



# Accelerated Education Introductory Teacher Training Pack

**Protecting AEP Learners from Harm**

# Protecting AEP Learners from Harm

This is Session 4 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

# 4: Protecting AEP Learners from Harm

TRAINER OVERVIEW	
<b>Session time</b>	3 hours
<b>AE teacher competency</b>	5: Can identify AEP learner needs and assets 6: Follows child protection and Code of Conduct standards 7: Creates a safe, supportive AEP learning environment
<b>Learning Outcomes</b>	At the end of the session participants will be able to: <ol style="list-style-type: none"> <li>1. Be responsive to learner’s needs, behaviour and rights</li> <li>2. Recognise protection issues among learners and teachers and take steps to prevent and/or address them</li> <li>3. Report protection concerns if and when they arise</li> </ol>
<b>Materials</b>	<ul style="list-style-type: none"> <li>» Trainer Resource 4.1: Picture (large print or multiple copies)</li> <li>» Trainer Resource 4.2: Role play scenarios (1 copy cut up)</li> <li>» Trainer Resource 4.3: Scenarios for responding to problems and abuse (1 copy cut up)</li> <li>» Handout 4.1: Abuse: Steps to take (1 copy per participant)</li> <li>» Handout 4.2: Talking to learners about abuse (1 copy per participant)</li> <li>» Referral system (drawn on a board or flip chart)</li> <li>» Flip chart paper and markers</li> </ul>

## OVERVIEW

Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Identifying problems	Picture Think-pair-share Group work	40	Trainer Resource 4.1: Picture Flipchart paper and markers
2: Responding to an identified need	Vocabulary learning Individual reading Role play – prepare in advance	40	Handout 4.1: Abuse: Steps to take Trainer Resource 4.2: Role play scenarios Handout 4.2: Talking to learners about abuse

## BREAK

3: Network of support	Group problem solving Scenarios and action planning	90	Trainer Resource 4.3: Scenarios for responding to problems and abuse Flipchart paper and markers Chart on referral system
Reflection		10	Session Outcomes

## STEPS



### Introduction

1. Write the title of the training session on the board: *4: Protecting AEP learners from harm.*
2. Say:
  - Welcome to session 4: Protecting AEP learners from harm.
  - In this session we will look at the types of problems and needs that AEP learners experience. We will look at the responsibilities that AEP teachers have in responding to learner needs and situations of abuse. We look at the network of support available to address the problems. This session does not address specific issues of abuse or school-related gender-based violence.
3. Write the session outcomes on the board/wall.
4. Say:
  - By the end of the session you will be able to:
    1. be responsive to learner's needs, behaviour and rights
    2. recognise protection issues among learners and teachers and take steps to prevent and/or address them
    3. report protection concerns if and when they arise



### 1: Identifying problems

#### INTRODUCTION: PICTURE (5 MIN)

1. Show the picture/give out copies of Trainer Resource 4.1.
2. Ask:
  - How is this AEP learner feeling?
  - Have you ever felt this way?

#### Trainer Resource 4.1



#### Trainer tip:

Don't ask participants to share a time they felt depressed or stressed unless they volunteer to share.

## INPUT: IDENTIFYING PROBLEMS IN AEP LEARNERS (15 MIN)

### 1. Say:

- When learners do not feel safe or protected, they may show signs of distress. Teachers may observe these changes in learner's behaviour because of the amount of time they spend in their class.

### 2. Ask:

- How can we know that a learner is having problems?

#### Answers

- The learner confides in the teacher
- A class mate, friend, family or community member tells the teacher
- Learner shows signs of distress
- Learner is always late or has irregular attendance
- Learner is on their own and isolated

### 3. Say:

- A teacher might identify the problem by observing, and listening to what learners, parents, and others tell them. The learner's appearance or behaviour may change which are signs or symptoms of a problem or even abuse. For example, an active learner may become quiet, or a learner comes to class looking untidy.

### 4. Make groups of 2 for think-pair-share.

### 5. Say:

- Discuss with your partner the question
- Why might a learner not report a problem or confide in the teacher?

### 6. Ask for one idea from each pair.

#### Possible answers

- Lack of trust
- Confidentiality
- Language barrier
- Feel they cannot talk with a figure of authority
- Reporting the problem may mean that either the learner or the abuser is removed from the home (if the abuse happens at home),

#### Definition:

**Abuse:** When a person suffers harm at the hands of another.

- Reporting the abuse may mean that the learner or abuser is expelled from the school (if the abuse happens at school, for example by another teacher).
- Older AEP learners may feel uncomfortable telling a young teacher
- A female learner may feel uncomfortable telling a male teacher
- The learner is worried that if they say anything to the teacher their family or the community will be angry. They worry they will be blamed and suffer more abuse.
- The learner doesn't think anything will happen
- The learner knows nothing will happen if they contact social and legal systems.
- It is not uncommon that the survivors of sexual abuse are themselves treated as the criminals.



**Trainer tip:**

Experienced teachers can think about learners' behaviours that might indicate distress.

**7. Say:**

- Teachers have a role to play in reducing risks to learners in their classroom and developing a protective environment in which learners can learn. Teachers must respond to any signs of distress or upset which may impact on learner's well-being, participation and learning.

**PRACTICE: IDENTIFYING PROBLEM BEHAVIOUR (15 MIN)**



**Trainer tip:**

Some guidance on making groups can be found in the Trainer notes at the end of this session.

**1. Explain task:**

- For this activity I will put you in groups.
- Discuss the behaviour an AEP learner might show in your classroom if they had a problem or were distressed.
- Write the list of behaviours you might see in AEP learners on a chart.
- One member of the groups will collect the materials.
- Groups have 10 minutes for this task

**2. Check the instructions with a participant to make sure they have understood. Ask:**

- What do you have to do?

**3. Indicate where each group will sit for the task and where the materials are.**

**4. Make groups of 4 sitting next to each other.**

5. After 10 minutes, ask each group in turn to give you one behaviour or sign of distress they might observe in an AEP learner. Write ideas on a chart.

#### Answers

- Crying
- Anger
- Fighting
- Being late or absent for periods of time
- Being withdrawn (very quiet and keeps to themselves)
- Poor concentration
- Learner is dirty
- Illness
- Injuries/physical marks on the body
- Not completing homework

6. Say:

- Not all the signs and symptoms listed indicate a problem or abuse. It could just be the learner is having a bad day. We should be careful not to jump to conclusions.
- However, teachers do play an important role in the well-being and development of AEP learners beyond educational achievement and development.
- Teachers have a key role in identifying the needs and problems that AEP learners have whether this happens in class or outside of class. Part of this is to make sure that the learners are protected from harm, or to help when a learner has been harmed in some way. This is called child protection.
- Child protection is preventing and responding to abuse, exploitation, violence and neglect affecting children and youth. All of these are forms of harm. Many of the hidden needs of AEP learners are connected with harm. As many AEP learners are adolescents and older, the abuse may be related to sexual or gender-based violence. This is not covered in this training.

## REFLECTION (5 MIN)

### 1. Ask:

- Why is it important to protect AEP learners and provide a safe inclusive classroom?

#### Possible answers

- It is a human right
- It is a child right
- Enables learners to focus on learning – making it easier for the teacher to manage the class
- Builds learners self-reliance and resilience
- Improves their health and welfare
- Attendance is improved – so all AEP lessons are covered in the level

### 2. Say:

- All human beings have similar basic needs. It doesn't matter where they live, their age, their culture, their social or economic status. These needs include food, shelter, health care, protection and education. Every person and that includes children and youth, have the right to have these needs fulfilled. The rights of children up to the age of 18 are enshrined in the 1989 international UN Convention on the Rights of the Child (CRC).

AEP programme management may want to insert training on specific forms of abuse common in your context. You may also want to conduct an additional session focusing solely on School-related gender-based violence (SRGBV).



## 2: Responding to an identified need

### INTRODUCTION/INPUT: READING (15 MIN)

#### 1. Say:

- Let's look at the steps to take if an AEP learner has suffered some abuse.
- First let us look at some key words:
  - ▷ Disclosure
  - ▷ Documentation:
  - ▷ Incident

#### 2. Teach the words using the 6 steps for teaching vocabulary.

#### 3. Say:

- 'Disclosure' and write it on the board.
- Disclosure means: *Making known a previously hidden fact or series of facts to another person or organisation*
- It is the opposite of keeping a secret.
- For example: When asked about the theft, he disclosed the truth.
- 'Documentation' and write it on the board.
- Documentation means: *The written account of an idea*
- For example: *I have documented the story.*
- 'incident' and write it on the board.
- Incident means: *An event that causes a crisis.*
- For example: *After the incident in the shop, he was arrested for stealing.*

#### 4. Show Handout 4.1:

#### 5. Explain task:

- I want everyone to read Handout 4.1 on Abuse Steps to take
- Underline any words you don't understand and ask me for the meaning.
- If you have any questions, make a note of them to ask me at the end.
- You have 5 minutes for this task.

#### 6. Distribute Handout 4.1:



### The 6 Steps for Teaching Vocabulary:

1. Say the word/spell the word
2. Give a simple definition/meaning
3. Tell the part of speech
4. Tell words that are similar/words that are opposite
5. Draw a picture and/or do an action
6. Use the word in a meaningful sentence

### Handout 4.1

#### Handout 4.1: Abuse: Steps to take

When you identify that one of your AEP learners is having problems ask to speak with them.

If they tell you that something has happened to them, follow the steps below:

1. Make sure that the learner is safe from harm and is in a safe environment.
2. Respond in a calm, caring and supportive manner.
3. Listen carefully and let the learner tell you the information in their own way.
4. Record what is said - at the time if appropriate, or as soon as possible following the disclosure. Records must be kept securely and confidentially in a place where access is restricted.
5. Ask the learner for permission to report the incident to the AEP Centre Manager / and programme management.
6. Report your concerns within 24 hours to the AEP centre manager in a private meeting.
7. The documentation of the case should include: the nature of the concern, the risks to the child or learner, and what action or next steps are necessary. Also discuss what possible support to the learner can be given immediately. All records need to be kept confidentially/Records should be signed and dated.
8. If it is the AEP centre manager who is involved with the incident, then discuss your concerns with a member of the CEC or programme management.
9. The teacher/ AEP centre manager / CEC member ensure that the immediate medical and emotional needs of the learner are met as much as possible. If the incident requires police action, report the incident to the police.

7. Respond to any questions the participants have.
8. Say:
  - Teachers and learners should be aware of who they can turn to in case they come across abuse and need to report it.

### INPUT: HOW TO TALK TO LEARNERS (15 MIN)



#### Trainer tip:

Select experienced participants to act out the role play. Give them the role play to study before the session.

1. Say:
  - We will now watch 2 role plays in which a teacher is responding to the needs of a learner who has been abused. Watch the role plays carefully and make a note of the techniques used by the teacher. You will then discuss them with your partner.
2. Act out the role plays<sup>1</sup> using **Trainer Resource 4.3**
3. Respond to any questions the participants have.
4. Say:
  - Discuss with your partner these questions:
  - Which teacher handled the situation best?
  - What techniques did they use?
5. After a few minutes conduct a discussion on the questions.

#### Answers:

Teacher A was:

- Rude
- Unfriendly
- Didn't believe the girl
- Made threats

Teacher B used good techniques such as:

- Took to a quiet private place
- Build confidence in learner to tell about incident
- Listens and nods head
- No interruptions
- No advice
- Asked for details
- Confidential
- Ask permission to share with head teacher
- Reassures boy
- Cleans boy up
- Get some medical attention

## Handout 4.2

### Handout 4.2: Talking to learners about abuse

These are the steps to follow when you need to talk with a learner about a problem or some abuse.  
If a learner tells you or wants to talk to you about an abuse:

1. Stay calm and be reassuring
2. Find a quiet place to talk
3. Believe in what you are being told
4. Listen, but do not press the learner for information
5. Say that you are glad that the learner told you
6. Say that you will do your best to protect and support the learner
7. Acknowledge that the learner may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the learner's fault.
8. When you agree to offers to assist, you have to be committed. If you are not able to be committed, then it is not useful for you to offer any assistance



### Trainer tip:

If you have time, you can ask some participants to role play the procedure for listening to a learner. Use the example of the girl who has been touched by a teacher from the role play

6. Distribute **Handout 4.2**.

7. Say:

- These are the steps to follow when you need to talk with a learner about a problem or some abuse.
- I will ask different participants to read one sentence each.

8. Select participants to read.

## REFLECTION (5 MIN)

1. Make groups of 2 for think-pair-share.

2. Say:

- Discuss with your partner these questions:
- What may prevent you from helping a learner who needs help?
- What problems might you face when helping a learner?

3. After a few minutes conduct a discussion on the questions.

### Possible answers

- Language problems mean you don't understand the problem fully
- The problem involves a colleague
- You don't have time
- The problem is too big or difficult to provide help
- Safety concerns for yourself or the learner
- Others may not believe you or the learner
- Others may misinterpret your help if you are male and the learner is female



## 3: Network of support

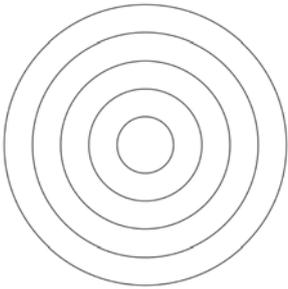
### INTRODUCTION

1. Say:

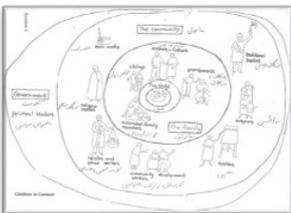
- Abuse is not something for AEP teachers to deal with alone. There are people, programmes, and organizations that can help support learners who may have to deal with stressful or abusive situations. The people, programmes, and organizations that help us are called our resources.

## INPUT: IDENTIFYING SUPPORT (50 MIN)

Referral system chart



Example of completed chart



1. Explain task:
  - For the next activity we will do some group work.
  - The group will copy this chart.
  - In the middle draw an AEP learner. In the other circles write the support available to the learner in the community. The nearest circle to the learner should be the people closest to the learner.
  - One group member will collect the materials.
  - You will have 10 minutes for this task.
  - Then we will put up the charts for a gallery walk.
2. Check the instructions with a participant to make sure they have understood. Ask:
  - What do you have to do?
3. Make groups of 4 from the same AEP centre if possible.
4. Indicate where groups will sit.
5. After 10 minutes, ask groups to put their charts on the wall.
6. Conduct a gallery walk.
7. After a few minutes of the gallery walk ask participants to sit.
8. Summarise the information in the charts and point out the following circles of support

### Circles of support

- Learner
- Friends, AEP learners: many AEP learners have experience, skills or knowledge that can help their peers
- Family
- People in the AEP centre – think of gender, AEP representative, centre manager, (school counsellor) other centre/ school staff – janitors, cleaners
- Community Education Committee
- Programme management
- Community leaders, religious leaders
- Community services: Police, medical staff, lawyers, counsellors (to help with emotional issues)
- National helplines and organisations, child protection services, legal helplines, complaint hot lines

9. Say:

- For teachers, there are two important concepts to know and understand:
- Child safeguarding: This is the responsibility of teachers to report any cases of abuse (suspected or accused) from inside the AEP centre. For example: Another teacher or colleague being suspected or accused of abusing a learner.
- Child protection: This is the responsibility of teachers to report any cases of abuse (suspected or accused) from outside the AEP centre. For example: A family or community member being suspected or accused of abusing a learner (outside of school).

10. Say:

- We will use the 'Thumbs up, thumbs down method to practice identifying child safeguarding and child protection.
- If the situation is child safeguarding, put your thumbs up.
- If the situation is child protection, put your thumbs down.

11. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

12. Read out one of the situations.

13. Check the answer and explain it if necessary.

14. Repeat for all situations

**Situations**

- a. The AEP centre guard beats a learner (safeguarding)
- b. Some boys harass a girl on the way to the AEP centre (child protection)
- c. A learner has been beaten by his parents. (Child protection)
- d. A teacher threatens a learner in class. (safeguarding)
- e. The AEP centre manager makes rude suggestions to adolescent girls in the AEP playground, (safeguarding)

**Definition:**

**Referral:** The provision of information to another agency for them to act on.

15. The organisation implementing the AEP has a referral process that you need to use. Referral means the provision of information to another agency for them to act on.

16. Explain the AEP referral process. (Below is an example of a referral system: Plan international in Nigeria)



### Trainer tip

Prepare a chart of the referral system to use in the training

### Example: Plan International in Nigeria

- Report any concerns you have to the head teacher or centre manager. These include learners suffering trauma and specific incidents. If the learner has told you in confidence, obtain their permission to tell the head teacher or centre manager.
- The head teacher or centre manager contacts and talks with parents and obtains their consent to refer the incident/trauma to the Child Safeguarding Officer who reports to the appropriate government agency.

## PRACTICE: SCENARIOS AND ACTION PLAN (30 MIN)

### Trainer Resource 4.3

Trainer Resource 4.3: Scenarios for responding to problems and abuse

1. You see an older learner beating up a younger learner in class.

Questions to discuss:

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?

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2. A learner, who you know is internally displaced, looks malnourished in class.

Questions to discuss:

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?

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3. A learner comes to you and says they have been a victim of sexual harassment.

Questions to discuss:

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?

### 1. Explain task:

- For the next activity I will put you in groups
- Each group will have a scenario describing an incident involving AEP learner.
- Read the questions and decide on a plan of action to support the learner.
- You have 5-10 minutes for this task.
- Then select one group member to present your plan

### 2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

### 3. Groups remain the same as in the last activity.

### 4. Distribute one scenario to each group from **Trainer Resource 4.3**.

### 5. After 5-10 minutes ask each group to present their scenario and explain the actions they would take.

### 6. After each presentation, ask if any groups would take a different action.

### 7. Ask:

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



### Trainer tip:

Select scenarios which are most appropriate or use ones from your context.

## ANSWERS

1. You see an older learner beating up a younger learner in class
  - » Stop it, find out the reason and deal with it inside. Report to centre manager. Learners may need to go to a hospital. Perpetrator of physical abuse may need to be reported to police.
2. A learner who you know is internally displaced and looks malnourished in class.
  - » This is neglect: Parents of the learner may need to be contacted. Call another organisation to help.
3. A learner comes to you and says they have been a victim of sexual harassment.
  - » Stop it, find out the reason and deal with it inside. Be reported to the police. Learners may need to go to a hospital. Perpetrator of physical abuse may need to b
4. A learner tells you they are being bullied by other learners because they are behind in basic academic skills
  - » This is emotional/psychological abuse: Learners may find support among family and friends. Teachers and school administration can identify bullies and put a stop to it. Provide extra help with academic skills.
5. A 15-year-old learner informs you that he cannot study because of his work as he is the only provider for his family. He has been asked by the restaurant employer to work extra hours for the same money.
  - » Exploitation: report to programme management and child protection agency. Talk with employer and explain rights.
6. A learner at the learning centre informed you that his sister who is learning disabled is kept inside the house. The family does this to protect them from discrimination.
  - » This is neglect: Parents of the learner need to be contacted and child rights explained
7. A male programme management staff member asked a pretty female learner to talk in private in an empty classroom.
  - » Sexual exploitation: Talk with girl first. Contact programme management and report staff member.

8. A 13 year old girl tells a teacher she is getting married next week and will leave the centre.

- » Against the law. Talk with girl and provide support. Talk with parents. Contact human/child rights organisation. Inform the police/lawyers

9. Some girls tell a teacher that some older boys are teasing and harassing them on the way to class.

- » Sexual exploitation: Talk with learners and identify boys. Talk with community elders to solve the problem

10. One of the learners sits at the back and is always sleeping in class. You wake him and find out he works every night in a factory to earn money for his family.

- » Exploitation: report to programme management and child protection agency. Talk with family and explain rights.

#### 7. Say:

- Remember, as teachers, our role is to observe, take action to limit risk factors and promote protective factors in order to protect child/youth rights and ensure learner well-being
- However, while it is your responsibility to protect your learners, you cannot solve everything by yourself. It is important that you are aware of the support that is available for learners elsewhere.
- Remember you can use these handouts at home or in the AEP centre to guide your actions in listening, acting and reporting in the future.

## REFLECTION (5 MIN)

### 1. Say:

- In the scenarios we learn that AEP learners can be at risk of harm from other learners, teachers and even programme staff. Some examples include:
- Physical abuse: Corporal punishment by teachers, child labour
- Sexual abuse: By teachers, learners or others
- Emotional abuse: For example, humiliating punishments by teachers, or emotional abuse by other learners; bribery
- Bullying: Should be by teachers or other learners.
- All the teachers here have read and signed the Teacher Code of Conduct. This is a guide for your behaviour.



#### Trainer tip:

If you do not know the answers, make a note of the questions and ask programme staff to help you.

### 2. Ask:

- Do you have any questions?

### 3. Answer questions to the best of your ability. Refer teachers to the code of conduct where appropriate.



## End of Session Reflection

### 1. Refer to the learning outcomes on the board/wall.

### 2. Ask:

- Have the learning outcomes been achieved?

### 3. Make groups of 2 for think-pair-share.

### 4. Ask groups to answer the following questions:

- What did you learn in this session?
- What did you enjoy in this session?
- What will you try in your classroom?

### 5. Ask some groups to share their answers.

## End notes

<sup>1</sup> Based on case studies in War Child Holland. (2012). Connect.Teaching South Sudan Project Module 4: Classroom management and pastoral care.

## Ideas for coaching

- Provide additional coaching on the teacher code of conduct.
- During a teacher learning circle share any concerns regarding learner's behaviour, attendance, punctuality, participation and learning. Discuss how teachers have managed to successfully resolve cases (for example solving bullying in the classroom), or how they have used positive methods of discipline to achieve better results for learners.
- Teachers can agree with the AEP Centre Manager, the CEC and other teachers what they can do to help learners protect themselves in the AEP centre, in the community and on the way to and from classes.

## Ideas for collaborative learning/self-study

- Read the Teacher codes of conduct and discuss it with other teachers.
- Teachers can find out more about the Convention on the Rights of the Child and how it is applied where they work.

## Learning Outcomes

By the end of the session you will be able to:

1. Be responsive to learner's needs, behaviour and rights.
2. Recognise child protection issues among learners and teachers and take steps to prevent and/or address them.
3. Reports child protection concerns if and when they arise.

## Trainer Resource 4.1: Picture



Source: <https://metro.co.uk/2019/04/15/heartbreaking-childrens-drawings-showimpact-cyclone-idai-9213891/>.

## Trainer Resource 4.2: Role play scenarios

ROLE PLAY ONE – TEACHER A	
<i>Girl enters classroom crying and talks and cries.</i>	
<b>Girl:</b>	Sir/Miss he touched me, he touched me and he shouldn't. He touched me in a private place.
<b>Teacher:</b>	What is happening? Why are you late?
<b>Girl:</b>	Sir/miss ... I...I...
<b>Teacher:</b>	Come to the front at once. What did you say? Speak clearly.
<b>Girl:</b>	Sir/Miss... the maths teacher touched me in a bad place.
<b>Teacher:</b>	Don't be silly. He didn't do that. You are a pretty girl. You must have been teasing him.
<b>Girl:</b>	No sir/miss – I didn't he... he touched me.
<b>Teacher:</b>	Where exactly did he touch you eh? I don't believe he would do that. Why are you making up these stories?
<b>Girl:</b>	I didn't.....
<b>Teacher points at the girl:</b>	Teacher points at the girl: I will tell the centre manager about your lies. I know your father. I will tell him how you lie and tease the maths teacher. Maybe you will be disciplined or even expelled for telling such stories and accusing the maths teacher. Sit down while I fetch the centre manager.

## ROLE PLAY TWO – TEACHER B

*Boy enters the room crying with blood on his face and sits down.*

**Teacher:** Class, you are dismissed for break.

**Teacher:** Luka, come and sit with me. Now we are alone.

**Boy:** Yes miss.

*Boy talks with head down*

*Teacher nods and listens carefully*

**Boy:** Miss, I took my homework to the language teacher and he said I was late. He took my book then hit me on the head with it.

**Teacher:** Luka tell me, why was the book late?

**Boy:** My father needed help so I was late coming to class.

**Teacher:** Did anyone see the language teacher hit you with the book?

**Boy:** I don't know. Maybe one of the older girls saw it. But I am frightened of the language teacher.

**Teacher:** Ok, Now I need to tell the Centre manager about this. Is it Ok to tell him?

**Boy:** I don't know. The language teacher might get angry and hit me again.

**Teacher:** Don't worry. I will not tell anyone but the Centre Manager. I am really glad you came to me and told me what happened. Let's see if we can sort this problem out. Now let's get some water to wash the blood away. Then I will see the centre manager. Let me call an older girl to take you to the clinic next door to check you are ok.

# Trainer Resource 4.3: Scenarios for responding to problems and abuse

1. You see an older learner beating up a younger learner in class.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



2. A learner, who you know is internally displaced, looks malnourished in class.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



3. A learner comes to you and says they have been a victim of sexual harassment.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



4. A learner tells you they are being bullied by other learners because they are behind in basic maths skills.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



5. A 15-year-old learner informs you that he cannot study because of his work as he is the only provider for his family. He has been asked by the restaurant employer to work extra hours for the same money.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



6. A learner at the learning centre informed you that his sister, who is learning disabled, is kept inside the house. The family does this to protect them from discrimination.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



7. A male programme management staff member asked a pretty female learner to talk in private in an empty classroom.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



8. A 13 year old girl tells a teacher she is getting married next week and will leave the centre.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



9. Some girls tell a teacher that some older boys are teasing and harassing them on the way to class.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



10. One of the learners sits at the back and is always sleeping in class. You wake him and find out he works every night in a factory to earn money for his family.

**Questions to discuss:**

- What should you do to help the learner?
- Can you deal with this incident in the AEP centre or do you need additional support?
- What actions will you take?



## Handout 4.1: Abuse: Steps to take

When you identify that one of your AEP learners is having problems ask to speak with them.

If they tell you that something has happened to them, follow the steps below:

1. Make sure that the learner is safe from harm and is in a safe environment.
2. Respond in a calm, caring and supportive manner.
3. Listen carefully and let the learner tell you the information in their own way.
4. Record what is said – at the time if appropriate, or as soon as possible following the disclosure. Records must be kept securely and confidentially in a place where access is restricted.
5. Ask the learner for permission to report the incident to the AEP Centre Manager / and programme management.
6. Report your concerns within 24 hours to the AEP centre manager in a private meeting.
7. The documentation of the case should include: the nature of the concern, the risks to the child or learner, and what action or next steps are necessary. Also discuss what possible support to the learner can be given immediately. All records need to be kept confidentially! Records should be signed and dated.
8. If it is the AEP centre manager who is involved with the incident, then discuss your concerns with a member of the CEC or programme management.
9. The teacher/ AEP centre manager / CEC member ensure that the immediate medical and emotional needs of the learner are met as much as possible. If the incident requires police action, report the incident to the police.

## Handout 4.2: Talking to learners about abuse

These are the steps to follow when you need to talk with a learner about a problem or some abuse.

If a learner tells you or wants to talk to you about an abuse:

1. Stay calm and be reassuring
2. Find a quiet place to talk
3. Believe in what you are being told
4. Listen, but do not press the learner for information
5. Say that you are glad that the learner told you
6. Say that you will do your best to protect and support the learner
7. Acknowledge that the learner may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the learner's fault.
8. When you agree to offers to assist, you have to be committed. If you are not able to be committed, then it is not useful for you to offer any assistance