Ask: **True or False: We classify child abuse cases into levels so that we know which cases are OK to ignore. For example, it is OK to ignore a Level 1 child abuse case since it is not so severe, but it not OK to ignore a Level 5 case.**
 - False. It is imperative to investigate EVERY child abuse case, regardless of the suspected level of severity. No suspected case of abuse should ever be ignored. We classify child abuse cases into levels so that we know which outside actors to involve such as reporting criminal cases to the police. Classifying into levels also helps us to know which PEAS staff should be involved in the investigation. For example, some more minor cases can be handled by the Head Teacher alone while very serious cases must involve PEAS staff at the national level.
5. Tell participants that Head Teachers will be primarily responsible for investigating Level 1 cases with help from the Regional Education Officers, as needed. Level 2 cases will require more input from the Regional Education Officers to help Head Teachers investigate. Level 3, 4 and 5 cases will require input from Head Teachers, but will be led by the PEAS team at regional, national and international offices.
6. Ask participants to read through the rest of the Investigation and Case Management Procedures Handbook.
 - If participants have never read this Handbook before, ask participants to divide into pairs and spend a decent amount of time reading through this handbook together. Then



go over each section as a whole group to ensure participants are familiar with each section.

- If participants are already familiar with this Handbook, take them through each section briefly to ensure they understand the 7-step approach to case management and how Level 3-5 child abuse cases have specific step-by-step instructions for what Head Teachers, Regional Education Officers and the Child Protection Lead must do to investigate child abuse cases.
7. Answer any questions participants may have about the Investigation and Case Management Procedures Handbook at this time.

Activity 1 – 65 minutes

1. Tell participants that they are going to listen to some scenarios and practice classifying child abuse scenarios into Levels 1-5.
2. Read each of the following scenarios aloud. After each scenario, discuss how this case would be classified from Level 1 to 5.

Scenarios:

Scenario 1: A 16 year old girl and a 17 year old boy student were reported by a teacher to be in a sexual relationship.

- Answer: This is a Level 3 case.

Scenario 2: A student anonymously reported that the school matron beats girls as a form of punishment for not being obedient.

- Answer: This is a Level 3 case.

Scenario 3: A head teacher reported a case of a child who bullies other students regularly. He suspects this behaviour is a result of the girl being beaten at home by her father.

- Answer: This is a Level 1 case.

Scenario 4: There are rumours that a male teacher sexually harasses multiple girls in his class to have sex with him in order to get good grades. The rumour is that some girls agree and others refuse.

- Answer: This is a Level 4 case.

Scenario 5: Concerned parents reported to the Head Teacher that male builders sexually harass and intimidate their girl children on the way to school every day.

- Answer: This is a Level 2 case.

Scenario 6: A teacher reported that the Head Teacher at her school denies lunch to those students who misbehave when they do not reform after repeated attempts with positive discipline strategies.



- Answer: This is a Level 4 case.

Scenario 7: A 14 year old boy is constantly bullied by fellow male students. Although all teachers see this happening, none want to get involved because the group of boys who bully him are intimidating and disrespectful. The boy reports his problem to the Head Teacher and the Senior Male Teacher but they laugh at him and tell him to grow a tougher skin. The boy becomes depressed over time and eventually commits suicide.

- Answer: This is a Level 5 case.

3. Ask participants if they have any questions about how to classify child abuse cases into levels.
4. Ask: **If you are unsure about how to correctly classify a child abuse case, what should you do?**
5. Allow a few participants to answer. Ensure they mention:
 - You can always ask for help on child abuse classification from members of the regional team or from School Focal People at your school or other PEAS schools. Child Protection is a group effort from everyone at PEAS, so don't be shy to ask questions where you are not sure what to do.
6. Ask: **What kind of characteristics do you think it is important for an investigator of child abuse cases to have?**
7. Take participants' ideas and create a master list of characteristics for investigators. Ensure participants mention:
 - **Take a child-centred approach.** Talk to the child with dignity and respect and always take the default position that the child should be believed.
 - **Remain impartial** when interviewing witnesses or the alleged perpetrator. Do not reveal what you personally think about the situation. Simply ask questions and record answers. You will be able to conclude your thoughts later in a confidential report.
 - **Be confident and unintimidated.** When you are investigating, you are performing an important role for PEAS. You have the support of PEAS and you are acting on your mandate to investigate.
 - **Leave no stone unturned.** You may need to collect witness testimony as well as physical evidence to build a strong case to support the child survivor's account. This may require you to think creatively and 'outside the box' to collect information and evidence that is not immediately obvious.
 - **Be persistent and skeptical.** While investigating, you might encounter people who are trying to hamper your investigation for various reasons. Don't take everything someone tells you as fact – investigate for yourself and discover the truth on your own. Be persistent and continue to investigate even if some people are not cooperative with you.
 - **Be collaborative.** You might need to solicit help from other School Focal people or PEAS staff at the regional or national offices. Remember to always keep children's information confidential, but do not hesitate to collaborate with others to ensure a child protection case is managed well to conclusion.



Conclusion – 10 minutes

1. Read the key message: It is important to know how to classify child abuse cases into Level 1-5 so School Focal People can identify which cases they can investigate and resolve on their own and which require input from PEAS regional, national and international staff.
2. Ask participants if they have any questions about classifying child abuse into the 5 levels or tips for investigators.

Day 2, Session 3: Case Management		2 hours
Materials:	1 copy of the Investigation and Case Management Procedures Handbook for each participant, flip charts and markers	

Introduction – 20 minutes

1. Ask participants to turn to page 16 of the Investigation and Case Management Procedures Handbook and read about the process for developing a case plan for child abuse cases.
2. Ask: **What do you think is the importance of creating a case plan for a child abuse case?**
3. Allow a few participants to answer. Ensure they mention the following:
 - Creating a case plan ensures there is a record of what needs to be done to manage the case and ensure the child receives help. It holds people accountable and gives a clear way forward for the case.
4. Ask: **Does anyone have experience creating a case plan for child abuse cases? What was successful? What was challenging?**
5. Tell participants that it is important for them to know how to create a comprehensive case plan for child abuse cases since Head Teachers and other School Focal People will have responsibilities in managing child abuse cases.
6. Ask: **Which types of statutory actors might need to be included in a child abuse case plan?**
 - If participants are unfamiliar with the word 'statutory', explain that this means that these people are required to intervene in child protection cases. It is part of their job descriptions to protect children.
 - Ensure participants name the following statutory actors in child protection:
 - Community Development Officer (CDO)
 - Probation Officer
 - Child Protection Unit of the police
 - Courts of law (public defenders and judges)
7. Ask: **How should you determine which of these statutory actors should be involved in the case?**



8. Allow a few participants to answer. Ensure they mention the following:
 - Determining which statutory actors to involve will depend on the nature of the case including the type of abuse and the level of abuse (from Level 1-5).
9. Ask: **Which types of referral services might need to be included in a child abuse case plan?**
 - If participants are unfamiliar with the words 'referral services', explain that these are any services the child survivor might want to access in order to heal, get healthy and/or seek justice for their abuse.
 - Ensure participants name the following referral services related to child protection:
 - Medical services (physical examinations, blood testing, medication provision, reproductive health services, physical therapy, etc.)
 - Psychosocial support (counselling)
 - Legal services (lawyer)
 - Alternative care (foster home, adoption, etc.)
10. Ask: **Are referral network services also determined by the level of the child abuse case?**
11. Allow a few participants to answer. Ensure they mention the following:
 - No. A child should be able to access any referral services he/she needs, regardless of the level of the case. For example, a child who has experienced a relatively minor Level 1 abuse and one who has experienced severe trauma from a Level 4 abuse might both feel that they want to receive psychosocial support. This is OK and the child's wishes should be honored. Children should be given any referral network services that they feel will help them to heal and/or seek justice.

Activity 1 – 50 minutes

1. Divide participants into pairs. Ask each person in the pair to copy Part 3: Case Planning and Follow-Up Form from the Incident Reporting Form.
2. Tell participants that they will work together in pairs to create initial case plans for example child abuse cases.
3. Write the following scenarios on a flipchart. Tell pairs to choose one child abuse case scenario and create a case plan for it. Pairs should focus on creating at least one comprehensive case plan, but can create more if time allows.
 - a) A 15 year old girl reported that her adult cousin routinely sexually abuses her whenever she goes home for a school holiday. She is suffering from nightmares, has difficulty forming relationships and has low self-esteem.
 - b) A teacher discovers that two students are involved in a sexual relationship. The girl tests positive for pregnancy and alleges that the boy forced her into it.
 - c) A group of teachers are involved in using corporal punishment on several students including both serious physical punishment (severe whipping/caning) and verbal abuse. At least one male student has suffered painful injuries.



- d) The night guardsman was found to be having sex with a female student in exchange for gifts. After some investigation, it was discovered that he has this arrangement with at least 5 different girls at the school and at least one other teacher is aware of it.
4. Give pairs 15 minutes to develop their case plan.
 5. After pairs have created their case plans, ask each pair to present which scenario they chose and the case plan they created. Ask other pairs who chose the same scenario to share what was similar or different from the case plan they created.
 6. Then ask the whole group:
 - **What do you think was good about this case plan?**
 - **What do you think should be improved in this case plan? Did they miss out on including any important statutory or referral network actors?**
 7. Repeat this process until all pairs have had a chance to share their case plans.
 8. Ask: **What do you think is an important part of case plan development to ensure the case plan is comprehensive and child-centred?**
 9. Allow a few participants to answer. Ensure they mention the following:
 - It is important to involve the child survivor in the development of the case plan. This might include asking the child what kind of assistance they need (medical, psychosocial, legal, etc.) as well as informing the child about the final case plan so they know what to expect from you and the other actors involved in their case plan. It is important to involve the child and ensure they feel comfortable with the case plan and well-supported in all ways that they require.

Activity 2 – 40 minutes

1. Tell pairs that creating an initial case plan is only the first part of child abuse case management. The next important part is for the responsible people to follow through with the case plan and then monitor that the case plan is being executed on time and in a proper manner. This might require follow-up from the Head Teacher or PEAS staff like the Education Officers and/or the Regional Programme Manager and Child Protection Lead.
2. Ask participants to turn to page 18 of the Investigation and Case Management Procedures Handbook and read about the process for case plan follow up and review.
3. Ask: **What do you think is the importance of monitoring a case plan?**
4. Allow a few participants to answer. Ensure they mention the following:
 - It is important to monitor that all responsible actors are following the case plan to ensure the child has been helped and that perpetrators are brought to justice.
5. Divide participants into pairs again.
6. Tell participants that they will work together in pairs to create follow-up reports for the same scenarios they worked with before.
7. Write the circumstances of the scenarios after 3 months on a flipchart. Tell pairs to choose the follow-up which corresponds to the scenario they created an initial case plan for.



- a) It is almost the next school holiday time. The 15 year old girl is planning to go home, but the cousin who routinely abuses her has not been removed from the home. The girl has been doing better with psychosocial support and she has less nightmares, but she is very worried about having to go back to live near her abuser.
 - b) The girl has left school to have her baby and is not sure if her parents will allow her to come back. The boy was taken to police for rape, but he was able to bribe for his freedom. He has since disappeared and is not involved in the girl or her baby's life.
 - c) The teachers were suspended from school and eventually fired. Their case is now being processed by the police. All affected students are receiving psychosocial support and the boy with the painful injuries has been taken to the doctor.
 - d) The night guardsman was taken to police but he managed to escape. There have been reports that he is still nearby in the next village. One child survivor girl has dropped out of school, but it is not clear why. Other child survivor girls have received counselling and seem to be integrating into school well. The teacher who was aware of the abuse was fired but one of the child survivor girls recently reported that the teacher has been harassing her and blaming her for him losing his job.
8. Ask pairs to review the case plan they created in the last session (Part 3 of the Incident Reporting Form) and discuss what still needs to be done to achieve all case plan objectives.
 9. Give pairs at 5 minutes to review their case plan.
 10. After pairs have reviewed their case plan, ask each pair to present how they will follow-up the case (or not). Ask other pairs who chose the same scenario to share what was similar or different from the way they would follow-up the case.
 11. Then ask the whole group:
 - **What do you think was good about this follow-up?**
 - **What do you think should be improved in this follow-up?**
 - **Does this case need to be followed-up more or can it be closed? Why?**
 12. Repeat this process until all pairs have had a chance to share their follow-ups.

Conclusion – 10 minutes

1. Read the key message: After a child abuse case has been identified and investigated, it is important to manage the case to ensure the child is safe, away from their abuser and receiving help. School Focal People should be familiar with case plan development and follow-up to help the child to be healthy and happy.
2. Ask participants if they have any questions about creating initial case plans and following-up child abuse cases.

Day 2, Session 4: Working with Statutory Actors		1 hour 30 min
Materials:	Flipcharts, markers	



Introduction – 20 minutes

1. Tell participants that creating the initial case plan and following it up to ensure healing and justice for the child survivor are sometimes two very different things.
2. Ask: **What challenges do you think you might encounter when following through with a child abuse case plan?**
3. Allow a few participants to answer. Example answers might include:
 - Statutory actors might be difficult to work with and might ask for bribes to do their jobs.
 - Statutory actors might accept bribes from the perpetrator and inhibit justice from being served.
 - Referral network actors such as medical facilities might be too expensive or too far away for child survivors to access.
 - Psychosocial support might not be available and mental health is often stigmatised in Uganda.
 - Parents might not be cooperative and might hamper efforts to keep the child safe.
 - The child might be uncooperative or too embarrassed/ashamed to follow through with the case plan.
4. Tell participants that while statutory and referral network actors might be difficult to work with sometimes, it is important to always try and push for the case plan to be followed through successfully so that the child is safe and receives justice.
5. Tell participants that one of their important roles as School Focal People is to work with the statutory child protection structures and referral services available when child abuse cases are reported.
 - It is important that School Focal People know which CP structures and referral services exist to help them handle child abuse cases and that they have the contacts of the necessary actors/locations on hand in case they are needed.
 - It is important that they are comfortable following up with statutory actors like the police, CDO and probation officer. If they need help, they can always reach out to the Regional Education Officers for help liaising with the statutory actors.
6. Ask participants if they have any examples of child protection issues that have happened in their school communities and how the PEAS staff at school, regional or national levels worked with the statutory actors and/or referral service actors to report, investigate and respond to the case.

Activity 1 – 60 minutes

1. Divide participants into small groups. Ask groups to choose one of the case plans which a group member created in the previous activity to address one of the following scenarios:
 - A 15 year old girl reported that her adult cousin routinely sexually abuses her whenever she goes home for a school holiday.



- A teacher discovers that two students are involved in a sexual relationship. The girl tests positive for pregnancy and alleges that the boy forced her into it.
 - A group of teachers are involved in using corporal punishment on several students including both serious physical punishment (severe whipping/caning) and verbal abuse. At least one student has suffered painful injuries.
 - The night guardsman was found to be having sex with a female student in exchange for gifts. After some investigation, it was discovered that he has this arrangement with at least 5 different girls at the school and at least one other teacher is aware of it.
2. Tell groups to examine the case plan and determine which statutory actors and referral network actors must be engaged. Then, create a role play which demonstrates how to engage some of these actors. They should think about the following for the role play:
 - **How would the statutory actors be best engaged? What would an initial conversation sound like? What kinds of agreements would be made? What challenges would you need to overcome?**
 - **Which referral network actors would need to be involved and how would they best be engaged? What would you ask them to do? What challenges would you have to overcome?**
 - **How will these conversations be handled so that there is always a child-centred approach?**
 3. Tell participants to ensure their role plays demonstrate confident, clear communication when working with the statutory actors and the referral network actors.
 4. Give groups up to 20 minutes to plan their role plays.
 5. After groups have prepared, ask each small group to perform their role play in front of the whole group. After each group presents their role play, ask:
 - **What did the School Focal People do well while working with statutory actors and referral network actors?**
 - **Did they face any problems? If so, how were these problems resolved?**
 - **Were there any statutory actors or referral network actors who should have been involved but were not?**
 - **What recommendations do you have for the characters in this role play to strengthen their skills of working with statutory and referral network actors?**

Conclusion – 10 minutes

1. Read the key message: During case management and follow-up it may be necessary for School Focal People to interact with statutory actors and referral network actors in order to help a child who has suffered from abuse. It is important that PEAS staff have contacts of important Child Protection actors and have confidence interacting with them.
2. Ask participants if they have any questions about how to practically engage with statutory actors or referral network actors to ensure child abuse cases are reported, investigated, responded to and managed efficiently and completely.



Day 2, Session 5: Working with the Community		1 hours 30 min
Materials:	Flipcharts, markers	

Introduction – 20 minutes

1. Tell participants that maintaining good relationships between the school and the local community are extremely important for ensuring the safety of PEAS students. As such, School Focal People have a duty to create and maintain a good relationship with the local community so that there can be collaboration when child protection issues arise.
2. Ask: **Which community actors might be involved in Child Protection?**
3. Allow a few participants to answer. Ensure they mention:
 - Local leaders like LC1
 - Religious or social leaders
 - Parents or other community members
 - Other schools
 - NGOs or Community-based organisations (CBOs)
 - Health workers
 - Statutory actors such as police, Probation Officers, Social Welfare Officers and Community Development Officers
4. Hang 3 flipcharts around the room. Each flipchart should have one of the following titles:
 - Awareness
 - Prevention
 - Response
5. Divide participants into 3 groups and assign each group to one of the flipcharts. Tell groups to brainstorm how schools can engage with the community in respect to their element of child protection. For example:
 - How can the school engage with the community to **raise awareness** about child protection? What can the PEAS regional team do to support this?
 - How can the school engage with the community to **prevent child abuse**? What can the PEAS regional team do to support this?
 - How can the school engage with the community to **respond to cases of child abuse**? What can the PEAS regional team do to support this?
6. After 5 minutes, ask a member of each group to read out the ideas on their flipchart. Discuss the best ideas on each flipchart as a whole group.

Activity 1 – 60 minutes

1. Divide participants into 6 groups.



2. Assign each group 1 of the following scenarios. For each scenario, groups should think about how the school can engage the community to help resolve the child protection issue.

Scenario 1

A group of girls is sexually harassed by road workers on their way to school each day. They have reported their ordeal to the Head Teacher. How can the school work with the community to resolve this problem?

Scenario 2

Henry's father is an alcoholic. Community members always see him at the local bar and stumbling down the street at all hours of the day. Whenever he is at home, he beats Henry until he can barely walk. Henry confides in a member of the PTA about his situation. How can the school work with the community to protect Henry?

Scenario 3

The Board of Governors is concerned about the cleanliness of the school. Community members are allowed to use the borehole, but they often leave it littered with rubbish and there is sometimes faeces found nearby after community members access it. What can be done to make the school safe for children while still maintaining community relations?

Scenario 4

John and Ali are brothers. Their mother owns a bar and during the holiday she tasks them with making local brew for her customers. One day, the brothers decided to taste the alcohol and invited their friends from school to taste it too. How can the school involve the community to resolve this hazard?

Scenario 5

Mary was in a relationship with a boda man who impregnated her. Rather than report the boda man to police for raping their 15 year old daughter, her parents want to accept money from him to compensate for impregnating their daughter. How can the school involve the community in this issue?

Scenario 6

A local man has raped several young girls. One parent has taken him to police and demanded that he be jailed until his trial. The man managed to bribe the police to get out of jail. Many of the parents are furious and want justice for their daughters but they are not sure what to do. How can the school help the community in this situation?

3. After 15 minutes, ask one group to share their ideas for involving the community to resolve the child protection issue. Example ideas include:
 - Educating the community about their roles and responsibilities



- Helping community members to understand their rights and help them demand for accountability from statutory actors
 - Bringing some parents to school to take part in a community council to deal with child protection issues
 - Helping to find parents who are willing to foster children in danger temporarily
4. After the group has shared their ideas, allow other groups to give feedback or contribute new solutions for the problem.
 5. Continue in this way until all 6 groups have had a chance to share and receive feedback.
 6. Bring up the practice of corporal punishment and how it is very common in our students' homes.
 - Ask: **What would you say to a parent who uses corporal punishment?**
 7. Allow a few participants to share their ideas. Emphasize the importance of discussing the damaging effects of corporal punishment, how it is not effective in the long-term because it does not address the root cause of bad behaviour and how positive discipline is a better and more productive alternative.

Conclusion – 10 minutes

1. Read the key message: School Focal People have a duty to work with their surrounding communities. Schools need the support of their communities to help keep children safe and resolve Child Protection issues when they arise. It is important to create and maintain a good relationship for the benefit of PEAS students.
2. Ask participants if they have any questions about helping schools work with community members to improve child protection in the community.

Day 2, Session 6: Creating School Plans for Improving Child Protection		1 hour 30 min
Materials:	Flipcharts, markers	

Introduction – 10 minutes

1. Thank participants for their hard work over the past two days of training.
2. Ask a few volunteers to share something they learned about child protection and keeping PEAS students safe.
3. Allow a few volunteers to reflect about what they learned during the training.

Activity 1 – 15 minutes



1. Ask participants to get into groups with the other teachers that work at their school. Give each group several pieces of flipchart paper and markers.
2. Tell groups that they are going to think together as a school unit about what they have learned about child protection during the training and create a School Improvement plan for improving their school's Child Protection situation. They will use this plan to improve their school over the next year.
3. Tell groups to choose 3 issues related to Child Protection that they want their School Improvement Plan to address. These can be based on the 'unsafe school characteristics' they identified in an earlier session.
4. Give groups 5 minutes to discuss and brainstorm. After 5 minutes, ask groups to share their issues. Example Child Protection issues can include:
 - Preventing corporal punishment in students' homes
 - Using positive discipline at school
 - Reporting and handling corporal punishment at school
 - Protecting girls from pressure from men
 - Ensuring students are aware of and able to exercise their rights
 - Ensuring the school compound and facilities are safe for students

Activity 2 – 15 minutes

1. Tell groups that they are going to create SMART goals for each of their Child Protection issues.
2. Write SMART on a flipchart.
3. Ask: **Does anyone know what SMART stands for when setting goals?**
4. Allow participants to answer. Ensure they mention:
 - A goal must be SMART. That means it is:
 - S – Specific – The goal should be as clear and specific as possible.
 - M – Measurable – You have a way of telling if the goal has been achieved or not.
 - A – Attainable – The goal should be possible and realistic to achieve.
 - R – Relevant – The goal should be applicable for your context.
 - T – Time bound – The goal should have a specific beginning and ending time period.
5. Give participants the following examples of SMART goals for Child Protection. Discuss what makes these goals SMART if participants are unsure.
 - All students at our school will understand the difference between corporal punishment and positive discipline by the end of Term 1.
 - All girl students will feel comfortable when walking to and from school by the beginning of Term 2. Girls will report to the Head Girl or the Senior Woman Teacher if they ever feel uncomfortable inside or outside of school.
 - Parents and the community will be more aware about the damaging effect of corporal punishment and start to change their attitude about it by the end of the school year.



6. Tell participants that they should set 1 SMART goal for each of their 3 chosen Child Protection issues.
7. After 10 minutes, ask each group to share one of their SMART goals for Child Protection. Allow other groups to give positive and critical feedback to them about their goal.

Activity 3 – 15 minutes

1. Tell groups that setting goals is a great first start towards improving Child Protection in their schools and communities, but it is also important to make sure each goal is measurable and school stakeholders are being held accountable for working towards the goal. To ensure this, we must create **indicators** for each goal.
2. Ask participants if they know about **indicators** and if they can explain what it means.
3. Allow a few participants to answer. Ensure they explain:
 - An indicator is the way we measure if we are achieving a goal. Indicators help us monitor if we are doing what we said we would do.
4. Write the following on a flipchart:
 - **Goal:** All students at our school will understand the difference between corporal punishment and positive discipline by the end of Term 1
 - **Indicator 1:** 100% of students can verbally explain the difference between corporal punishment and positive discipline by the end of Term 1
 - **Indicator 2:** 100% of teachers report that their students know the difference between corporal punishment and positive discipline by the end of Term 1
 - **Indicator 3:** 100% of students can correctly list at least 3 examples of positive discipline and 3 examples of corporal punishment
5. Ask participants what they notice about the indicators for this goal. Ensure they mention:
 - The indicators are **specific**. They use percentages and numbers to say how many students can explain and how many teachers report.
 - They **don't explain the specific activities** that will be done to achieve these indicators. (That will come later when groups assign specific tasks or activities to work toward achieving the goals).
 - There are **only 3 indicators** for this goal. Each Child Protection goal should have no more than 2 or 3 indicators - otherwise it becomes a lot to measure.
6. Tell participants that they don't have to worry about setting indicators at 100%. Some goals will be a work in progress over many years. For example, it might take several years of talking to parents and the community about the damaging effect of corporal punishment until 100% of parents and community members reject corporal punishment. It is OK to start out with only 20% of parents who pledge to ban corporal punishment in their homes. Progress is what matters with many difficult culture practices.
7. Ask if participants have any other questions about setting indicators for their Child Protection goals.



8. Allow participants to create 1-3 indicators for each of their 3 Child Protection goals. Walk around the room as they are working to ensure they understand how to set appropriate indicators.
9. After 10 minutes, ask groups to find another group and give feedback on their indicators. Groups should ensure their partner group:
 - Has cited specific numbers or percentages in their indicators
 - Explained who or what is going to be measured in each indicator
 - Created indicators that School Focal People/teachers can measure on their own to track progress
 - Set indicators that are realistic and achievable. For example, 100% of parents rejecting corporal punishment is probably unrealistic in one year.

Activity 4 – 30 minutes

1. Tell groups that they are now going to create a Child Protection activity plan for their school. The activity plan should include activities that work towards achieving each of their 3 Child Protection goals for the next year. The activity plan can include:
 - **Activities that spread information**, such as holding school assemblies and teacher meetings
 - **Activities that get people involved**, such as holding a fun awareness day with parents invited
 - **Activities that take action**, such as reaching out to other actors in Child Protection or reaching out to form a Child Protection committee in the local community
 - **Activities that monitor progress on the indicators**, such as administering a quiz, taking a survey or doing an observation
2. Ask groups if they have any questions about what they should include in their Child Protection School activity plan.
3. Allow groups to work on their activity plans for 15 minutes. After 15 minutes, tell groups to walk around and look at other groups' plans.
4. Give groups another 10 minutes to finish their activity plans. If they picked any good ideas from the other groups' plans, encourage them to incorporate them into their own.
5. Finally, ask groups to create a final version of their work on fresh flipcharts. The final version should include:
 - Their 3 Child Protection goals
 - The indicators that will measure each goal
 - The overall Child Protection activity plan that they will use to start working towards their goals
6. After 10 minutes, walk around and take a picture of each group's final versions.

Conclusion – 5 minutes



1. Explain how the PEAS regional team will be monitoring schools over the next year and holding them accountable for executing their Child Protection activity plan and working toward their goals.
2. Ask participants if they have any question about setting goals, creating indicators or making activity plans for Child Protection.



Continuous Professional Development (CPD) for Teachers

CPD 1: Psychological Effects of Corporal Punishment		2 hours
Objective:	<ul style="list-style-type: none">To define corporal punishment and understand the long-term negative consequences of using it to discipline childrenTo understand the basis of PEAS' policy for banning corporal punishment and the promotion of positive discipline	
Materials:	Flipcharts, markers, masking tape, Positive Discipline poster	

Introduction – 35 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Tell participants to get into a comfortable position and close their eyes.
3. Ask participants to raise their hands if they think corporal punishment has had a lasting effect on them into adulthood.
4. Count the number of people who raised their hands and write down the number but don't share it yet.
5. Ask participants to keep their eyes closed and imagine that they are children again.
6. Read each of the following statements aloud slowly. Take breaks in between reading each statement so participants have a chance to imagine and think.
 - Think about yourself as a child. You might be in primary school or in secondary school.
 - Think about what it felt like to walk around your school compound.
 - Think about the classes you went to, the people you talked to and the teachers you had.
 - Think about what it felt like to be at home as a child.
 - Think about the things you did with your family, the chores you did and the events you went to.
 - Now, think about a time that corporal punishment was used on you.
 - What kind of punishment was it? Who used corporal punishment on you? What did you do to deserve it?
 - How did you feel before it happened? How did you feel during the punishment? How did you feel afterwards?
 - Did the punishment hurt you physically or emotionally or both?
 - How did you feel about the person punishing you afterwards? How did you feel about yourself?
7. Ask participants to open their eyes.
8. Ask a few volunteers to share what they thought about during this visioning exercise. Do not force anyone to share, but allow those who are willing to share their experiences.
9. Ask participants to turn to a partner and think about how to define 'corporal punishment'.
10. After 3 minutes, share the PEAS definition of corporal punishment:

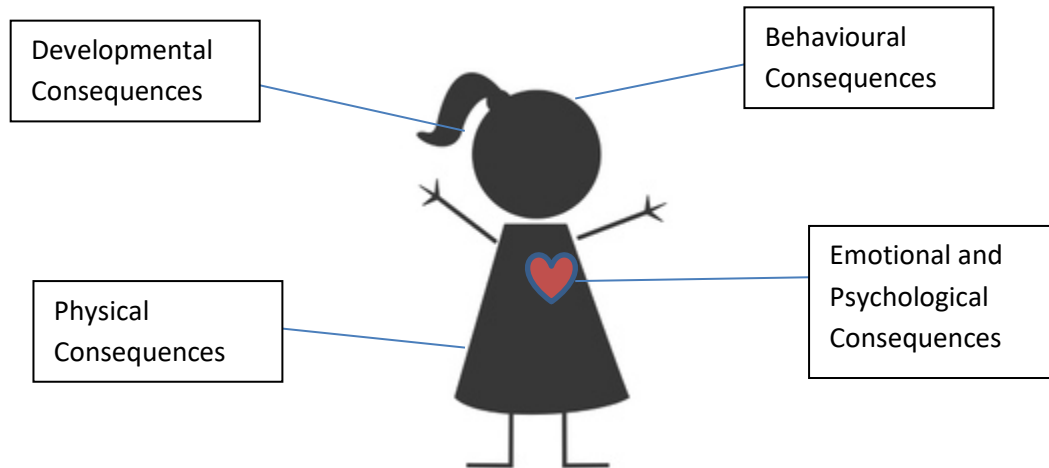


- Corporal punishment is a form of physical abuse that includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.
11. Tell participants that corporal punishment:
 - Often involves hitting (smacking, slapping, spanking) children with the hand or with an implement—whip, stick, belt, shoe, wooden spoon, etc.
 - But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices or chemicals).
 - In addition, there are other non-physical forms of punishment which are also cruel and degrading.
 - These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
 12. Tell them the total number of people who raised their hands at the beginning because they thought corporal punishment has had a lasting impact on them.
 - It is likely that not all people raised their hands, but this exercise should show that almost everyone can remember at least one time when corporal punishment was used on them.
 13. Ask: **If corporal punishment did not have a lasting impact on us, would we still remember the details about what happened, why it happened and how we felt?**
 14. Divide participants into small groups. Ask groups to discuss the following:
 - How do you think physical corporal punishment has affected you into adulthood?
 - How do you think emotional corporal punishment has affected you into adulthood?
 15. Ask: **How do adults justify using corporal punishment?**
 16. Request a few participants to answer. Example answers include:
 - Spare the rod; spoil the child. (kids who aren’t beaten are spoilt)
 - You have to beat kids to control them.
 - Kids don’t respect you unless you beat them.
 - I only beat kids as a last resort.
 - I only beat ‘reasonably’.
 - Corporal punishment is easier to give than other forms of discipline. It is faster and less effort from the teacher/parent.
 - African children must be beaten. It is our culture.
 - I was beaten as a child...why shouldn’t these children also be beaten?
 16. Explain that these statements are not true and they don’t justify the harm caused. They are often beliefs that are passed on from generation to generation, but the harm caused by corporal punishment is severe and must be recognised.

Activity 1 – 40 minutes



1. Divide participants into small groups and give each group a flipchart paper and marker.
2. Tell participants to draw a picture of a child on their flipchart like the one below:



3. Tell groups to think of the possible physical, emotional/psychological, behavioural and developmental consequences for using corporal punishment on a child and list them on their picture.
4. After 15 minutes, ask groups to share their lists. The following are examples of potential consequences:
 - Physical consequences
 - Painful injuries
 - Costly injuries which require medical attention
 - Permanent deformation (blindness, deformed bones, broken teeth, etc.)
 - Brain damage
 - Death
 - Emotional and psychological consequences
 - Anger and aggression
 - Shame and humiliation
 - Low/damaged self-esteem
 - Low self-respect
 - Depression and hopelessness
 - Fear or anxiety about going home or to school
 - Behavioural consequences
 - Bullying and beating other children (especially younger or smaller children)
 - Inability to concentrate
 - Acting out at school/misbehaving in the classroom
 - Developmental consequences
 - Children may become withdrawn and fearful
 - Difficulty socialising
 - Fear of communicating with adults

- Learning challenges
 - Difficulty forming healthy relationships for fear of rejection, humiliation or violence
5. Tell participants that corporal punishment is banned in all schools in Uganda by the government (Ministry of Education) and PEAS strictly upholds this ban in all PEAS schools.
 6. Ask a participant to share the PEAS policy on corporal punishment. Ensure they mention:
 - No corporal punishment is tolerated in PEAS schools. This includes ANY harsh physical punishments or assault, verbal or emotional abuse and degrading punishments.
 - Any staff member – office staff, school focal people, teachers, school support staff, construction staff, etc. – found to be using corporal punishment will be immediately dismissed and charges brought against them.
 7. Ask: **Why do you think it is important for PEAS to have such a strict policy when it comes to corporal punishment? Why can't people who use corporal punishment once be given a second chance?**
 8. Allow a few participants to answer. Ensure they mention the following:
 - PEAS has a zero tolerance policy for corporal punishment. In order to create a safe environment for children to learn, all corporal punishment must be banned and the policy must be strictly enforced – no exceptions or second chances.
 - Having a strict policy means students are safer and corporal punishment is a rare occurrence since staff members know that there is no tolerance for it.

Activity 2 – 35 minutes

1. Tell participants that instead of using corporal punishment, PEAS encourages the use of positive discipline. This means guiding children to adopt good behaviour when they break the rules by using non-violent punishments.
2. Show participants the Positive Discipline poster and explain the 4 different categories of positive discipline, as recommended by Raising Voices.
 - **Reflection positive discipline strategies** are used for minor day-to-day problems, to help students think about their behaviour
 - **Reparation positive discipline strategies** are used for offenses that cause damage, to help students take responsibility for their actions
 - **Penalty positive discipline strategies** are used for on-going problems, to help students understand consequences
 - **Last resort positive discipline strategies** are used for very serious offences, to help students rehabilitate.
3. Ask participants to study the different examples of positive discipline and ask if they can suggest some other positive discipline strategies for each category.
4. Ask: **What do you think are the benefits of positive discipline compared to corporal punishment?**



5. Allow a few participants to answer. Ensure they mention the following benefits of positive discipline:
 - Positive discipline considers children’s emotional and psychological needs.
 - Positive discipline helps children develop self-discipline by addressing the beliefs and reasons behind their behaviour.
 - Positive discipline is non-violent and does not use fear as a motivator. Instead, positive discipline responds to poor behaviour with fair and consistent consequences.
 - Positive discipline is more effective because it teaches children what they have done wrong and why and helps them to learn from their mistakes.
 - Positive discipline promotes respectful relationships that help children develop into respectful and contributing members of society.

Conclusion – 10 minutes

1. Read the key message: Corporal punishment can have serious physical, emotional/psychological, behavioural and developmental consequences for children. It is banned in Ugandan schools and PEAS strictly upholds this ban. Instead, PEAS encourages the use of positive discipline because it teaches children what they have done wrong and guides them to correct behaviour in a non-violent way.
2. Ask participants if they have any questions about the PEAS policy on corporal punishment, the disadvantages of using corporal punishment and the benefits of using positive discipline.

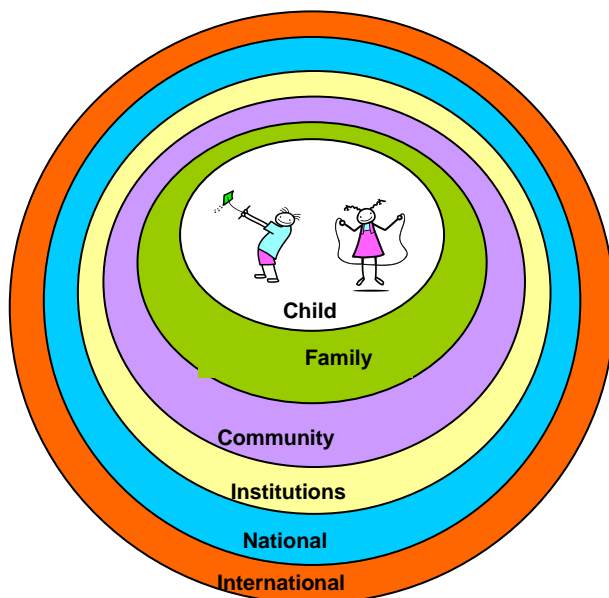
CPD 2: Child Centred Approach		2 hours
Objective:	<ul style="list-style-type: none"> • To analyse how the different Rings of Responsibility keep children safe • To explore what it means to take a child-centred approach 	
Materials:	1 copy of Annex 1: Child-centred Approach Statements, cut apart Bowl	

Introduction – 20 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Draw the Rings of Responsibility in Child Protection on a flipchart or print out the following graphic:



Rings of Responsibility



Source: Save the Children Child Protection Training Manual

3. Ask participants what they think the 'Rings of Responsibility' in Child Protection means.
4. Allow a few participants to answer. Ensure they mention the following:
 - The Rings of Responsibility in Child Protection show the forces of protection which should surround each and every child. Each ring should support and reinforce the others. Each ring has a responsibility to protect children and keep other rings accountable.

Activity 1 – 30 minutes

1. Divide participants into 6 smaller groups and assign each group one of the following 'rings':
 - Child
 - Family
 - Community
 - Institutions (like PEAS, schools, medical facilities, etc.)
 - National (Ugandan government)
 - International (all countries in the world, regional and world bodies like the African Union and the United Nations, etc.)
2. Ask each group to discuss and make a list of the responsibilities that their 'ring' has to protect the child. Example answers are provided below:
 - Child
 - Be aware of their rights
 - Respect other children
 - Report abuse if it happens to them or another child

- Family
 - Treat their children with love and respect
 - Ensure other people are not harming their child
 - Take their child out of dangerous situations and think of the wellbeing of their child at all times
- Community
 - Look out for and protect all children in common community spaces
 - Create community structures to protect children
 - Hold the school and other institutions accountable to keep children safe
 - Intervene if a child's family is abusing them
- Institutions
 - Do no harm to children
 - Intervene if a child is being abused by anyone
 - Create and uphold policies for child protection
- National
 - Create and enforce laws which protect children
 - Create and fund institutions like police, child protection units and courts to protect children
 - Intervene if a child is being abused by anyone
- International
 - Create international agreements for child protection and work to hold member countries accountable
 - Produce literature and training materials to educate people about child protection

Activity 2 – 60 minutes

1. Tell participants that each ring of protection should ideally take a 'child-centred approach' to Child Protection.
2. Ask: **What do you think the child-centred approach might mean?**
3. Allow participants to give their initial ideas.
4. Explain that, broadly, the child-centred approach to child protection means that the child's feelings, interests and views are taken into consideration when protecting them. Children should always be believed, respected and listened to. They should never be blamed for abuse that happens to them.
5. Cut up all of the statements in Annex 1: Child-centred Approach Statements, fold them in half and place them in a bowl. If there are too many people, do this activity in smaller groups. This will require more than one set of statements cut up in a bowl.
6. Pass the bowl around the room/group. Ask one person at a time to take a statement out of the bowl and read it for the whole group.
7. As a group, decide if this statement is in line with the child-centred approach or not and why.
8. Check their answers as they go along.



9. After all statements have been read and analysed, ask the group to summarise the key aspects of the child-centred approach. Example answers are provided below:
 - Involve children in decision-making processes about their own well-being.
 - Listen carefully to children and take them seriously.
 - Do not force the child to disclose anything they are not comfortable with – go at their pace.
 - Make sure children feel safe and respected and that they have privacy.
 - Keep a child's situation confidential and only tell those people who absolutely need to know so they can help.
 - Never blame a child for their abuse.
 - Always have the child's best interests in mind.
10. Ask: **Do you think having a child-centred mind set comes easily to everyone in Uganda? Why or why not?**
11. Allow participants to answer. Ensure they touch on the predominant culture in Uganda which often disregards children as not being allowed to have opinions or being seen as less important than adults.
12. Ask: **What can we do as teachers to ensure we always take a child-centred approach?**
13. Allow participants to answer. Ensure they mention the following:
 - Understand and review what it means to take a child-centred approach regularly.
 - Before doing anything, stop and think if you are taking a child-centred approach.
 - Ask other people for advice if you are not sure you are taking a child-centred approach.

Conclusion – 10 minutes

1. Read the key message: A child is surrounded by rings of protection – this means multiple actors are responsible for keeping them safe. PEAS takes a child-centred approach in all of our operations. This means that a child's safety, privacy, well-being and opinions are always considered and prioritized.
2. Ask participants if they have any questions about the Rings of Responsibility in Child Protection and the child-centred approach.

CPD 3: Exploring Sexual and Gender Based Violence		2 hours
Objective:	<ul style="list-style-type: none"> • To discuss controversial topics related to sexual and gender-based violence • To demystify the perception that children under the age of 18 can legally consent to sex • To emphasise the idea that children are the victims of abuse and that they are never to blame for their abuse 	
Materials:	Blank pieces of paper, markers, masking tape	



Trainer Note: The topic being discussed today is sensitive and might bring out some heated debate. Ensure that all conversations about sexual and gender-based violence take a child-centred approach and does not ever blame Child Survivors. Do not hesitate to immediately correct anyone who brings out ideas that blame the child or treat sexual and gender based violence with a joking manner.

Introduction – 25 minutes

1. Welcome participants to the training and explain the objectives of the session.
2. Tell participants that they are going to talk about a very important topic which discusses the violence that sometimes happens to girls and women because of their **gender**.
3. Ask: **What does 'gender' mean?**
4. Allow a few participants to answer, then provide the following definition:
 - Gender means being male or female *socially* and *culturally*.
 - Whereas 'sex' means being physically male (with male body parts) or female (with female body parts), 'gender' means how other people treat you in society and the roles they assign you based on your sex.
5. Ask: **What are gender roles?**
6. Allow a few participants to answer, then provide the following explanation:
 - Gender roles are the ways people act because of expectations from society.
 - Examples of gender roles:
 - Boys should not cry or show emotion.
 - Girls should wear long skirts and dresses and be modest.
 - Boys can fight and yell.
 - Girls should be quiet, polite and respect men and their elders.
 - These roles do not have anything to do with being physically male or female, but have to do with the way society expects men and women to behave.
7. Explain that gender roles can create a power imbalance between men and women. This power imbalance can lead to violence between men and women. This kind of violence is called Sexual and Gender-based Violence (SGBV).
 - Examples of SGBV include:
 - A man rapes a young girl because she is wearing a short skirt and he wants to exploit her and blame her for being immodest.
 - A man beats his wife and takes the money she worked hard to earn during the farming season because he says he is the head of household and he does not want his wife having financial independence.
 - A boy touches a girl inappropriately, but the girl is afraid to report it since the boy is popular and no one will believe her.
 - A group of men shout disgusting comments at young girls on their way to school because they enjoy making the girls feel uncomfortable.
 - A man impregnates a young girl but he is not taken to jail because he can afford to pay a bribe to the police and the girl's family.



8. Explain that Sexual and Gender-based Violence can happen against boys and men as well, but it is much more common in Uganda to happen against a girl or woman.

Activity 1 – 85 minutes

1. Tell participants that they are going to do a group quiz to see what they think about some statements related to sexual and gender-based violence.
2. Tell participants to get into teams of 3 or 4 people.
3. Give each group 2 pieces of paper.
4. Tell them to write 'true' on one piece of paper and 'false' on the other piece of paper.
5. Tell participants that you are going to read statements. Teams must decide if each statement is true or false. After discussing, they should hold up the piece of paper that corresponds to their answer.
6. Play the game using the following statements. After each statement, ask one group to share their answer. Use the supporting information below each statement to correct or add to their response.
 - It is not abuse if a girl has sex with an adult if that man pays her school fees or gives her other means of material support.
 - False. Anytime a person under the age of 18 has sex with an adult over the age of 18, it is rape. It is not possible for a person under 18 to legally consent to sex. Even if the girl has taken some form of payment for the sex, the man has committed rape because he is the adult who has abused a person under 18.
 - A girl cannot be raped by a man if she is wearing a long skirt or dress.
 - False. What a girl wears does not determine whether she can be raped or not. Many people feel dressing indecently is the reason for rape, but being attacked by someone who is a rapist is the only reason for rape. Girls and women should NEVER be blamed for a rape. The rapist is the only person who should be blamed.
 - Sexual abuse can also be carried out by women.
 - True. Although it is less common than sexual abuse from men, women can and do also sexually abuse boys. Anytime an adult woman has sex with a boy under 18, it is sexual abuse even if the boy says he consented to it.
 - Children with disabilities are more likely to be victims of abuse than children without disabilities.
 - True. Children with disabilities can be more vulnerable for a number of reasons. They might be more vulnerable due to physical impairments which prevent them from getting out of bad situations, or they might have a mental impairment which prevents them from understanding what is going on or asking for help. Children with disabilities are also more likely to be neglected in Uganda and vulnerable to those people who might want to take advantage of them.



- If a girl wears a short dress and gets sexually harassed by a man, it is her fault that she was harassed.
 - False. The girl is never to blame for being harassed. The man is entirely to blame for harassing the girl. Boys and men must be taught that it is never appropriate to make a girl or woman feel uncomfortable by the things he says to her, no matter what she is wearing.
- If a man over 18 and a girl below 18 have sex, it is not considered rape as long as the girl is willing and consents to the sex.
 - False. Anytime a person under the age of 18 has sex with an adult over the age of 18, it is rape. It is not possible for a person under 18 to legally agree to sex. Even if the girl says that she agreed to the sex, the man has committed rape because he is the adult who has abused a person under 18.
- In Africa, it is inappropriate for a girl to continue her education after getting pregnant and/or having children.
 - False. This is a belief passed down through generations, but it is not necessarily true. It is possible for girls to continue school while they are pregnant and come back to school after giving birth. Girls who want to continue their education despite pregnancy should be welcomed at school. They will provide a better life for themselves and their child if they are educated, so we should support them to do that.
- Boys can also be sexually abused.
 - True. Anytime a boy under the age of 18 has sex with an adult, it is rape. It is a myth that boys cannot be raped. Boys are also children and must be protected from adults who might want to abuse them.
- If a girl gets pregnant, she should always marry the boy or man who impregnated her.
 - False. Getting married due to pregnancy is not the right solution for every girl. Girls should be allowed to decide who they want to marry and when they want to get married.
- If a girl frequents bars or puts herself in dangerous situations, it is her fault if she gets raped.
 - False. It is never the child's fault. Children's brains have not developed to maturity and they do not always make wise decisions. It is adults' responsibility to protect children and not take advantage of them, even if it appears that they were 'asking for it'.
- All children know how to speak up when they are being abused.
 - False. It is often much harder for children to speak up about abuse. Sometimes this is because they are afraid that no one will believe them, that some harm will come to them if they report, or even because they don't fully understand what has happened to them.
- If a child is sexually abused, they are not much affected by it. Children are resilient and can get over the bad experience.



- False. Sexual abuse is an extremely confusing and traumatising experience. Children are often affected by it their entire lives. Although children are resilient and can live happy, productive lives after being abused, it is important to try to prevent child sexual abuse if possible and take it seriously.
- Most children who are abused have done something to cause it.
 - False. No child is ever to blame for their abuse. It is always the adult's fault for abusing the child.
- 7. After the debate, emphasize that when abuse happens, the victim is never to blame. Although girls can take steps to protect themselves, such as walking in groups, avoiding walking after dark, dressing in a culturally sensitive way and not getting involved with older men, it is never the girl's fault if abuse does happen.
- 8. Ask participants to discuss the following question in their group:
 - **What can I do to be a resource for students affected by Sexual and Gender-based Violence?**
- 9. After 3 minutes, ask a few groups to share their ideas.

Conclusion – 10 minutes

1. Read the key message: Sexual and Gender-based Violence occurs often in Uganda because of a power imbalance between men and women and their assigned gender roles. It is important to recognize that this is abuse and not allow it to continue in our society. We should also never blame the victim for abuse – we should only blame the perpetrator.
2. Ask participants if they have any questions about sexual and gender based violence. Address specific concerns related to identifying and dealing with this kind of abuse.



Annexes

Annex 1: Child-centred Approach Statements

Child Centred Approach	Not Child Centred Approach
Before making a decision about a child's well-being, discuss the options with the child and get their opinion.	Make decisions about a child's well-being with other adults since adults are the most knowledgeable and make the best decisions.
Listen to the child carefully and respect what they are saying. Allow them to speak as long as they need.	Listen to the child for a few minutes, but then come to your own conclusions about the situation based on what you already know.
Go at the child's pace – don't force them to disclose things about their abuse that they are not ready to talk about.	Force the child to tell you all the details about their abuse. You need to know everything in order to make a decision so they must tell you everything right away.
Make the child feel safe and respected. Talk to them privately and listen to their thoughts.	Interview the child in front of other people or out in the open. It is not your problem if they are uncomfortable with this.
Build trust. Keep conversations you have with the child confidential and only tell people who ABSOLUTELY have to know about the child's situation so they can help.	Tell anyone you want about the child's situation. It doesn't matter if you tell several people who have nothing to do with the situation. The child told you so they must be OK with other people knowing.
Never blame a child for their abuse. Never make a child feel shamed or as if it was their fault. Abuse is NEVER the Child Survivor's fault.	If the child could have prevented their abuse, tell them so. Sometimes children are at fault for their abuse.



Annex 2: Common Signs of Child Abuse

Source: Mayo Clinic

General Signs of Child Abuse:

- Withdrawal from friends or usual activities
- Changes in behaviour — such as aggression, anger, hostility or hyperactivity — or changes in school performance
- Depression, anxiety or unusual fears, or a sudden loss of self-confidence
- Frequent absences from school
- Reluctance to leave school activities, as if he or she doesn't want to go home
- Attempts at running away
- Rebellious or defiant behavior
- Self-harm or attempts at suicide

Physical Abuse Signs and Symptoms:

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation

Sexual Abuse Signs and Symptoms

- Sexual behaviour or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Inappropriate sexual contact with other children

Emotional Abuse Signs and Symptoms

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Avoidance of certain situations, such as refusing to go to school or home
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Neglect Signs and Symptoms

- Poor growth or weight gain or being overweight
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Hiding food for later
- Poor record of school attendance



- Lack of appropriate attention for medical or psychological problems or lack of necessary follow-up care

Parental behavior

Sometimes a parent's demeanor or behaviour sends red flags about child abuse. Warning signs include a parent who:

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Blames the child for the problems
- Consistently belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil"
- Expects the child to provide him or her with attention and care and seems jealous of other family members getting attention from the child
- Uses harsh physical discipline
- Demands an inappropriate level of physical or academic performance
- Severely limits the child's contact with others
- Offers conflicting or unconvincing explanations for a child's injuries or no explanation at all



Annex 3: Characteristics of a Good School as Defined by Raising Voices

- A good school creates experiences, environments and relationships that enable children to thrive and discover their full potential.
 - It immerses children in a culture that values their humanity, nurtures their individuality and unleashes their intelligence.
- A good school is a place where children discover their passions.
 - It is a place where children develop self-definition, self-confidence and self-assurance, as well as the belief that they can make a useful contribution to their community and country.
- A good school is led by visionary teachers who appreciate that education goes beyond what happens in the classroom.
 - It is led by individuals who have a vision for a better society and understand a school's role in influencing the values permeating their community.
- A good school runs according to a shared mission and publicly declared values and standards.
 - It puts forward progressive ideas about social justice, human rights and the larger aspirations of the nation.
 - It sees itself as the community's repository of hope, where community members go to discover and nurture their best selves.
- A good school has practical policies and operational mechanisms that are faithful to the school's mission.
 - It creates mechanisms and structures to institutionalise values that it believes in.
 - It is run with efficiency and on sound principles that guide day-to-day decision-making processes.
- A good school is inclusive and creates opportunities for all stakeholders to participate.
- A good school presents learning as a lifelong enterprise.
 - It enables children's growth and helps them discover a value system that can be their compass in the world.
- A good school is our collective hope for building a compassionate, thoughtful and wiser nation.

