

# **Creating Healing Classrooms:**

Tools for Teachers and Teacher Educators

**For Field Testing**





International Rescue Committee  
Child and Youth Protection and Development Unit

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Email: [children@theirc.org](mailto:children@theirc.org)  
[www.theirc.org](http://www.theirc.org)

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#### Mission Statement

Founded in 1933, the IRC is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services and advocacy for those uprooted or affected by conflict and oppression.

#### Background and Acknowledgements

This document is a compilation of tools for teacher support and development that have been created by IRC field staff working with the Healing Classrooms Initiative in their respective education programs in Ethiopia, Afghanistan and Guinea. We are very grateful for their willingness to share these tools in their draft form with a wider audience. The tools are for teachers and teacher educators and are works in progress and will continue to be reviewed and refined, adapted and developed. The tools were developed by Tamiru Mikre, Jennifer Sklar, Shewaye Tike and the IRC education team in Ethiopia; Gul Habib, Shaima and the IRC education team in Afghanistan; Alphan Massaquoi, David Walker and the IRC education team in Guinea. Jackie Kirk worked with all three IRC education teams to develop the tools and refine them for this document. The document was developed by Jackie Kirk and Rebecca Winthrop. Special thanks also go to the Pearson Foundation for their editorial, design and production assistance.

We believe that the tools within this document will only be enriched with further field testing, and the IRC's education team welcomes readers' comments or feedback.

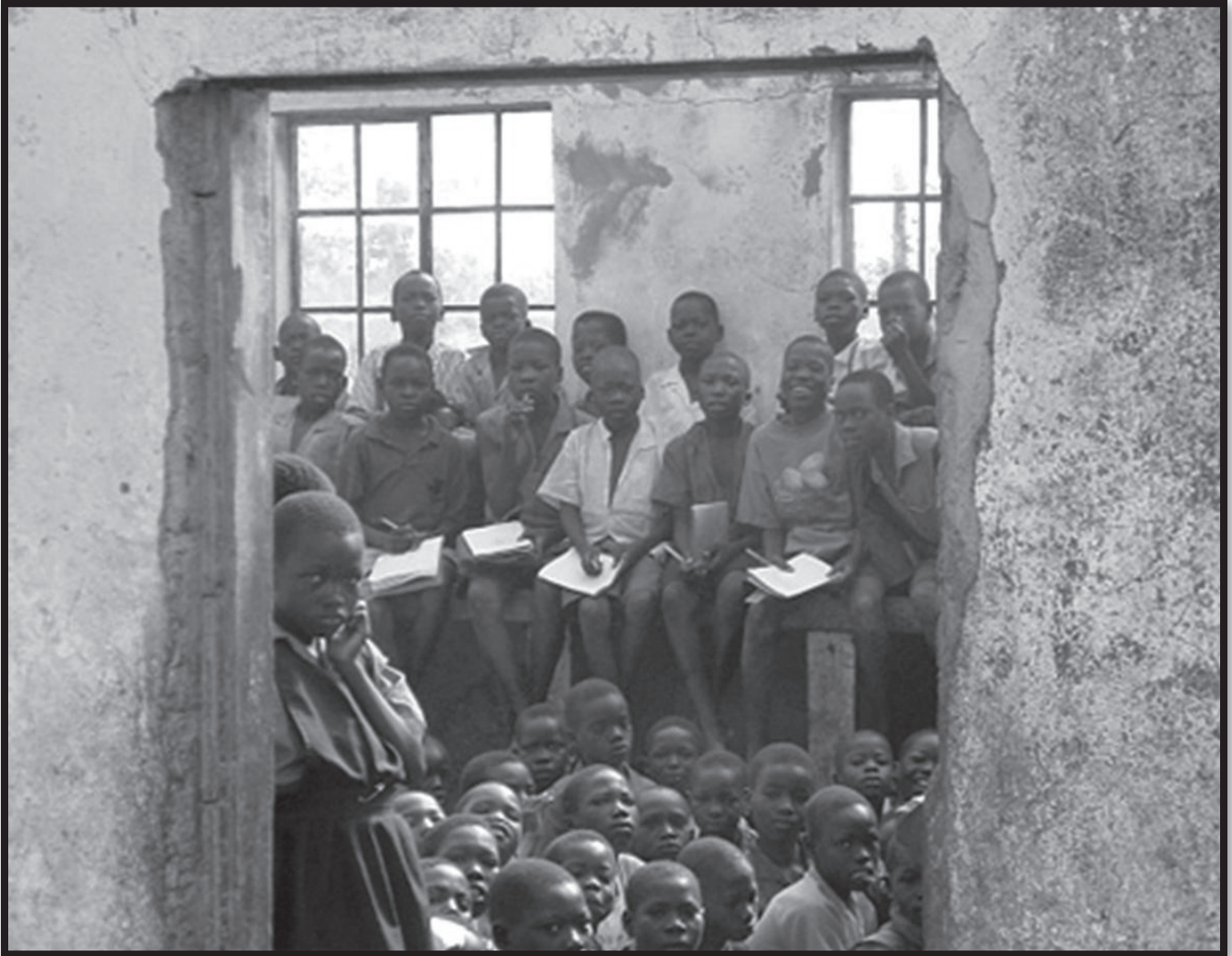
For further details of IRC Education programs please see: [www.theirc.org](http://www.theirc.org)

Or contact the IRC education team in the Child and Youth Development and Protection Unit:

Rebecca Winthrop: Senior Technical Advisor for Education, [Rebecca.Winthrop@theirc.org](mailto:Rebecca.Winthrop@theirc.org)  
Jackie Kirk: Advisor for Child and Youth Protection and Development, [Jackie.Kirk@theirc.org](mailto:Jackie.Kirk@theirc.org)

# Contents

<b>Foreword</b> .....	iii
<b>Introduction</b> .....	1
The Importance of Teachers for the IRC .....	2
Teacher Support and Development within the IRC .....	3
The IRC Healing Classrooms Initiative .....	5
This Document: Innovative Approaches to Teacher Support and Development. ....	6
<b>The Innovations</b> .....	7
<b>Ethiopia:</b> Promoting Teacher Development .....	9
Background .....	9
Innovation 1: Building a Teacher Development Framework .....	10
TOOL: Draft Framework .....	13
Innovation 2: Establishing a Mentoring Program .....	18
TOOLS: Materials for Mentors .....	19
Innovation 3: Developing an Advanced Global Issues Course .....	30
Innovation 4: Establishing a Separate Pre-School. ....	33
Next Steps .....	36
<b>Afghanistan:</b> Supporting Home-based Teachers .....	37
Background .....	37
Innovation 1: Establishing Regular Teachers' Meetings .....	38
Innovation 2: Keeping Individual Teacher Files .....	40
Innovation 3: Encouraging Self-Evaluation for Teachers .....	42
Innovation 4: Child Protection Program in Herat and School-based Teacher Training .....	44
TOOL: Pedagogy for Students' Well-being: Teacher Seminars for Creating Healing Classrooms .....	50
<b>Guinea:</b> Promoting Gender Equality and Protection of Girls through Teacher and Classroom Assistant Development .....	62
Background .....	62
Innovation 1: Classroom Assistant Program and Gender Training .....	63
TOOL: Gender and Education Training Module .....	65



Uganda - Photo courtesy of the IRC



**INTERNATIONAL RESCUE COMMITTEE**

# Foreword

This document is a collection of some of the tools and ideas behind the innovations in teacher support and development that have been created and piloted through the International Rescue Committee's (IRC) Healing Classrooms Initiative. It is intended to serve as a resource for IRC staff working to improve their programs related to teacher support and development, as well as education program and policy makers in other agencies and organizations. The tools in this document have been created by IRC field staff working with the Healing Classrooms Initiative in their respective education programs in Ethiopia, Afghanistan and Guinea. We are very grateful for their willingness to share these tools in their draft form with a wider audience. The tools are for teachers and teacher educators and are works in progress and will continue to be reviewed and refined, adapted and developed.

With this document, we invite all those working in education and child protection programs in emergency, chronic crisis and early reconstruction contexts to a) read about pilot teacher development projects in three countries: Ethiopia, Afghanistan and Guinea; b) consider how the innovations described may be relevant in their own context; and c) if they are relevant, think about how they might be adapted to suit the local context. To support implementation of new, innovative projects, specific tools from the pilot teacher development projects are included, to be adapted according to the context.

This is a working document and will be expanded to include additional resources as they become available. Please do share with us any experiences you have with using this document and the tools within it. We are especially interested in your experiences with adapting and implementing some of the innovations shared here. Your own adaptations may then be included in future versions of this document!

To share questions, ideas or experiences, please contact the IRC education team within the Child and Youth Protection and Development Unit:

**Jackie Kirk: [Jackie.Kirk@theirc.org](mailto:Jackie.Kirk@theirc.org)**

**Rebecca Winthrop: [Rebecca.Winthrop@theirc.org](mailto:Rebecca.Winthrop@theirc.org)**



# **INTRODUCTION**

**INTERNATIONAL RESCUE COMMITTEE**

## The Importance of Teachers for the IRC

The IRC is an international non-governmental organization (NGO), focused on the provision of emergency humanitarian aid to conflict-affected populations and on supporting community development and institution building processes in post-conflict reconstruction.<sup>1</sup> In more than 20 countries, the IRC supports communities and ministries of education to provide access to quality education for all children. In such contexts, teachers are particularly critical – they are working directly with children and their families and play a critical role in community efforts to achieve normalcy, to protect children and to attend to their physical, cognitive and psychosocial needs. Teachers are “on the frontline” when working with children in difficult circumstances, and often with few resources and little support to help them. Even so, by showing concern, interest and commitment, they can make a significant, positive difference in the lives of children.

However, while teachers have great potential to positively impact children’s lives, teachers can also be abusive and disempowering. Teachers often use teaching methods that marginalize certain students and that do not encourage questioning, analysis or critical thinking. Authoritarian and abusive behavior (including corporal punishment) from teachers creates quite the opposite of a healthy and healing classroom environment. We cannot take for granted that schools are always benevolent and beneficial places for children and that teachers will provide care and protection for students. This is especially so in crisis and post-crisis recovery situations, where there are multiple external stresses on students, their parents and their teachers. Many times, teachers who have volunteered to teach have little training or even induction into the teaching profession. In our efforts to protect children affected by conflict and to mitigate against its harmful effects on their cognitive, social and emotional development, working with teachers is a critical strategy. Teachers need to understand the importance of their own relationship with students and the significance of the learning experiences that they facilitate for students in their charge.



Liberia – Photo courtesy of the IRC

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<sup>1</sup>See [www.theirc.org](http://www.theirc.org)



## **Teacher Support and Development within the IRC**

With this recognition of the importance of teachers for the protection and development of children affected by conflict, all of the IRC's education programs include teacher-related activities of one form or another.

In acute emergency situations such as Darfur, the emphasis has been on rapid teacher training for men and women with low levels of education to provide basic schooling as soon as possible to children in conflict-affected communities. Rapid teacher training has also been the priority in tsunami-affected Aceh, where more than 2,500 teachers were killed by the natural disaster. Rapid teacher training has to cover basic teaching skills in literacy and numeracy, but also has to prepare teachers to respond to the psychosocial needs of children.

In chronic crisis situations such as the refugee camps and settlements in Guinea and Pakistan, where the IRC has been supporting education for Liberian and Afghan refugees for many years now, teacher training is still a priority. Teachers repatriate or leave the profession for other reasons, and new teachers are recruited and are in need of training. Experienced teachers also need to upgrade their skills constantly, especially as new subjects and activities are added to the curriculum and issues such as child protection, sexual exploitation and abuse, health and reproductive health and HIV/AIDS education have to be addressed. It may be just as critical for teachers to understand and respond to different child protection issues and psychosocial needs of children. In these long-term refugee settings, too, official certification for IRC-trained teachers is an important issue to work on. This often involves working with the ministries of education, aligning training courses and materials with the official requirements. Complementary advocacy initiatives aim to ensure that the quality of the teacher training activities, and their impacts on the quality of teaching and learning, is acknowledged by the authorities.

In the early stages of reconstruction in countries such as Afghanistan and Liberia, teacher education is also a priority. The IRC usually works very closely with the local ministry of education officials to support the development of the education system and especially to provide technical assistance to reestablishing teacher education curricula and processes. As is the case in Afghanistan, training materials developed by the IRC and used with teachers during the crisis period can be integrated into the mainstream, official curricula for teacher development. The integration of these materials is especially significant as they focus on issues related to the social and emotional well-being of students and teachers.

At the same time, throughout early reconstruction, the government education system may not have the infrastructure, the resources or the human capacity to reach all children – and especially not girls. This implies a need for alternative, but complementary, schooling options, through which other organizations and agencies partner with the ministry to provide schooling opportunities that are in line with the ministry's policies and guidelines. In Afghanistan, for example, the IRC supports community-based schooling, in which teachers, identified from within the community, are teaching a small class in their own home or a community room.

Working in isolation from any other colleagues, these teachers have particular training and support needs that the IRC strives to meet. These needs include support for working with the community, managing multi-age classes and creating stimulating learning environments as well as subject content knowledge.

The diversity of IRC-supported teachers and the broad range of their personal and professional needs mean that the IRC's work is far more than "teacher training." The IRC is concerned with initial, rapid teacher training, but also with more long-term teacher education on critical topics such as psychosocial well-being, health and reproductive health. Experience also shows that teachers do not learn and improve from seminars and training sessions alone. They need follow-up and ongoing support; they need not only master trainers to provide them with initial input, but peers within their school or community who can provide ongoing support and encouragement for them. The IRC is therefore heavily committed to teacher supervision and to supporting professional development activities at the school and school cluster level.<sup>2</sup>

We are also very aware that the teachers with whom we work in crisis-affected contexts also have their own psychosocial needs and their own personal and family priorities for security and survival. Recognizing and responding to these teacher needs means that the IRC is involved in supporting secondary, tertiary and vocational education opportunities for teachers, as well as additional courses such as global issues. We are also starting to prioritize teachers' families in income generation and vocational training programs. As well as being important to the teachers, these activities have a significant effect on the students and the quality of their learning experiences; if teachers feel secure, motivated and confident about the future, then they will usually be able to devote more time to preparing and following up from lessons; and therefore the quality of teaching improves.

To conclude, to encompass the range of teacher-related activities in which the IRC is involved, we use the general term "**teacher support and development**." Although the specific forms of teacher support and development activities differ according to the contexts and the particular needs, all interventions aim to increase the capacity of teachers to create learning experiences that are student centered and that are oriented to healing and well-being.

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<sup>2</sup>"Cluster" usually refers to a small group of schools within geographical proximity and across which there is sharing of teachers' ideas, learnings and experiences.

## **The IRC Healing Classrooms Initiative**

The IRC Healing Classrooms Initiative is an organizational global learning initiative, using participatory action research to review teacher support and development processes, with a particular focus on student well-being. This initiative is generating new knowledge by identifying and documenting promising existing practice and also by developing and piloting new innovations.

There are numerous studies on the lives and experiences of teachers in North American and Western contexts, and this sort of research has been integrated into many teacher education programs. However, there has been very little research on teachers and teaching in emergency, chronic crisis and early reconstruction contexts. This is a highly significant issue for the IRC, especially given the fact that in these situations, teachers are usually identified and nominated by the community without ever having had teaching experience or training and often without really having a strong desire to teach. Another important issue is that male and female teachers may have very different experiences and priorities, which we need to acknowledge. However, the focus of education programs tends to be on the practical issues relating to recruiting enough teachers, on providing basic teacher training for unqualified teachers and on trying to address the thorny issue of teacher salaries.

The Healing Classrooms Initiative assessments in four pilot countries (Ethiopia, Afghanistan, Guinea and Sierra Leone) and the subsequent pilot projects are providing us with further insights into teachers' lives and their experiences of teaching in crisis and post-crisis recovery situations.<sup>3</sup> They are also generating learnings related to appropriate and effective ways of supporting teachers' professional development. In each of the four countries, assessments included teacher and student interviews in sample schools, questionnaires for teachers and focus group discussions with students. Also important were classroom observations. The data collected from such assessments, in addition to the insights gained from IRC program staff, led to the development of a small number of new innovations in teacher support and development. These innovations are now being piloted in the four countries not as stand-alone projects, but rather as new or slightly different approaches within existing projects.

Where the trend has been to provide teachers in crisis and post-crisis recovery contexts with separate trainings on the psychosocial well-being of children, the Healing Classrooms Initiative is taking a more holistic and integrated perspective, working with the principles of psychosocial well-being and the "healing" of children and teachers and integrating these with culturally appropriate notions of "good teaching." The Initiative is developing models of good pedagogy that are grounded in principles of child protection and child well-being. It is also developing new ways of thinking and talking about "becoming and being a teacher" that are grounded in the responsibilities of being an agent of child protection.<sup>4</sup>

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<sup>3</sup>In this document, tools and ideas from three of the four Healing Classrooms pilot countries have been included.

<sup>4</sup>For further details of the conceptual work of the Healing Classrooms Initiative, and for more detailed discussion of the findings in the four assessments, please see *Creating Healing Classrooms: Research on Teacher Development for Student Well-being in Contexts of Crisis*.

## **This Document:**

### **Innovative Approaches to Teacher Support and Development**

This document describes some of the innovative approaches to teacher support and development that have been and/or are being piloted in IRC education programs through the Healing Classrooms Initiative. After a description of the program context, each innovation is described in some detail, including its early impacts and some issues and challenges that have arisen with it. Any tools or documents developed for the intervention are included. These are tools that have been developed by different IRC teacher trainers and education staff around the world and have been left in their original formats as examples for others to adapt and use in their own programs. Additionally, where appropriate, other related ideas and resources are suggested. None of the innovations described is presented as a perfect solution. They represent ongoing efforts to do our work better, which continue to be refined and improved as we learn.

As described earlier, this document is a work in progress about work in progress! It will benefit from feedback from those who read and use it. Please do contact us with questions, further suggestions, ideas and comments.



Pakistan – Photo courtesy of the IRC

# **THE INNOVATIONS**

**INTERNATIONAL RESCUE COMMITTEE**



# ETHIOPIA:

## PROMOTING TEACHER DEVELOPMENT

### BACKGROUND

The IRC first started to work in Ethiopia in 2001, when an emergency education program was set up to serve Eritrean Kunama and Tigigna refugees fleeing government persecution. Located in a relatively small refugee camp in the vast and arid Northern Tigray region near the Ethiopian-Eritrean border, the IRC's education program was the first time that many of the Kunama children had ever had access to school. The school was originally started in Walnihby Camp; but as this camp closed, it relocated to nearby Shimelba, where there are now 25 teachers and approximately 800 students, the vast majority of whom are enrolled in grade two and below. Working with the Ethiopian regional education office, the IRC provides training and supervision for teachers, supplies teaching and learning materials, supports curriculum development, runs school-feeding, mobilizes and trains the Parent-Teacher Association, and engages youth in recreation and peer outreach activities.

When the school was being established, community leaders, in consultation with the camp administrators, identified potential teachers among the camp population. Selection was mostly based on levels of education, and also on a sense of confidence in the individuals to be entrusted with the education of the community's children. In such circumstances, it would have been very difficult for the teachers chosen to decline the request from the community leaders. There were many more educated Tigigna who could have been chosen; but with a much larger population of Kunama students, it was also important to recruit Kunama teachers. Kunama men and women with the highest levels of education were sought out and asked to become teachers. It was particularly challenging to find educated Kunama women, and to provide some gender balance in the teaching staff, women with only grade six education were recruited.

Most of the teachers had not completed their own secondary education and had no teaching experience before they became refugees. Since 2001 the IRC has offered various teacher training workshops to provide basic training on key topics such as lesson planning. This has enabled the teachers to function adequately in the classroom and to be able to deliver the curriculum to the students. However, these trainings had not really engaged the teachers in discussion of their own ideas and priorities for teaching and learning, or of what they thought was important for the students to learn and how they felt they could teach it. Rather, the teacher development model was more of a "banking" one, in which the under-qualified teachers were "filled" with new knowledge and skills by the trainers.



## **Innovation 1: Building a Teacher Development Framework**

The Healing Classrooms assessment revealed the low levels of self-confidence and motivation of the teachers in the school and challenged the IRC to develop alternative strategies that could engage the teachers as experts on the needs of the children in their own community. It was felt that this could motivate them by valuing their own “alternative qualifications” and their qualities as teachers.

As part of the Healing Classrooms Initiative, a two-day workshop was held with the teachers to reflect first on the overall aims of their education program (over and above their different specific subjects). Secondly, the workshop started to identify how the teachers would know if those learning aims were being achieved, and to discuss the teaching methodologies and activities that would meet those learning aims. The idea was to start to develop a locally relevant “teaching and learning framework” that could be used to better align the teaching methodologies being used with the overall aims of the education program for students. Such a framework could also be used to inform teacher development and to identify appropriate teacher development indicators for future monitoring and evaluation.

At the outset of the workshop, a whole-group discussion was held on the overall aims of education, and the teachers brainstormed some of the specific priority areas for children’s learning in school. These included:

- ❑ Social integration (unity, love, friendship and living together)
- ❑ Equality
- ❑ Creativity
- ❑ Critical thinking (analysis of good and bad things)
- ❑ Respect, discipline and politeness
- ❑ Responsibility
- ❑ Self-confidence
- ❑ Good health and safety/protection
- ❑ Conservation of natural resources



The next step in the process was for the teachers to “unpack” some of the concepts they had identified and to think about what they would want to see from the students as indications of their learning in these areas. The teachers worked in groups again and identified some of the “indicators” listed below.

<b>PRIORITY AREA</b>	<b>INDICATOR: Students...</b>
<i>Creativity</i>	<p>Create (make) playing materials from their environment – e.g., car from mud, telephone from wire and can, airplane from paper or plastic</p> <p>Try (in music) to develop singing and try to make poems</p> <p>Imitate things they see and hear</p> <p>Invent (try to make their own things)</p>
<i>Conservation of Natural Resources</i>	<p>Avoid killing birds</p> <p>Cultivate and water plants in the school garden</p> <p>Make careful use of water in school</p> <p>Use school materials properly</p> <p>Avoid deforestation (cutting of trees)</p> <p>Take care of school materials and furniture and keep them neat</p> <p>Do not damage/burn furniture in homes</p>
<i>Equality</i>	<p>Of both sexes participate in sport</p> <p>Of both sexes present in group discussions</p> <p>Of both sexes participate in school garden cultivation</p> <p>Of both sexes participate in drama</p> <p>Of both sexes participate in different activities such as cleaning, dialogue</p> <p>Of both sexes participate in class leadership – e.g., monitor</p> <p>Of different ethnic groups respect each other</p>
<i>Social integration</i>	<p>Use different languages/communication: Tigrigna – Kunama – Saho</p> <p>Share cultural invitations – e.g., marriage</p> <p>Show friendship – e.g., in different games</p> <p>Have group discussion – e.g., help each other in translation</p> <p>Exchange general knowledge</p>
<i>Self-confidence</i>	<p>Ask and answer questions without shyness</p> <p>Speak out openly about what they observe</p> <p>Admit if they make a mistake</p> <p>Are sociable and not isolated</p> <p>Argue and debate for the truth</p> <p>Are happy with their accomplishments</p>

The next step in the process was to identify some of the teacher behaviors, actions and activities that were considered necessary to stimulate and facilitate this sort of learning for the students. These were considered from three perspectives: those of the subject teacher, the class teacher (homeroom teacher) and of a teacher in the school generally.

The results of all of these discussions and work groups were entered into an outline teaching and learning framework, which follows. This framework will be further developed; but even as it is, it provides an innovative starting point for teacher-centered teacher development. Originating from the teachers' own perceptions and perspectives, the framework recognizes teacher strengths, local knowledge and priorities. It can be used with the teachers to map out their own strengths and weaknesses and to identify specific areas for professional support. It also provides a structure for teacher mentoring to take place, focused on particular areas identified collectively as priorities.



Ethiopia - Photo courtesy of the IRC

# TOOL:

## A Draft Framework for Learning at Walanihby Refugee Camp School (from Teacher Workshop)

Learning Aims	Indicators	Teacher Responsibilities, Activities and Methodologies (These are some suggestions only, feel free to add/subtract)		
		Subject Teacher	Class Teacher	General Teacher in School
<i>Creativity</i>	<p>Students making toys and playing materials from their environment</p> <p>Students making up the words to their own songs</p> <p>Students wanting to try out for themselves new ideas</p> <p>Students inventing new games and activities for themselves</p>	<p>Using stories and having children tell stories</p> <p>Teacher creatively using local materials for class activities</p> <p>Using open-ended questions in class and encouraging children to discuss and debate ideas</p> <p>Using drama/role play to act out new ideas and concepts</p> <p>Allocating marks for creativity in presentation for student projects</p>	<p>Setting up whole-class activities such as drama show, book-making</p> <p>Attractively displaying students' work in the classroom</p>	<p>Initiating and encouraging variety of playground games</p> <p>Whole-school cultural activities such as song festivals, poetry</p> <p>Giving recognition (awards) for students' creativity</p>

## A Draft Framework for Learning at Walanihby Refugee Camp School (from Teacher Workshop)

Learning Aims	Indicators	Teacher Responsibilities, Activities and Methodologies (These are some suggestions only, feel free to add/subtract)		
		Subject Teacher	Class Teacher	General Teacher in School
<i>Conservation of natural resources</i>	<p>Students avoid killing birds and animals when playing</p> <p>Students cultivating and watering plants in the school garden</p> <p>Students showing careful use of water in school</p> <p>Students using school materials properly</p> <p>Students showing awareness of deforestation and encouraging their families to conserve wood</p>	<p>Integrating environmental messages into language lessons (e.g., choice of stories, poems to be read in class; students write about nature themes)</p> <p>Integrating environmental messages into math lessons through, e.g., counting, recording</p>	<p>E.g., creating a class campaign for the rest of the school on careful use of water</p> <p>Class activities (e.g., picnic) outside</p> <p>Class environmental activities in the community (e.g., drama, poetry, reading)</p>	<p>Modeling of careful use of water and other resources</p> <p>Whole-school environmental activities (e.g., school garden development)</p>

# TOOL: (cont.)

## A Draft Framework for Learning at Walanihby Refugee Camp School (from Teacher Workshop)

Teacher Responsibilities, Activities and Methodologies (These are some suggestions only, feel free to add/subtract)				
Learning Aims	Indicators	Subject Teacher	Class Teacher	General Teacher in School
<i>Gender equality</i>	<p>Boys and girls participating in different sports (and especially non-traditional sports for each sex)</p> <p>Boys and girls participating equally in group discussions</p> <p>Boys and girls participating equally in school garden cultivation</p> <p>Boys and girls participating equally in drama</p> <p>Boys and girls participating equally in different activities such as class cleaning, dialogue</p> <p>Both boys and girls involved in class leadership (e.g., monitor)</p> <p>Students of different ethnic groups respecting each other</p>	<p>Where possible, avoiding gender-biased teaching materials</p> <p>Critical use of gender-biased textbooks (e.g., pointing out where there is an over-representation of boys and getting students to discuss)</p> <p>Ensuring that topics, activities and assignments chosen reflect girls' interests and perspectives</p>	<p>Attention to equal appointment of girls and boys to class positions</p> <p>Attention to avoid gender stereotyping in the assigning of classroom chores</p> <p>Specific attention to girls whose attendance is poor, or who drop out</p>	<p>Encouragement to boys and girls to participate in different sports</p> <p>Support for a girls' council in school that meets on a regular basis</p> <p>Girls' education awareness-raising activities in the community</p> <p>Modeling gender-sensitive behaviors in school for the students (e.g., men teachers making tea, caring for babies; women teachers playing important management roles)</p> <p>Women teachers mentoring girls, especially in upper grades, and being role models for them</p>

## A Draft Framework for Learning at Walanihby Refugee Camp School (from Teacher Workshop)

Teacher Responsibilities, Activities and Methodologies (These are some suggestions only, feel free to add/subtract)				
Learning Aims	Indicators	Subject Teacher	Class Teacher	General Teacher in School
<i>Social integration</i>	<p>Students communicating fluently and easily in and between Tigrigna – Kunama – Saho</p> <p>Students helping each other by translating where necessary</p> <p>Students showing pride in their own cultural activities, and interest in those of other groups</p> <p>Students making attempts to share cultural activities such as marriage</p> <p>Students having friends across the ethnic groups, and playing different games with each other</p> <p>Students freely exchanging general knowledge, ideas and perspectives from their own backgrounds and experiences</p>	<p>Students from different ethnic groups working on collaborative projects within class and for homework</p> <p>Taking examples from the daily activities of different ethnic groups</p> <p>Telling stories from the different ethnic groups</p> <p>Encouraging students to translate for each other to ensure that concepts are understood by all students</p>	<p>Celebrating different cultural events in class or with the class, with students encouraged to describe and explain across divisions of gender and ethnicity</p> <p>Storytelling activities in class in which students are encouraged to share their own experiences, backgrounds, etc.</p> <p>Class dramas and other creative and cultural activities for performance to the school</p>	<p>Teachers modeling social integration in the way they talk and interact with children and other adults</p> <p>Teachers encouraging social integration with various games and activities from all ethnic groups</p>

# TOOL: (cont.)

## A Draft Framework for Learning at Walanihby Refugee Camp School (from Teacher Workshop)

Teacher Responsibilities, Activities and Methodologies (These are some suggestions only, feel free to add/subtract)				
Learning Aims	Indicators	Subject Teacher	Class Teacher	General Teacher in School
<i>Self-confidence</i>  Students asking and answering questions without shyness Students speaking out openly about what they observe Students admitting if they made a mistake Students sociable and not isolated Students arguing and debating for the truth Students happy with their accomplishments		Creating a non-competitive, supportive classroom environment in which all students' ideas and answers (wrong and right) are valued Whenever appropriate, using group activities in which students share materials, ideas, responsibilities Giving attention to sensitive grouping of students	Story-sharing activities (e.g., river of life activity) in class in which students are encouraged to share their own experiences, concerns Class meetings in which all students are encouraged to talk about issues that concern them	All teacher-student interaction and conversation showing respect for students' ideas, experiences Praising children for what they are learning and doing Corporal punishment is never used
Other categories that remain to be worked on include: <i>socialization, social responsibility, critical thinking, (self-)discipline and respect for self and others, health and safety.</i>				



## **Innovation 2: Establishing a Mentoring Program**

A mentoring program for teachers was established in the school in order to respond to the ongoing professional development needs of the Shimelba camp teachers and to start to operationalize the teacher development framework. Program staff saw that periodic trainings were not in themselves enough to enable the teachers to develop and apply the different skills they were learning and that classroom-based support was also needed on a regular basis.

It was understood that it is not always easy for teachers to have someone in their classroom observing and recording their teaching and that there could be resistance to imposed observation. It was therefore suggested that the teachers select their own “mentors” from among the staff. These were to be teachers who had a relatively high level of education and experience and from whom the teachers felt they could learn, but also teachers with whom the others would feel comfortable and who would, in a non-judgmental way, work collaboratively to improve teaching skills and classroom practice.

Once selected, the eight mentor teachers were then provided with various trainings on the topic of mentoring. This included discussion of questions such as: What is mentoring? Why it is important? How it can be done? The trainings also introduced to the mentors different tools to be used for teacher observation and feedback discussions. As the program is currently operating, each teacher is observed by a mentor every week.

Some of the tools are generic – such as how to give constructive feedback to teachers. Other tools have been specifically linked to trainings that have been provided to all teachers. Most recently, the mentor trainings have focused on selected teaching skills, such as group work and question-and-answer strategies. It was felt that while many of the teachers have low education levels and limited teaching experience, they were being overwhelmed with more broad topics, such as “student-centered instruction,” and that such topics had to be broken down into manageable units and worked through one at a time. The trainings were then linked to observation tools for the mentors to use in their follow-up sessions with the teachers.



# TOOL:

## Teacher Observation and Giving Feedback

Advice for Mentors

IRC Ethiopia Program – Shemelba Refugee Camp

1. Ask the teacher an open question that will allow him or her to analyze his or her own lesson. Discuss the points that the teacher brings out, both positive and negative.

*E.g.: How did your lesson go? What do you think about your lesson? Tell me about your lesson. What went well in your lesson?*

*What are the areas you feel you need to improve in? How could you improve in those areas?*

2. Give the teacher the positive points of his or her lesson that the teacher did not come up with on his or her own.

3. Discuss with the teacher the areas the teacher did not already mention that need improvement. Remember not to overwhelm the teacher with every little detail that needs to be corrected. Try to focus on no more than three crucial areas. After identifying the areas that the teacher needs to work on, ask how he or she could improve those areas. If the teacher cannot effectively identify ways to improve, you can provide specific suggestions on how he or she could improve the aspects in the lesson. If possible, demonstrate the techniques that the teacher could use.

4. Begin to close the feedback session with another open question so that the teacher can bring up any issues that concern him or her about the lesson or about teaching in general.

*E.g.: Do you have any questions? Are there any other questions you have about planning or presenting lessons?*

5. Finally, end the feedback session on a positive note. Encourage the teacher to continue the positive aspects of his or her lesson. Provide the teacher with a copy of the observation form that you made comments on.

# TOOL:

## Teacher Observation and Giving Feedback to Defensive Teachers

Advice for Mentors

IRC Ethiopia Program - Shemelba Refugee Camp

Occasionally, a teacher may become defensive when receiving feedback. He or she might feel threatened by the corrections. The way a supervisor/mentor approaches the teacher can help to make the teacher feel less defensive and more open to the ideas that the observer has to offer. The following list contains suggestions for how to give feedback to a teacher so that the teacher is not likely to respond in a defensive manner.

1. Be friendly.
2. Seek the positive side. Put corrections in a positive way whenever possible. Try to develop a positive working relationship.
3. Use the idea of "WE" when making corrections. If the observer always emphasizes "YOU" ("when 'YOU' do this...when 'YOU' do that...") it tends to have the effect of blaming the teacher for everything. The teacher ends up feeling as if the observer is attacking him or her. Try to phrase your corrections in a non-accusatory manner.
4. Refer to the teacher's work rather than him or her personally. Again, this way the person is not being personally criticized.
5. When addressing the areas that need improvement, try to solicit the corrections from the teacher. Let the teacher try to identify the areas that need to be improved. Also try to solicit suggestions from the teacher as to how the problem area can be corrected. When corrections and suggestions come directly from the teacher, he or she is more likely to understand and implement them.
6. Make the teacher aware of the need to improve one's skill level regardless of the years of experience or qualifications one may have. Everyone can always learn something new if one's mind is open to new ideas.
7. If the teacher is extremely defensive despite your efforts and is not ready to listen to the ideas you have, you may consider suspending the discussion and coming back to it at a later time when the teacher is less defensive and more willing to listen to the ideas you have to share.

# TOOL:

## Classroom Observation Tool for Mentors

IRC Ethiopia Program – Shemelba Refugee Camp

Name of the teacher \_\_\_\_\_ Date of observation \_\_\_\_\_

Number of students attending: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

Grade and subject he/she is teaching: \_\_\_\_\_

Name of the mentor: \_\_\_\_\_

### Observation on questioning as a method of classroom teaching

No	Questioning as the method of teaching	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
1.	Uses questions to motivate students to become actively involved in lesson (open-ended questions)						
2.	Checks students' homework or class work						
3.	Uses questions to develop critical thinking of students and inquiry attitudes (e.g., asks students to solve problems or explore the answer through experience)						
4.	Uses questions to assess achievements of instructional goals and objectives						

# TOOL: (cont.)

## Classroom Observation Tool for Mentors IRC Ethiopia Program – Shemelba Refugee Camp

No	Questioning as the method of teaching	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
5.	Focuses questions on the main points of the lesson						
6.	Questions posed are facts, closed, direct, recall and knowledge questions						
7.	Waits for three seconds after a question is posed to get feedback from students						
8.	Poses follow-up questions based on the feedback obtained from students						
9.	Redirects questions when initial responses are unsatisfactory or incomplete, probing for more complete responses, and provides reinforcement of responses						
10.	Uses praise appropriately; that is, credible and directly connected to the students' responses						
11.	Calls on girls and boys equally to answer questions						

# TOOL: (cont.)

## Classroom Observation Tool for Mentors IRC Ethiopia Program – Shemelba Refugee Camp

### Group work focus

Group, pair and team work	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
Gives enough time to each group, pair or team to complete the work						
Organizes students in a team of five to eight for group work						
Uses groups to solve more difficult tasks						
Gives freedom to groups to discover for themselves						
Supervises, mentors and guides the group work						
Organizes student groups with mixed abilities						
Uses group work when there are insufficient materials in school						
Encourages cooperation						

## Classroom Observation Tool for Mentors IRC Ethiopia Program – Shemelba Refugee Camp

Name of the teacher \_\_\_\_\_ Date of observation \_\_\_\_\_  
 Number of students attending: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_  
 Grade and subject he/she is teaching: \_\_\_\_\_

### Teacher's Overall Competency Assessment

No	Core competencies	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
1.	<i>Lesson planning and preparation</i>						
	Suitability of specific objectives (Do objectives start with action verbs? Are objectives measurable? Are objectives realistic in terms of time? Are objectives attainable?)						
	Suitability and adequacy of content (Is content adequate in terms of time given? Is content adequately developed from specific objectives?)						
	Suitability and adequacy of learning materials (Are teaching and learning aids indicated for lessons suitable? Are teaching and learning aids indicated from the local environment?)						
	Suitability of the planned teaching methods (Are methods planned relevant to the lesson? Are methods planned suitable for the age group? Are varied teaching techniques planned? Is plan student centered?)						
	Appropriateness of teacher and students' activities (Are the teacher's and students' activities adequately related? Are they appropriate for the lesson?)						
	Logical sequencing of teaching points (Are points logically sequenced in levels of difficulty? Are they sequenced in main components of introduction, presentation and conclusion?)						

# TOOL: (cont.)

## Classroom Observation Tool for Mentors IRC Ethiopia Program – Shemelba Refugee Camp

### Teacher's Overall Competency Assessment (cont.)

No	Core competencies	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
2.	<i>Lesson delivery skills</i>						
	Suitability, relevance, liveliness of introduction (Is it lively, including activities for learners? Relevant to the new subject matter? Short enough – five to seven minutes?)						
	Questioning skills (Does teacher use a variety of questions, including open-ended questions that probe learners' understanding and motivation?)						
	Degree of pupils' participation (Do individuals participate throughout the lesson? Do pupils initiate interactions with the teacher? Does teacher promote learning with minimal use of drilling and choral response? Are pupils given a variety of exercises to practice skills?)						
	Appropriate use of language (Is language at the level of pupils, i.e. simple and easily understood? Does teacher follow the language policy for instruction, using mother tongue to help the learner grasp a point being taught?)						
	Questioning skills (Does teacher follow format of question – pause – name? [Look for all three.] Does teacher phrase questions clearly? Use varied questions?)						
	Ability to help the students to think critically and creatively						
	Use of appropriate and various teaching methods that involve students (pair work, group work, role play, song, demonstration, other approaches)						
	Logical development of the lesson (Does teacher present the subject matter logically? Is activity delivery responsive to the abilities of the learners? Are specific objectives being achieved in a logical sequence?)						

### Teacher's Overall Competency Assessment (cont.)

No	Core competencies	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
2.	<i>Lesson delivery skills (cont.)</i>						
	Appropriateness of closure (Does teacher summarize main points of the lesson? Use questions to enhance understanding of main message?)						
3.	<i>Knowledge of subject matter and curriculum</i>						
	Displays competence in subject matter that is being taught						
	Simplifies the content to the level of the learners						
	Understands and uses the curriculum appropriately						
4.	<i>Preparation and use of teaching materials/teaching aids</i>						
	Uses textbooks and other reference materials as necessary						
	Uses variety of teaching and learning aids relevant to the subject matter being delivered, and suitable for age group of learners						
	Prepares variety of teaching aids from locally available materials						
	Uses the blackboard and different-colored chalks appropriately						



# TOOL: (cont.)

## Classroom Observation Tool for Mentors IRC Ethiopia Program – Shemelba Refugee Camp

### Teacher's Overall Competency Assessment (cont.)

No	Core competencies	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
5.	<i>Record keeping</i>						
	Clean and well-recorded student attendance						
	Clean and complete student register book						
	Clean and well-recorded mark list						
6.	<i>Assessment and evaluation</i>						
	Consistently monitors and checks students during an activity						
	Regularly checks and corrects class work and homework						
	Uses various types of continuous assessment techniques (questioning, written tests, observation, class work, take-home assignments, etc.)						
	Provides timely and objective-oriented tests						

### Teacher's Overall Competency Assessment (cont.)

No	Core competencies	Very poor 0	Poor 1	Good 2	Very good 3	Excellent 4	Remark
7.	<i>Classroom management and organization</i>						
	Class control and organization for pupils' activities (Does teacher use different seating arrangements? Are girls and boys mixed in the classroom and interacting freely? Is there a proper system for pupils to do activities in an orderly fashion and quickly? Is there a system of marking pupils' work and helping the weak ones? Does teacher correct bad behaviors displayed by pupils and reinforce good ones? Are pupils raising their hands when they want to answer questions?)						
	Effective use of time (Is teacher conscious of time allocated to each learning activity? Do learners perform activities for a greater time than they listen to the teacher?)						
	Presentability and appropriateness of dress (Is teacher neat in dress and appearance? Does teacher move around the classroom without distracting the attention of learners?)						
	Ability to cope with individual differences (How does teacher handle responses of different pupils? Does teacher identify and help individuals with learning difficulties? Use situations/pupils' experiences to motivate them to learn?)						
	Teacher's voice (Is it clear and audible?)						

## Classroom Observation Tool for Mentors

### Comments by the observer:

[illegible]

### **Innovation 3: Developing an Advanced Global Issues Course (Circles for Change)**

This course was developed specifically to inspire and satisfy the intellectual needs of the relatively well-educated refugees in the camp, particularly the Tigrigna teachers. Despite their potential as teachers and community leaders, the frustrations of camp life and the limited opportunities for personal development do have negative effects. The Circles for Change program, designed for refugees who have completed high school and university level education, aims to provide them with some intellectual tools and stimulation, and to encourage them to recognize their own potential to make a difference to their community through their continued engagement in activities such as teaching.

The camp school operates entirely during the morning shift, thereby creating time in the afternoons for the teachers to participate in educational programs such as Circles for Change.

#### **Course Outline**

The course includes content on general world events and issues, as well as topics more directly related to refugee rights, humanitarian aid and development. There are also skills-based topics, such as NGO management, peace-building and conflict resolution, which aim to equip participants to play a more significant role in development activities. Course topics include:

- ❑ Globalization
- ❑ Human rights
- ❑ Poverty reduction
- ❑ Economics
- ❑ NGO management
- ❑ IRC program framework
- ❑ Social anthropology
- ❑ Education
- ❑ Peace-building and conflict resolution
- ❑ Life skills
- ❑ World trade
- ❑ Philosophy of science
- ❑ Social development

Course materials have been collected from the IRC Addis Ababa office and also from the refugees themselves.

## **Program Impacts**

Although the program is relatively new, significant impacts have been noted.

These include:

- ❑ Participants have increased their knowledge of various local and global issues
- ❑ Participants are maintaining their study skills
- ❑ Participants are extending their vocabulary to express themselves and their situation more articulately and are developing confidence to express their ideas, experiences, feelings and situations in small groups
- ❑ Participants analyze information from many dimensions before taking it as truth
- ❑ Participants give invaluable ideas in community meetings and consult the elected central committee of the camp on various issues; they review documents produced by the camp's central committee
- ❑ Participants pass on important information and knowledge gained in the discussion groups to their friends, family and colleagues
- ❑ Participants are developing a sense of responsibility toward themselves and their community, and are showing increased readiness to be involved in community activities
- ❑ Participants are happy to be spending their time in a productive and meaningful activity
- ❑ Participants write articles on various topics and present them in different activities
- ❑ Participants are creating visions of their future career

## Challenges

Expansion of the program is happening due to its appeal and its relative success. However, that is not to say there are no challenges associated with it.

The dropout rate is high, at about 50 percent. One factor that contributes to this includes the involvement of participants in mud brick production as an income-generating activity. The high level of the course content is also an issue, particularly as the knowledge and facilitation skills of the facilitators are sometimes not much higher than those of the participants. Furthermore, the general frustrations of refugee life and disappointments relating to resettlement have increased as the border area has become tense and the likelihood of conflict has escalated.

It is also particularly difficult to include women in the program. Although only a small percentage of the refugee women have high school-level education, at the start of the program there were several women involved. However, they have dropped out for a number of reasons. The major reason for this is the high level of the course content, and especially so because the medium of instruction is English. Culturally, it is also new for women to participate in such a forum, sitting together with men in the class.

## Expanding and Improving the Program

In order to expand the program, new Circles for Change facilitators are required. New facilitators are identified from among the participants who have a good understanding of the subject matter studied and the capacity to articulate their ideas. They also need to have the motivation and interest to work as facilitators and good interpersonal relationships. Each of these facilitators first works as an assistant for one course and then becomes independent and teaches alone. As they become independent, they will continue to establish their own circles.



Ethiopia – Photo courtesy of the IRC

## **Innovation 4: Establishing a Separate Pre-School**

*Adapted from: "Creating Healing Classrooms for Pre-School Children in Shemelba Refugee Camp, Ethiopia" in Coordinators' Notebook of the Consultative Group on Early Childhood Care and Development.*

*Jackie Kirk, Jennifer Sklar and Tamiru Mikre*

*International Rescue Committee*

### **Background**

Until recently, little attention had been focused at the lower end of the Shemelba Refugee Camp School. Kindergarten and pre-kindergarten classes were being taught in the same formal way as the higher grades, with the school day strictly divided into a series of unconnected lessons, all with different teachers. The teachers for pre-school classes were the same personnel who taught the older grades, and there had been no specifically focused early years' teacher training. The youngest students sat at desks, as in the other classes, and had no age-appropriate learning resources to work with. The teaching methodology was predominantly teacher talk, and individual questions and answers. Pictures were sometimes used by the teachers to show the words they wanted the children to learn, and the math teachers sometimes took objects into class for the children to count; but there were few opportunities for active learning. Not surprisingly, although the number of children enrolled in the pre-school classes was high, the number of children present on any given day was less than half of the total enrollment. The Healing Classrooms assessment, conducted in February 2004, recommended moving toward a more age-appropriate school-day schedule and teaching methodologies that emphasize learning through play, song, story and drama. There were further recommendations to consider instituting "homeroom teachers" with whom the students would be able to develop a special relationship, even if they were sometimes taught by other, less-familiar teachers.

The Healing Classrooms Initiative recommendations were then disseminated and discussed with teachers, parents and the school management committee. The recommendations were reinforced by similar education policy reforms initiated by the Ethiopian Ministry of Education that emphasized the need to move toward self-contained classrooms for grades one through four, to move toward a theme-based curriculum that would promote further subject integration, and to use learner-centered methodologies that promoted problem-solving and creative thinking in the classroom.

There are many reasons for which this focus on early childhood education makes a lot of sense. As many of the Eritrean refugees come from a pastoral and rural background, they lack familiarity and comfort with formal education systems. Early outreach to young children provides IRC staff and youth leaders with more opportunities for engaging parents in dialogue concerning the benefits of education and the psychosocial needs of refugee children. Children, particularly girls, begin taking on significant household chores at the age of seven, such as the care of younger siblings, cooking and cleaning, fetching water and herding. Pre-school activities act as a "school readiness" program for both children and parents. Many parents also find themselves unable to provide their children the amount of care and nurturing needed as

they cope with their own psychological stress resulting from displacement and adjustment to life in the camp. Providing structured activities for smaller children allows parents more time and space to work through their own recent traumas without sacrificing care for their children.

In addition, the introduction of pre-school activities contributes to girls' increased enrollment and retention in school. Girls commonly have the responsibility for looking after younger siblings, and are thus unable to participate in schooling or other youth programming. Moreover, the IRC has targeted female heads-of-households for its vocational training, adult education and income generation programs, creating a demand for structured activities for pre-school-aged children while their mothers participate in trainings and classes. As the IRC is hoping to decrease child labor by engaging women in vocational and income generation activities, it was important to further increase their access to IRC programs by providing structured and safe activities for their pre-school-aged children.

### **The Pre-School Program**

Thus, the IRC and the School Management Committee decided that drastic reform was needed and determined that the kindergarten and pre-kindergarten students needed to be placed in a separate pre-school program that used more age-appropriate learning and materials, as well as classroom furniture, with a safe environment for play. Under the leadership of Tamiru Mikre, the IRC constructed a nine-classroom pre-school, modeled on the idea of a small children's village, with an adjacent school feeding center, a play/group room, age-appropriate sex-segregated latrines and an outdoor playground. The classrooms have been furnished with mats, chairs and tables appropriate for young children and age-appropriate pre-school materials to stimulate games, recreational activities, art, music and pre-literacy activities. The pre-school's school feeding center is where the children each receive one portion of CSB (Corn Soy Blend) porridge a day. This center also contains a circular room that houses musical instruments, storybooks and drama props to facilitate the children's daily play time.

The IRC hired and then trained a female school director, 10 female classroom (i.e., not subject) teachers and four female assistants. The start-up of the pre-school and the hiring of female teachers as potential role models was and is also an important strategy for reducing girls' child care responsibilities for younger siblings and for identifying more potential female role models (particularly Kunama) in the community to encourage girls' participation in the school. Because of the difficulty of identifying educated female teachers, the IRC recruited women with lower levels of education but who had a good standing in the community. The pre-school teachers received pre-service training in classroom management, active learning, continuous assessment and evaluation, and the use and creation of teaching aids.

The IRC opened its pre-school in May 2005 with 276 children between the ages of three to seven (135 girls and 141 boys). The IRC borrowed from the rich experience of Save the Children Sweden, which had developed a pre-school syllabus for refugee children in the Western Sudanese camps, translated it into Kunama and Tigigna, and adapted it to the Kunama setting.



The curriculum includes basic themes of health, environment, language and physical education. Throughout, it teaches lessons through play, role-play, music, art and storytelling. Simple lessons in literacy and numeracy are integrated within the themes of the syllabus.

### **Lessons Learned**

Even in the short period since the pre-school opened in Shimelba camp, a number of important lessons have been learned, particularly about teacher development:

- ❑ The IRC has constructed one pre-school located in a central location. However, experience in other camps shows that parents are reluctant to send small children to schools very far from home and that it is better to have a pre-school in each zone. In addition, parents often resist sending their small child to be cared for by a member of a different ethnicity.
- ❑ The IRC provided various store-bought pre-school materials, but found that most pre-school teachers needed intensive training in their use. Without this, these materials remained unopened, in their boxes on the shelves. Often the teachers were more comfortable with locally made pre-school teaching aids such as puppets, wall pocket books, flash cards and locally drawn pictures.
- ❑ Many of the pre-school teachers have low levels of education and found it difficult to follow the pre-school syllabus. Thus local refugee artists were hired to create a pictorial depiction of the syllabus. Each unit has accompanying pictures that provide pre-school teachers with instruction on the content of the unit and can be used as accompanying teaching aids for the daily lesson.
- ❑ In Ethiopia and in the refugee camps, teachers initially resisted the concept of self-contained classrooms. Because of their reliance on lecture, teachers feared that students would be bored. Also, there is a high absenteeism rate among teachers due to the need for teachers to participate in supplementary livelihood activities, and they were concerned about the impact a teacher's absence would have if a class were dependent on one teacher. These fears, however, can be overcome with focused teacher training on teaching methodologies and the use of themes to facilitate subject integration. In addition, teacher trainings include additional community members who can act as substitutes in the event of a teacher's absence.
- ❑ Special attention has to be paid to the introduction of new teaching methodologies and the use of age-appropriate instructional tools and teaching aids to the pre-school teachers. In this first year, the teacher training focused on basic teaching methodologies such as the use of pictures to elicit discussion, small-group work and even question/answer sessions. The pre-school teachers also receive regular in-service training in classroom management, lesson planning based on the syllabus, the appropriate use of

teaching aids and instructional materials, and learner-centered teaching methodologies. These in-service trainings are followed up with classroom observations by the pre-school director (using a specific observation tool) and with ongoing mentoring for each teacher to discuss and then practice the next day's lesson.

## **Next Steps**

Teacher development is the focus of the IRC's education program in Shmelba camp, because of the important role the teachers play in promoting their students' positive socialization, academic curiosity and rigor, as well as their emotional well-being. Teachers can communicate lifesaving messages to children, model caring adult behavior and have the potential to create classroom climates that help children thrive and develop. In situations of armed conflict, teachers play an even more critical role than usual. Teachers, through schools, often emerge as the front-line responders to their students' emotional needs when children suffer from material and emotional deprivation as a result of war, become uncertain about the present and future, or even lose their parents. To this end, schools can provide a safe environment for healing – for structure, stimulation, and opportunities for learning and healthy socialization. Schools are also a symbol of hope for adults in devastated communities or refugee camps where investing in children holds the promise of a better future – nowhere is this more so than in the pre-school classrooms, where in so many different ways the foundations for healing-oriented teaching and learning classes should be laid.

The IRC now needs to look at different strategies for further motivating teachers to become invested in improving the quality of their classroom instruction. This is especially so for the pre-school teachers. Refugee teachers are often selected by the community based on their education level and not necessarily based on their interest or desire to be teachers or to contribute to the overall well-being of the community's child and youth populations. Thus, strategies for motivating teachers, such as access to further education and teacher certification, community actions that demonstrate widespread appreciation and recognition of teachers' contribution, and rewards for outstanding performance or commitment, are important. Teacher training should be complemented by strategies for addressing teachers' motivation to improve and develop their own classroom instruction.

# AFGHANISTAN

## SUPPORTING HOME-BASED TEACHERS

### BACKGROUND

The many years of conflict and instability in Afghanistan have taken a heavy toll on education, resulting in a government system that is unable to reach many of the school-aged children in the country. The quality of the schooling is generally very poor. Most teachers have received only minimal training, and do not receive the necessary supervision and other support to promote quality teaching; they usually work with very few teaching and learning materials. The Taliban's ban on education for women and girls has had long-term impact, creating a situation where, even in communities where there is a demand for girls' education, the formal system is unable to provide schools that are physically and culturally accessible for girls. Schools need to be close enough to the girls' homes and provide an education that is perceived as safe, relevant and appropriate for girls.

The IRC Afghanistan program supports community-based education for children who would otherwise have no access to school because the government schools are too far away and too far removed from their community. This is especially the case for girls; parents are very reluctant to send them to school when it requires walking far from the village and also when the school has teachers and students who are unknown to them. Providing schooling that is very close to their homes is therefore critical to creating access for girls, as is working with local teachers who are known and trusted by the community.

The IRC works with communities in five provinces in which there are limited opportunities for formal schooling to establish "home-based schools." These are usually one-class schools, taking place in locations within the community; the women teachers are mostly holding their classes in their own homes or compounds. There are some male teachers who have given over a section of their home or compound to hold their class, but others (including mullahs themselves) are teaching in the main prayer room of mosques.

A few of the home-based schools are actually two classes, with two teachers working side by side, but most have only one teacher who works in isolation from any colleagues. For the women teachers especially, the only professional development support the teachers have are the regular visits from IRC supervisors. The men teachers tend to have some opportunities to meet informally with other teachers within the community, but this is not a regular, formal arrangement; neither is the focus of the meetings necessarily pedagogical.

## **Innovation 1: Establishing Regular Teachers' Meetings**

### **Background**

The situation described above means that not only do the teachers have no peers with whom to discuss their practice or share problems, experiences and materials, but they are also alone in all of their discussions with parents and the community on questions of education. On considering the implications of this isolation, both pedagogically and in terms of advocacy for education, the IRC staff reviewed the monitoring and supervision system. Although it is reassuring and validating for a teacher to have a visit from an IRC trainer every month or so, a program consisting entirely of individual visits may not be the most effective way of supporting home-based schoolteachers and improving the quality of their work. It was felt important to find ways of counteracting the isolation that most teachers experience, and the lack of interaction with colleagues – especially so for the women teachers. Strategically, too, it seemed important where there are several teachers in one village for them to be able to come together and form a more powerful force for education within the community that might be able to negotiate more effectively with the shura and/or the Community Education Committee (CEC) for community support for education and for teachers.

With this in mind, a strategy for community-level teachers' meetings was piloted. Initially, at least, these meetings are planned by the IRC education staff, but with the idea that gradually the teachers will take on more and more ownership of the meetings and will start to decide on the content, lead the discussions and share their own strategies and ideas. This was planned to supplement rather than replace the individual supervision visits.

### **Early Impacts of the Intervention**

- ❑ Teachers showed enthusiasm for the meetings and walked considerable distances to be there, even during the holidays
- ❑ Women teachers especially were happy to meet other teachers who they did not know were running classes, even very close to their school
- ❑ In some communities, men and women teachers have been able to meet and talk together, something that has been very beneficial yet which is normally not possible
- ❑ Teachers stated that they felt they could learn from each other's experience and "solve each other's problems"

## **Issues to Consider and Challenges in Implementing and/or Sustaining the Intervention and/or Its Impacts**

### ☐ *IRC staff capacity to support participatory teachers' meetings*

Especially in a context where the teacher supervisors have been used to leading trainings and other activities, it is not easy for them to understand the need for the teachers' meetings to be more participatory and teacher-centered. Furthermore, while they may be very experienced educators, the teacher supervisors do not necessarily have the skills for facilitating meetings.

### ☐ *Payment issue for teachers*

It has been the tradition to pay teachers at least a per diem to attend training sessions, and so the expectation was that the teachers would also be compensated for their attendance at the meetings. Additionally, tea and refreshments are expected, and so the meetings have ended up being quite costly.

### ☐ *Long-term sustainability*

Because of the costs involved, and the expectations on the part of the teachers about compensation, it is not certain that the teachers will be able to and/or be motivated to sustain regular meetings without IRC support. An additional cultural factor is that while in some locations the IRC is able to bring together male and female teachers in a professional activity such as the teachers' meetings, this may not be possible without the IRC staff there to "legitimize" this.

## **Other Ideas for Supporting Teacher-to-Teacher Learning in Isolated Teaching Contexts**

Other possibilities to initiate for teachers to share experiences and good practice on a regular basis include:

- ☐ Encouraging class visits/observations between teachers (and providing a framework for observation and reflection afterward)
- ☐ Model lessons taught by trainers and teachers with a special skill or methodology to share, observed by other teachers in the village
- ☐ Sharing of videos (on laptop computers) to show good practices and possibilities: for example, classroom organization, student-teacher interaction
- ☐ Regular newsletter – which includes photos of teachers' classes, short stories of their work, examples of students' work

## **Innovation 2: Keeping Individual Teacher Files**

The IRC education trainers and supervisors know very well the individual teachers they support, and understand some of their strengths and weaknesses. However, the way the records were kept on teachers and teacher development, and on training seminars and other interventions within the IRC Education office, made it almost impossible to track individual teachers and to follow up on the impacts of different activities. The feedback sheets on supervision were collected together, and any documentation on training was kept separately. Therefore, to find out, for example, if a particular teacher had attended a particular seminar, staff had to look through the lists of participants for all of the trainings. Because of the different responsibilities of the staff, a supervisor going out to monitor a teacher in a particular village might not necessarily know that the teacher had recently completed a particular seminar and so would not be prepared to follow up in the classroom, to look for impacts and to support the teacher in transferring new knowledge to improved classroom practice. The effectiveness of training seminars has been measured on the basis of pre-tests and post-tests, with the average percentage increase in scores being taken as an indicator rather than on classroom-level impact.

Reviewing this situation, the education staff realized the need for improved record-keeping procedures in order to make it possible to more easily review the profiles and experiences of the individual teachers, to track teacher development and to better link the trainings received by teachers with supervision needs. Eventually, teacher data regarding seminars taken, monitoring/supervision visits and so on should be compiled in a computer database to be regularly updated. In the meantime, though, files have been established in a filing cabinet in the office for each teacher, into which the supervision forms from each visit are placed, and a record is kept of trainings and meetings attended.

### **Early Impacts**

- ❑ The files are better organized and more easily accessible by all staff
- ❑ It is possible to check on the training history of individual teachers
- ❑ After supervision visits, trainers are able to record new developments for the teachers in their individual files



## Issues to Consider

### ❑ *Changing work routines and field-visit procedures*

The desired impact – better alignment between teacher training workshops and classroom-based supervision, observations and support – will occur only if the program staff take the time to regularly update and review the teacher files. The responsibility to update the files after any trainings or group activities should be assigned to one staff member, and individual teacher trainers also need to make sure that after their supervision visits they add the supervision form to the teacher's files. Furthermore, as the trainers are preparing a supervision visit to a particular village, it will be important that they review beforehand the files of the teachers they will be meeting. In this way they can look back at what they themselves – or a colleague – had discussed with the teacher previously, to be prepared to follow up and also assess whether there has been improvement over time.



Afghanistan – Photo courtesy of the IRC

### **Innovation 3: Encouraging Self-Evaluation for Teachers**

The traditional model of teacher supervision involves a more experienced teacher observing the lessons of another teacher and providing feedback. Such feedback can be very valuable to teachers, and particularly to new teachers who are very much in need of concrete strategies and tips to manage their class and effectively teach their lessons. However, this approach does not necessarily engage the teacher in a critical reflection of his or her own practice. It is a supervisor who points out the teacher's strengths and weaknesses, and the feedback then focuses on only the specific issues that have been observed on one particular day.

It is important for teachers themselves to consider their own strengths and weaknesses and to be aware of their own professional progress and development. They can reflect over a longer period of time, such as a week or month, and can consider the general trends rather than an individual day's incidents or activities. Engaging teachers in critical reflection rather than always relying on outside judgment stimulates development of a professional identity as a teacher. It can foster teachers' own pride in their teaching and encourages them to take initiative to improve their practice.

This is particularly important for the teachers in the IRC Afghanistan home-based schools as these teachers are isolated, do not have colleagues to communicate and share with on an everyday basis and receive a supervision visit only once a month on average. In order to support these teachers and to motivate them to continue to think about their teaching and how to improve it in-between these visits and the specific teacher training seminars, a self-evaluation tool was developed.

This tool was introduced to teachers at the first round of teachers' meetings. It is a form that they complete on a regular basis (preferably weekly) and keep with them to refer to and to discuss with the supervisor. The self-evaluation tool has a similar format to the familiar classroom observation tool used by the supervisors. The self-evaluation forms, unlike the classroom observation forms, remain with the teacher and are not collected by the IRC.

#### **Early Impacts of the Self-Evaluation Tool**

- ❑ Teachers showed enthusiasm for the tool and for the idea of being able to work on their own in-between supervisor visits
- ❑ The IRC supervisors were pleased to have some way of maintaining continuity and attention to good teaching with the teachers in-between their visits
- ❑ District authorities were also very interested in the tool and have taken copies to introduce to teachers in the government schools



## Issues to Consider

Challenges in implementing and/or sustaining the intervention and/or its impacts include:

- ❑ *IRC staff capacity to effectively support self-evaluation processes*

Self-evaluation is a complex issue to understand and to explain to others. This is especially so in the context of schools where evaluation has traditionally been in the form of external judgments (such as formal exams). IRC education staff need to fully understand the concept and potential of self-evaluation. Furthermore, they need to be encouraged to use self-evaluation processes and tools themselves in order to develop their own professional practice as supervisors, master trainers and so on.

- ❑ *Institutionalization and sustainability*

Self-evaluation is a time-consuming process, and in order for it to be sustained, teacher supervisors need to maintain their interest in and support for the teachers' own self-evaluation. Rather than being seen as a particular project, the approach has to be institutionalized within the program and linked to other activities such as teacher training seminars. (For example, during a training the master trainers could ask teachers to focus their self-evaluations on the particular topic of the training and then bring their forms to the training to share and discuss with others.)

- ❑ *Risk that the self-evaluation process is seen as a replacement for teacher supervision*

It is important that both teachers and teacher supervisors understand that self-evaluation complements rather than replaces teacher supervision. It is most effective when teachers have someone to discuss their self-evaluation with and someone to provide some of the professional support the teachers identify they need.

## Other Suggestions for Working on Teacher Self-Evaluation

- ❑ *In My Classroom: A Guide to Reflective Practice* (by Joy du Plessis, Mona Habib, Haddy Sey, Barbara Gardner, Andrea Baranick and Andrea Rugh), published by the American Institutes for Research and USAID, is an excellent resource for working with teachers on self-evaluation and reflection on practice. It was developed from experience working with teachers in a number of different countries and is very appropriate for teachers with little experience or training. The manual is available as a PDF file on the INEE Teacher Training Resource Kit.
- ❑ Although not explicitly designed as such, the self-evaluation tool also provides a strategy for transition from intensive teacher development programming into the government system where there is much less provision for ongoing teacher support. Self-evaluation for teachers should be included in the package of interventions to prepare for the integration of home-based school students and teachers into government schools.

## **Innovation 4: Child Protection Program in Herat and School-based Teacher Training**

*Pedagogy for Students' Well-being and Welfare: A Pilot Teacher Development Intervention, IRC Child Protection Program, Herat Province, Afghanistan*

### **Background**

The IRC Child Protection Program in Herat is part of the USAID/DCOF-funded NGO Consortium for the Psychosocial Care and Protection of Children, consisting of Save the Children/US (SC/US), the International Rescue Committee (IRC) and ChildFund Afghanistan (CFA). The consortium has a strategic objective to improve protection, development and well-being of children in Afghanistan through improved access to and quality of education and health services.

IRC Child Protection's primary focus is on education – both ensuring access to non-formal education for children who would otherwise continue to have none, and significantly improving the quality of education, learning environment and safety in formal schools in Herat. Teachers play a critical role in ensuring the positive socialization, academic development and psychosocial well-being of their students; but they, too, are often victims of violence and war-related trauma, have low levels of education and have received little training or professional support to help them overcome the challenges of teaching in this difficult and complex context.

The linkages between education and protection are the foundation of IRC's Child & Youth Protection and Development Unit programs, and constitute an important advocacy argument for the international community active on education in emergencies. In fact, the notion of "protection" is embedded in the definition of Education in Emergencies adopted for the newly developed Minimum Standards for Education in Emergencies: "Education that protects the well being, fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, physical) of people affected by conflicts and disasters." At the Global Consultation of the Inter-agency Network on Education in Emergencies (INEE) in December 2004, there was much attention to the concept of education as protection. However, there have been few concrete examples of programming, and especially of teacher training/development initiatives, that explicitly focus on these linkages.

### **Community Learning Centers**

In response to the expressed child protection priorities of remote communities in Adraskan and Enjil districts of Herat Province, the IRC Child Protection Program has established Community Learning Centers (CLCs) in communities in which there is no access to government schools. These two-roomed buildings are made of local materials and to a local design. Each room is designed to be used as a classroom, but also for additional activities such as community meetings. They contain a set of plastic tables and chairs for the students and teachers, in addition to a bookcase for the teacher's books and materials, a blackboard and other basic equipment, such as a water container. The metal doors are lockable, and the teachers carry the keys.

Classes take place for about three hours a day, six days week, bringing together children from the village for simple learning activities based on the Ministry of Education's Non Formal Education literacy curriculum. The students and teachers have textbooks, exercise books and stationery provided by the IRC. The students also have backpacks for carrying them.

### **Community Learning Center Teachers**

Teachers for the CLC classes were identified from within each community. In many cases the most educated person, and the only candidate for the position, has been the mullah. The mullahs have generally studied at least at the primary level, and have very basic reading and writing skills. They also tend to have a commitment to the general well-being and development of their community, and, following the Prophet Mohammed's teachings and the Koran's insistence on the importance of education, are often ready to take on the additional responsibilities of being a teacher.

In some communities, where enrollment has been high and the class has become overcrowded, a second class has been established, with the students split between the two. The second teacher is usually a student from the first class who has shown talent and who has been assigned to teach the younger students. In one community, for example, 14-year-old Bazhiga teaches the youngest students, supported by the mullah, who teaches the classes of which she was previously a member.

A baseline assessment conducted as part of the Healing Classrooms Initiative highlighted how the lessons being taught did not vary much between the classes. They consisted mostly of repetition by the students of the textbook lessons. The students were learning by rote and taking turns to come up to the blackboard to write up what they had learned while their peers watched. The class then chanted the phrases and the calculations when told to do so by the student at the front. None of the teachers have studied beyond primary school – and the mullahs have generally studied only in koranic schools. Support has been provided to the teachers once "on the job" through the regular visits of the IRC staff. Short trainings recently provided by the Ministry of Education, supported by UNICEF, were apparently quite unsuitable for these teachers, being more theoretical and in no way tailored to the specific experiences and abilities of these teachers in remote communities. The teachers were left feeling more frustrated than enthused and empowered. The IRC Child Protection Program had recently recruited two staff members dedicated to teacher training and supervision, and they were visiting the teachers on a regular basis. They were able to provide one-to-one feedback on lessons observed and to give advice. They also prepared some resource materials (such as posters) for the teachers.

Given this context, an urgent need for appropriate training for all of the teachers in the CLCs was identified. It was also recognized that the training had to be very basic and very hands-on in order to be accessible for teachers with extremely low levels of reading and writing skills. It had to focus on a small number of issues identified as those that can make a significant

difference in the children's learning experience, and it had to be focused on the child protection and child rights principles in which the Child Protection Program is grounded and that are so critical for the vulnerable children of these communities.

Within the framework of the Healing Classrooms Initiative, a specific teacher development intervention was therefore designed for the CLC teachers in Adraskan District. In order to capture the current context, prevalent teaching practices and the general state of children's psychosocial well-being, a comprehensive baseline assessment was conducted, involving classroom observations and student and teacher interviews. An endline/impact evaluation assessment was then conducted at the end of the intervention to assess the intervention's impact and to inform the design of appropriate follow-up. The results of this impact assessment are very positive and highlight the particular value of the classroom-based training.

### **Overview of the Teacher Development Intervention**

The pilot teacher development intervention was designed with two specific modules, each consisting of a 10-day seminar (two weeks of half-day sessions to allow the teachers to continue to give classes) followed by a month to six weeks of "classroom-based training." The classroom-based trainings consisted of a series of visits by the teachers' trainers, each of which was focused on a particular issue covered in the seminar training. The trainers followed a set program of activities with the teachers in their own classrooms, sometimes demonstrating a particular pedagogical strategy, and sometimes working in a team with the teacher to try something new. Some of the classroom-based trainings were conducted with individual teachers. For others, two teachers from nearby communities came together to work with the trainer. Pairing the teachers in this way also aimed to build the relationships between neighboring teachers and to encourage the otherwise isolated teachers to continue to seek professional support from each other.

#### *Content and Focus of the Intervention*

The intervention was designed to encourage the teachers to understand the importance of education, and their roles as teachers from a child protection perspective, and to build their skills to act as agents of child protection. This was presented as something that is integral to the role of teachers in communities. It is especially so in the remote communities of Adraskan where the teacher is usually also the mullah, a focal point for community health issues, and a person of authority and respect within the community. Rather than something additional to the work of the teacher, child protection and well-being principles are the foundations of the teaching methodologies, classroom management and organization skills taught during the seminar. Children will learn well only when they are feeling safe, comfortable and happy; and at the same time, there are certain ways of teaching and of organizing the learning environment that contribute to children's sense of well-being.

The seminar training began with one day devoted to an exploration of what it means to be a teacher (What are the community's expectations? What are the children's expectations? What

attitudes and aptitudes are required? What skills are required?); and Day Two focused on the child protection and well-being elements of teacher identity and practice. These concepts were approached first from cultural and religious perspectives familiar to the teachers (including, for example, what the Koran says about child rearing and child development, what is meant by “tarbia<sup>5</sup>” and why it is so important) before links were made to international terminologies and instruments, such as the Convention on the Rights of the Child.

The findings of the baseline assessment helped to identify a small number of key issues/topics around which the training was developed. These issues were chosen because of their particular relevance to child well-being, because of the potential to make a considerable impact on the children’s learning and their general well-being, and because it is thought they can be effectively addressed in an intensive teacher development intervention for under-educated and under-qualified teachers even in small, minimally resourced classrooms. These issues included promoting simple classroom routines such as the daily calling of the attendance register, class welcomes and time to share news at the beginning of the session, and wrap-up sessions at the end of the day to review the day’s learning. Also important is the notion of “teaching and learning for understanding” – that is, helping the teachers to understand the limitations of rote learning and to encourage them to facilitate the students’ understanding of new concepts and ideas. Strategies for this included relating the textbook lessons to the students’ lives, telling stories related to the topic, lesson planning and building a lesson from the previous one. A small number of teaching strategies were selected for focus because of the impacts they can have on children’s learning experiences and because of their feasibility for teachers with very low levels of education and experience. These included pair work and group work, storytelling and using teaching aids and objects. Another topic of importance was that of play. Children in these isolated communities have little opportunity to play, and the teacher was encouraged to facilitate structured play as a strategy to promote child well-being. Issues such as equality and diversity, and teacher-student interaction and communication, were approached from a child well-being perspective and addressed in the training with a number of practical activities.

Another factor in the selection of the topics for the training was alignment with the Ministry of Education’s Teacher Education Program (TEP). This is a large-scale initiative aimed at reforming teacher education and development in Afghanistan, but which is focused at the moment on in-service training seminars. The content of the first training module has been developed and is now being delivered to the top levels of a four-level cascade system. Government schoolteachers are the primary focus of the TEP training, but to gradually move toward the eventual government recognition of CLCs and their teachers, it is of strategic importance to ensure that the trainings provided to IRC teachers are aligned to TEP. The seven topics of the current TEP module are: pedagogy, classroom management, teaching materials, lesson planning, child development, diversity/equality and evaluation.

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<sup>5</sup> ‘Tarbia’ is a very important concept for Afghan children, their parents and teachers. According to Save the Children (2003), there are four especially important aspects of good tarbia: good and clean language, respect for elders and parents, bodily cleanliness, and hospitality. Children who have tarbia are polite, obedient, respectful, sociable and peaceful. They know how to eat, sit, dress and pray properly. They do not fight unnecessarily and they do as their parents suggest. In contrast, children with bad tarbia, (‘be tarbia’ or ‘without tarbia’) are rude, antisocial and argumentative. Teachers have an important role to play in promoting tarbia.



### *Classroom-based Training*

The classroom-based training is a major innovation in teacher development for the IRC, and especially in Afghanistan. Regular monitoring and supervision is a feature of the IRC Education program's support to home-based schools in Kabul, Logar, Paktia and Nangarhar Provinces. Trainers use specific forms to record their observations and then provide feedback to the teachers. However, this is quite different from the structured series of training activities integrated into this innovative program in Herat, all of which are linked to the earlier seminar training, and from the focus on demonstration and team teaching.

The classroom-based training activities were designed specifically to encourage and support teachers to implement new ideas and methods from the training in their classrooms. The aim was to show teachers what is possible in their own classrooms, and to give them an experience of alternative teaching methodologies, with a view to their continuing to use such methods. The trainers' work with the students also meant that the students became familiar with a new way of working in the classroom (such as pair work), thus making it easier for the teacher to manage and organize when he or she tried a new activity alone. Each classroom-based training activity was directly linked to a topic of the seminar training. This also gave the trainer an opportunity to review the content of the seminar with each teacher and to discuss with the teachers implications for their own classes and their own teaching practices.

Classroom-based trainings additionally provided the trainers with an opportunity to make ongoing, informal assessments of the progress that teachers were making. A specific monitoring sheet was developed for the trainers to complete after every visit; this sheet was designed for program-monitoring purposes and for the planning of subsequent steps, and not for feedback to the teachers.

### *Additional Components of the Teacher Development Intervention*

The teacher development intervention will also include the provision of a teacher's box and a teacher's book. The contents of these are being finalized, but it is planned that each teacher will receive a small box containing at least some of the following items: cloth charts, counting blocks, matching cards (memory game), flashcards from texts of the books, number cards, games such as Snakes and Ladders, whistle, skipping rope (long for group skipping), register book, Dari dictionary, daily planning book/diary. Although it is not essential for the implementation of the training activities, the contents of the box will promote a sense of professional identity, stimulate professional development and hopefully motivate the teachers to continue to work with the students to the best of their abilities. It will include some simple learning games and materials that can be purchased/made locally. The teacher's book will include some of the information from the trainings, in addition to extra material such as basic first aid instructions.

## **Assessment Tools and Process**

In order to capture the current context, prevalent teaching practices and the general state of children's well-being in school, a comprehensive baseline assessment was conducted, involving classroom observations and student and teacher interviews. An endline/evaluation assessment was then conducted at the conclusion of the intervention to assess the impact of the intervention and to inform the design of appropriate follow-up. The assessment tools were developed based on those used in other Healing Classrooms Initiative assessments, but modified to suit the specific context of the CLCs, to focus on specific issues related to teacher development, to provide a basis for the endline assessment tools and to capture change over time. With these concerns in mind, open-ended questions in both teacher and student interviews were complemented by "closed," multiple choice questions, to be answered with one of four responses: always, sometimes, rarely, never. The classroom observation protocol is similarly structured, with a series of open, descriptive questions followed by a simple yes/no checklist. The three assessment tools are aligned with each other to provide a triangulation of data.

Each of the teachers in Adraskan CLCs was included in the assessment – as in the teacher development intervention. Each teacher was interviewed, as were two students from their class (where it is a mixed class, a boy and a girl were chosen, otherwise the interviewers were encouraged to select two boys or girls with apparently contrasting characters). Two classroom observations of approximately 30 minutes were conducted in each class (the second conducted on a subsequent visit). The control group of teachers who will be included in the assessment but not in the training are the four CLC teachers in Enjil District (two men and two women). It is planned that the Healing Classrooms Training will soon be provided for Enjil District teachers – as well as government teachers in the district. The results of the impact assessment are now being integrated into a review of the training manual and the planning of subsequent trainings.



Afghanistan – Photo courtesy of the IRC

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

### First Module

Index	Contents	Key Messages	Activities
<p>1st Day (Section 1)</p> <p>Introduction</p> <p>Becoming a teacher and being a teacher</p>	<p>Introduction</p> <p>Aims and activities of training</p> <p>Who is a TEACHER?</p> <p>Roles and responsibilities of teacher</p> <p>Position of teacher in society</p>	<p>Teachers are important individuals in society</p> <p>Teachers play an important role</p> <p>Teachers have a special role in well-being, welfare and development of children</p> <p>And they have an a very special role in development and improvement of communities</p>	<p>Introduction</p> <p>Sharing the stories and memories that teachers of schooling and teachers</p> <p>How did they become teachers?</p> <p>Divide teachers in small groups and draw a big picture of a teacher in a flip chart surrounded by arrows; then in brainstorming discuss:</p> <p><input type="checkbox"/> What do teachers do in society?</p> <p><input type="checkbox"/> Teachers' responsibility:</p> <p>a: to the community</p> <p>b: to students</p> <p>c: to parents</p> <p>d: to themselves</p> <p><input type="checkbox"/> The picture on the flip chart</p> <p>Repeat the key messages</p>



# TOOL: (cont.)

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
2nd and 3rd Day (Section 2) Protection, well-being and welfare of children	<p>Teacher's roles in protection, well-being and tranquility of children</p> <p>Teacher's role in teaching "tarbia"</p> <p>Basic and fundamental needs of children:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Food <input type="checkbox"/> Water</li> <li><input type="checkbox"/> House <input type="checkbox"/> Clothes</li> <li><input type="checkbox"/> Protection from mental and psychological dangers</li> </ul> <p>Social and emotional needs of children:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interest and attention</li> <li><input type="checkbox"/> Feelings of attachment and relationship</li> <li><input type="checkbox"/> Guardianship – or having "carers"</li> <li><input type="checkbox"/> Trust in children and adults in their lives</li> <li><input type="checkbox"/> Hope for future</li> <li><input type="checkbox"/> Self-respect</li> <li><input type="checkbox"/> Self-confidence</li> </ul> <p>Quotes and sayings from Islamic texts related to well-being and welfare of children</p> <p>Introduction to Convention on the right of Children (CRC)</p> <p>Teacher as agent for the rights of children</p>	<p>Teachers have an important role in protection, well-being and welfare of children and they can complete their necessities</p> <p>They cannot fulfill all the needs and rights that children have</p> <p>They can contribute to children's well-being</p> <p>CRC is an international document that includes all promises for the well-being and welfare of children, besides it includes respect for different religions and cultures</p> <p>It is a collection of the basic needs of children</p> <p>Teachers can be counted as a protective agent for the rights of children in three ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> through what they teach (lesson content)</li> <li><input type="checkbox"/> through how they teach (teaching methods)</li> <li><input type="checkbox"/> as an advocate for children in the community</li> </ul>	<p>Rethinking the formal, instruction-focused role of teachers – their importance in regard to well-being and welfare of children</p> <p>Parents expect teachers to teach "tarbia" for their children</p> <p>Brainstorming:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What do Afghan children need for healthy development?</li> <li><input type="checkbox"/> What are the basic needs of children?</li> <li><input type="checkbox"/> What are the social and emotional needs of children?</li> <li><input type="checkbox"/> How can their needs change over time?</li> </ul> <p>Divide participants into small groups and discuss:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are harmful things for children in the community?</li> <li><input type="checkbox"/> What are good things for children in community?</li> <li><input type="checkbox"/> What are possible harmful things in school for children?</li> <li><input type="checkbox"/> In what ways does coming to school benefit children?</li> </ul> <p>Relate some Islamic issues on children's development, well-being and welfare (some verses from Holy Koran)</p> <p>Discuss some of the issues from CRC relating that to Holy Koran verses</p> <p>Discuss with participants how a teacher can act as a protective agent for children; write on a flip chart</p> <p>Three aspects:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What they teach – for example public health awareness</li> <li><input type="checkbox"/> How are they teaching to increase or develop students' self-respect and self-confidence</li> <li><input type="checkbox"/> Teachers as advocates for /defenders of children's rights in society</li> </ul>

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan

*Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
4th and 5th Day (Section 3) Learning environment, Daily activities in classroom	Organizing of classroom for better learning and students' well-being.  Daily activities and routines to promote students' well-being and welfare  Organizing students' learning environment  Routines: for example saying day, date, year, etc.  Greetings, farewells and attendance registration  Rules in a classroom	Arrangement of classroom has an important effect on students' learning  Students need physical calmness for better learning  They also feel that they are related to something special  Children need routine activities to be helped in learning and to understand the patterns and activities in their lives  All children have a role in making their classroom a good place for learning	<p>Part 1:</p> <p>Experimental learning activities: First trainer organizes the classroom irregularly; some chairs very close to each other and some very far from blackboard. Teacher stands very close to blackboard so that she/he cannot walk around the classroom. Starts the lesson without any introduction, just begins by writing on the board (copies some of the writings from notebook). Then the trainer finishes the lesson and leaves the classroom.</p> <p>❑ The second trainer enters the classroom and organizes the class: starts with greeting each of the students, and then begins the daily activities like saying the date and day and some reasonable questions (like asking how their families are doing), which helps students to get prepared. Then explains the lesson plan for them.</p> <p>❑ After both scenes are finished, ask the teachers: What do you feel about the first scene? What do you feel about the second scene? Which of the scenes is better for learning?</p> <p>❑ Using the brainstorming method discuss the important points for organizing the classroom.</p> <p>Part 2:</p> <p>❑ Daily activities and their importance for children. ❑ Did teachers practice different routines at the the start and end of their days? 1) Work with them as exercise for a short time 2) Work with them on the registration of attendance by taking students' names</p>

# TOOL: (cont.)

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan

*Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
6th and 7th Day (Section 4)  Teaching for learning and understanding	<p>Teaching plan and arranging that Working with paragraphs or text.</p> <p>Relating lessons to students' personal life</p> <p>Active learning: Children need to work with new ideas</p>	<p>Preparing or making a plan is very important for a better teaching and better learning</p> <p>It assures us that we teach in effective ways and thus we can develop the well-being and welfare of students</p> <p>Children need to relate the new issues and ideas to the issues and ideas they already know</p> <p>Teachers need to help students to learn new ideas and issues instead of learning words without understanding the meaning</p>	<p>Part 1: Prepare some stories about a teacher planning the lesson and a teacher not planning the lesson and then present</p> <p>Way of presenting: what are the things, which we need to plan?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson content</li> <li><input type="checkbox"/> Activity/Method</li> <li><input type="checkbox"/> Evaluation</li> </ul> <p>Discuss how children learn- this helps us in deciding the activities and methods.</p> <p>Demonstrate a discussion of a text from the book, in ways which relating the new ideas with old or previous ones</p> <p>Teachers (in pairs) will select another lesson from the book and discuss the ways and methods of teaching it – and then one of them should present that voluntarily to the rest of the class</p> <p>Part 2: Mathematics should also be taught with the same method</p>

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
8th and 9th Day (Section 5) Different teaching methods	Telling stories Pair work Group work Defining and explaining – Using training materials, etc.	<p>Through <b>storytelling</b> knowledge and information is transferred in a way which is attractive to children</p> <ul style="list-style-type: none"> <li>It increases students interest in lessons</li> <li>It increases storytelling skills and strengths (ways of narrating, tone change, giving participation for students in story, asking and answering).</li> </ul> <p><b>Pair works</b> is a good way for transfer of thoughts and ideas</p> <ul style="list-style-type: none"> <li>Helps to creates good relationships and friendships amongst students</li> <li>Engages students' actively in the lessons</li> <li>Improved learning happens</li> <li>Activates students' brains</li> <li>They experiment with new ideas and gain experiment</li> </ul> <p><b>Group works:</b></p> <ul style="list-style-type: none"> <li>Students are at the center of activity</li> <li>Students learn the lesson easily and without fear</li> <li>It creates healthy competition among students</li> </ul> <p><b>Teaching materials:</b> different teaching materials can be very effective in conveying new ideas and information</p> <ul style="list-style-type: none"> <li>Using the teaching materials students can learn faster and easier</li> </ul>	<p><b>Storytelling:</b> Teacher divides characters of story on each of the students and each plays one role. Teacher does the acting of the story without speaking and then explains the story. Then teacher says a part of the story and students complete that in their turns</p> <p><b>Pair work:</b> Teacher writes the previously prepared words on the board irregularly and then asks each of the students to make a sentence from the words. Teacher pairs the students so that they make more than five sentences and asks the representative of the group to come in front of the class and say the sentences. And each of the group who wrote more sentences will be announced as winner</p> <p><b>Group work:</b> Teacher divides students in groups, writes some numbers on the board in a disorganized fashion and then asks each group to organize the numbers</p> <p><b>Training materials:</b> Divide the participants into three groups and ask each of the groups to write down the name of the teaching materials they know in a flip chart. Then hang all charts on a wall and ask participants which of the materials are useful and which of them aren't. Questions are discussed such as:</p> <ul style="list-style-type: none"> <li>Is this according to students' interest?</li> <li>Is this cheap and environmental?</li> <li>Is this easy to prepare?</li> <li>Is this according our society and environment condition?</li> <li>Is this interesting?</li> <li>Does it relate to our lesson topic?</li> <li>Is this observable from each part of the classroom?</li> </ul> <p>Two lessons should be given, one using the teaching materials and the second without them, and then participants should be asked which of the lessons was more easy to learn and which one gets us faster to our planned aim</p>

# TOOL: (cont.)

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
<p>10th Day (Section 6)</p> <p>Revision, ending and wrap-up</p>	<p>Repeating the main and key points to know how much the teachers have understood</p> <p>Applying new ideas and methods in classroom and preparing for the next training inside the classroom</p>	<p>Using new teaching techniques are very important in a classroom</p> <p>Training will continue inside the classroom (classroom-based training)</p>	<p>Ask questions (relating to the lessons taught) that were previously prepared from the participants and ask others ideas in case of its being right or wrong so that they can participate in each of the questions.</p> <p>There should also be some question relating to whether the training is useful, and which parts have been most useful their teaching</p>

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

### Second Module

Index	Contents	Key Messages	Activities
1st and 2nd Day (Section 7)  Differences and equalities/ similarities	Understanding the differences and similarities of children within a class  Equality of learning opportunities  Teaching girls and boys	<p>All students are equally important in a classroom</p> <p>Some of the students may need more care so that they can be convinced and helped</p> <p>All students should participate in studying equally so that a better learning is promoted</p> <p>Boys and girls should have equal opportunities, and responsibilities should be divided among them equally</p> <p>But girls may need more attention because they are usually in a lower position in their families and/or they may have a different roles in their families than the boys. They are usually encouraged to be quiet</p>	<p>Introduction of the second module;</p> <p>Explaining a classroom: in pairs teachers explain their classes that how are their students. Then others should ask them questions so that all the information about their class is gained, as an example, they can ask questions as below:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How many girls are in class?</li> <li><input type="checkbox"/> How many boys?</li> <li><input type="checkbox"/> How many poor students? Are there disabled/ special-needs children?</li> </ul> <p>The general information about each of the class should be hung on the wall</p> <p>Emphasize each of the differences, but at the same time there should be given equal opportunities for learning so that good learning occurs for all children</p> <p><b>Group work:</b> Concentrating on girls and boys: Divide the participants into two groups and discuss the daily activities of boys and girls</p> <p>Discuss and compare the effect of learning</p> <p>Ask the teachers what can they do in regard to helping boys and girls learn effectively</p>

# TOOL: (cont.)

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
<p>3rd and 4th Day (Section 8)</p> <p>Songs and melodies, games, stories, using magazines</p> <p>Local songs and games</p>	<p>Importance of games and fun in learning</p> <p>Increases students' interest in school</p> <p>Building students' confidence</p>	<p>Children need games</p> <p>They learn through games</p> <p>They have the right to play</p> <p>Teachers should provide possibilities for better learning, well-being and welfare of students through games</p>	<p>First activity Teacher tells the story for students and then asks each of students to explain the story</p> <p>Second activity <b>Group work:</b> Teaching Alphabet Teacher divides all students in two groups and then gives them the cards, which already have two letters written on them (one belonging to student and the other to his/her friend). As example A and B the same C and D then asks the students to find out their friends according alphabets from the other group. And after finding the friend, the teacher asks the student:  <input type="checkbox"/> What is your and your friends' letter?  <input type="checkbox"/> How it is pronounced?  <input type="checkbox"/> How is the writing?                      (And the same continues with all students.)</p> <p>Third activity <b>Group work:</b> Teaching Numbers Teacher divides students into two groups and divide for each of the participants a number according their number in group and then the teacher reads the numbers and each of students come in front of class according their numbers</p>

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
5th and 6th Day (Section 9)  Communication, explaining and understanding between student and teacher	Relate to children's protection, well-being and welfare (making a class without fear)	<p><b>Key/main points:</b> Good and friendly behavior of teacher with students is very positive for students' self-confidence and well-being</p> <p>A better and easier learning can occur in a good and safe environment</p> <p>Students get courageous and become able to ask their questions freely</p>	Trainers play role of two teachers: one with rude behavior who doesn't let students to ask their questions and continues the lesson with anger, and the second trainer performs opposite of that. After the role play the teachers discuss the impacts for the students of the different teaching methods/attitudes



# TOOL: (cont.)

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
<p>7th Day (Section 10)</p> <p>Finding positive alternatives to physical punishment for children</p>	<p>Relate to child protection: children need to feel calm, free and unafraid in school</p> <p>Relate it to previous sections on how can we teach</p>	<p>Physical punishment causes unpleasant results, psychological and physical harm</p> <p>Physical punishment causes students to lose their interest in school, and it makes them feel insulted</p> <p>It creates fear amongst students and inhibits their participation in class and in the community</p>	<p>Divide the participants into two groups and ask them: What is the effect of punishment in learning? And then the representatives of the groups will be asked to come in front of class and give the ideas that their groups prepared</p> <p>Discuss as a group alternative ways of maintaining a well-ordered classroom and of helping children to understand what is right and wrong, what is appropriate and inappropriate. Have teachers demonstrate any suggestions they might have for alternative methods.</p>

## Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
8th and 9th Day (Section 11) Teaching assessment	<p>Importance of assessment</p> <p>How to know that students understood</p> <p>What to do if we learn that some of the students did not understand the lesson?</p>	<p>Students learn through evaluation/ assessment</p> <p>It proves for the teacher that students understood the lesson</p> <p>It gives a chance for teacher to check his/her self for whether he/she has presented the lesson properly for students</p> <p>If students did not understand the lesson, then we repeat the lesson for them. We may encourage them to sit next to a student who has understood</p> <p>If the student has understood even a part of the lesson we encourage him/her a lot and give them more participation in daily activities</p> <p>Giving homework related to the lesson is also a good way to assess the students' understandings</p>	<p>First activity</p> <p><b>Class/group work:</b> (Evaluating orally)</p> <p>We tell 12 words for teacher, then each of them says these words for us and we write the correct words on the board. For example: earth, boy, girl, etc.</p> <p>Second activity</p> <p><b>Group work:</b> (written evaluation)</p> <p>Dividing teachers into four groups, we put these 12 words in a short story and ask them to separate the letters and then:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1st group: write the plural words</li> <li><input type="checkbox"/> 2nd group: write the singular words</li> <li><input type="checkbox"/> 3rd group: write the number of letters in each of the words</li> <li><input type="checkbox"/> Write the first and last letter of each word</li> </ul>

# TOOL: (cont.)

## **Pedagogy for Student Well-being Teacher Seminars for Creating Healing Classrooms IRC Child Protection Program, Herat, Afghanistan** *Two 10-day modules (each "section" = three to four hours)*

Index	Contents	Key Messages	Activities
<p><i>10th Day (Section 12)</i></p> <p>Review and wrap-up of training</p>	<p>Review and revise the main and key messages of the training to know whether teachers understood</p> <p>Applying these new techniques in the classroom is now very important</p>	<p>Using new teaching techniques is very important in a classroom</p> <p>Training will continue inside the classroom (classroom based training)</p>	<p>Ask questions (relating to lessons trained) from each of the participants and ask other participants' ideas so that all can participate in each of the questions</p> <p>There should also be some question pertaining to whether the training is useful, and which part is more useful during teaching.</p>

## **PROMOTING GENDER EQUALITY AND PROTECTION FOR GIRLS THROUGH TEACHER AND CLASSROOM ASSISTANT DEVELOPMENT**

### **BACKGROUND**

For many years, the IRC has been supporting education for Liberian refugees in Guinea who fled their country because of the conflict. These long-running refugee education programs have included primary and secondary schooling in camp and urban refugee settings. A particular focus has been on teacher training, with arrangements made in both contexts for the refugee teachers to be able to follow accredited teacher education courses and become fully certified as teachers in order to facilitate their transition into the Ministry of Education system back in Liberia. Although few had any teaching experience when they fled as refugees, many of the refugee teachers in Guinea have accumulated several years of experience and participated in a number of teacher training workshops supported by the IRC as well as other agencies.

However, despite such trainings for teachers and a focus on professionalism, a report by UNHCR/Save the Children UK in 2002 drew widespread attention to the extent of the exploitation of girls and young women by humanitarian workers in refugee camps in West Africa, including teachers. The report highlighted how teachers were taking advantage of their positions, particularly offering good grades and other school privileges in return for sex. This was happening in IRC-supported schools, as well as in schools supported by other NGOs and agencies. As is quite usual in the region, most of the teachers in the IRC schools are men. As refugees, the girls are economically vulnerable and highly dependent on external assistance; because education is so important to them, and such a critical means to improving their situation, they are desperate to succeed. Prior to 2002 there were few strategies in place to protect these girls. The IRC strove to address the issue, establishing preventative mechanisms, including recruiting and training female classroom assistants (CAs) and rolling out to all employees the IRC Mandatory Reporting Policy on Abuse and Exploitation.

Gender is one of the key focus areas of the Healing Classrooms Initiative, and the UNHCR/Save the Children report raised serious concerns about teachers' professional conduct and the physical, psychosocial and cognitive well-being of girl students. The Classroom Assistant Program is an intervention, which is being closely followed and supported; Guinea was specifically included in the Healing Classrooms Initiative pilot assessments in order to learn more about how this innovative program was affecting teaching and learning processes and experiences.

## **Innovation 1: Classroom Assistant Program and Gender Training**

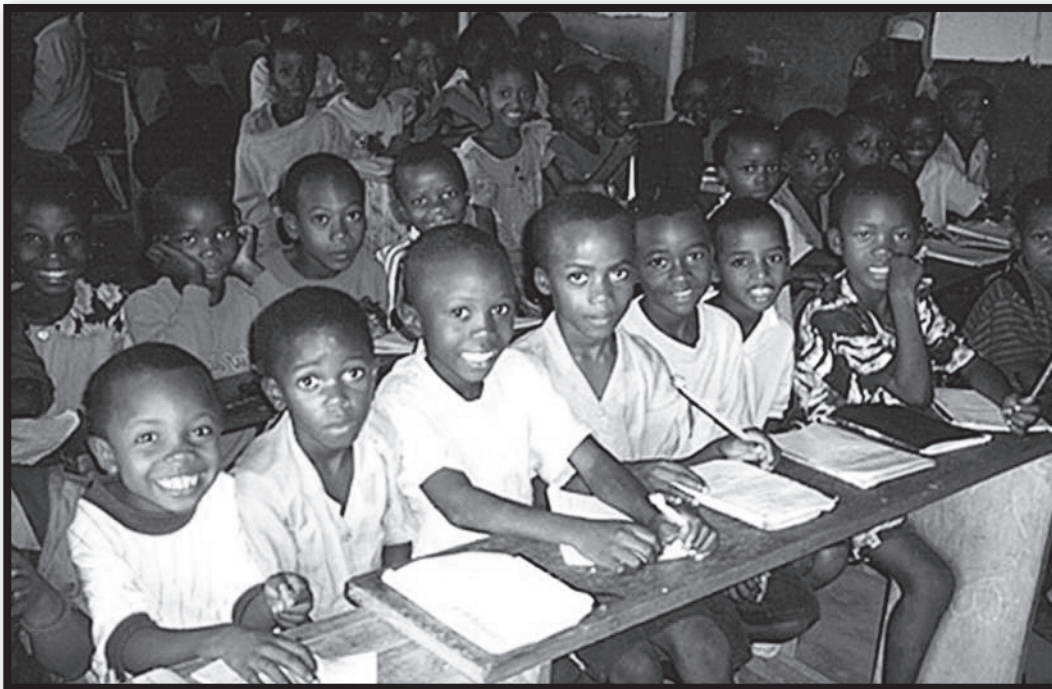
The Classroom Assistant Program was initiated by IRC Guinea in 2002. Although there was no documentation of actual abuse and exploitation within the IRC programs, the manipulation of girls into sexual relationships with teachers in exchange for good grades or other in-school privileges was widely acknowledged. It was critical to change the male domination of the schools and create more protective, conducive learning environments for girls, but it was impossible to find refugee or local women with the necessary education, time and family support to become teachers. With flexible entry requirements, however, more refugee women can apply to become classroom assistants. The women who are selected participate in a short, two-day to five-day workshop, which includes lesson planning, team teaching, tracking girls' grades and attendance, and report writing, in addition to addressing sexual abuse and exploitation, child rights and child protection, communication and counseling topics. The assistants are then deployed to classes in grades three through six to work alongside the teachers with the students.

The classroom assistants have an explicit mandate to mitigate abuse and exploitation of students, but more broadly the program was designed to create more conducive, girl-friendly learning environments and to support quality learning for all students. One critical task they perform is collecting exam grades from the teacher and distributing them to students. The students then communicate directly with the assistants (and not the teachers), thereby avoiding situations in which teachers can demand sex in exchange for good grades. Additionally, CAs monitor attendance and follow up on absences with home visits. They also help the girls with their studies in addition to supporting health education activities, and some social club activities such as needlework, games and sports. The CAs are visited regularly by IRC supervisors, to whom they submit monthly reports detailing girls' attendance, activities and home visits.

The Healing Classrooms Assessment identified some very positive impacts of the Classroom Assistant Program, and was able to describe its successes in creating more comfortable learning environments for girls (and for boys too). The physical presence of the CAs, their moral encouragement for the girls, and the concern that they show for their well-being and academic success, help to change the situation from one in which girls are marginalized, and even exploited, to one in which they are given special attention, support and encouragement. At the same time, it has to be acknowledged that the CAs are in relatively marginal positions in the classroom, and that alone they may not eliminate sexual exploitation and abuse; this is dependent on creating a sustained shift in attitudes and in the dominant culture of the school as well as on empowering women and girls to feel they are fully part of the school, with the same rights, expectations and opportunities as the men and boys. At the time of the assessment, the teachers had not fully accepted the CAs as equals in the classroom, and they were being assigned relatively menial tasks, none of which were giving strong messages to the students about gender equality and the equal roles of men and women in education. Neither

the teachers nor the CAs had participated in any comprehensive gender training to help them understand and work to change the power imbalances in the classroom setting. Rather, the CA training had focused on the specific tasks the CAs needed to do, such as completing attendance registers and grade scorecards.

As a new innovation, a Healing Classrooms Initiative gender training was prepared for teachers and CAs. This gender training does not detail the specific tasks the CAs perform. It is more comprehensive and holistic and looks at gender relations, power and violence in the context of refugee education programs. The training – provided to IRC staff, teachers and CAs in Guinea, has encouraged more in-depth gender analysis of certain situations and especially encouraged more participatory ways of working with girls, young women, CAs and women teachers to ensure that their own agency and potential to transform gender relations in their communities is validated and built upon.



Guinea – Photo courtesy of the IRC

IRC Healing Classrooms Initiative

# **GENDER AND EDUCATION**

**with a special focus on gender-based violence**

**A Training Module for Teachers, Classroom Assistants, Program Officers, Managers,  
Administrators and Trainers in Refugee Contexts**

Draft Version: May 2006

The International Rescue Committee (IRC)



### INTRODUCTION

*Gender and Education* was developed specifically as a professional development tool to be used by managers and trainers in IRC Guinea's Gender Integration program as a resource for the work within IRC schools with teachers, classroom assistants, educators, girls' empowerment officers and gender focal persons, including education managers/officers. Beyond this specific audience, though, the module could equally be used for gender training for other education program staff.

*Gender and Education* consists of two complementary training sessions. Each session lasts for at least one whole day. The first session introduces basic concepts related to gender and gender relations in education. The second session deals specifically with gender-based violence in schools and its effects on the learners and on retention and achievement in general.

### Training objectives:

1. To help participants understand the underlying gender dynamics of schooling in a refugee context and ways in which violence is connected to gender-based and other forms of discrimination.
2. To introduce participants to relevant gender tools and frameworks.
3. To build the capacities of program managers and trainers to effect change toward gender equality in the education sector, with particular focus on gender-based violence and sexual exploitation.
4. To build the capacities of participants to promote a safe and conducive learning environment that is respectful of male and female teachers and students.
5. To explore the various forms of violence, particularly gender-based violence in schools, and to enable participants to understand the underlying power-dynamics within student-teacher and student-student relationships.
6. To discuss strategies for ending violence and ways in which participants can serve as agents of social change in schools and school communities.



### SESSION 1: INTRODUCTION

The first section of the training is focused on general concepts and terms related to gender, gender equality, gender roles and relations in society. It may be that participants are already familiar with these ideas, in which case it is always a good idea to review and make sure there are some shared understandings, but it will be possible to move quickly through the exercises. For a group which is newer to gender concepts, it is important to ensure that there is a solid understanding of the basics before moving on to the subsequent sections of the training in which these are applied to schooling contexts and to the education sector in general.

### Section 1: An Introduction to Gender and Sex

**Activity:** What do you know about “gender” and “sex”? (brainstorming)

**Objectives:** To clarify understandings of the concepts of “sex” and “gender,” how they are related and how they are different

In small groups of four to six, participants should try to define gender and sex and demonstrate the difference between the two.

The results of the discussion should then be presented to the large group.

The facilitators will draw on the participants’ responses and clarify with the following definitions.

#### *Sex*

The term “sex” refers to the biological differences between male and female, or women and men – or the biological state of being male or female. There are some very clear physical differences between men and women, boys and girls that are the same in every culture, and have not changed even over many generations. For example, women have breasts and wombs and can bear children; men have a penis and testicles, which produce sperm.

#### *Gender*

The term “gender” refers to the social roles, responsibilities and expectations of men and women, boys and girls in a specific community or society at a specific time. Gender roles, responsibilities and expectations are defined by the society and are not necessarily related to biological differences between males and females. For example, women are

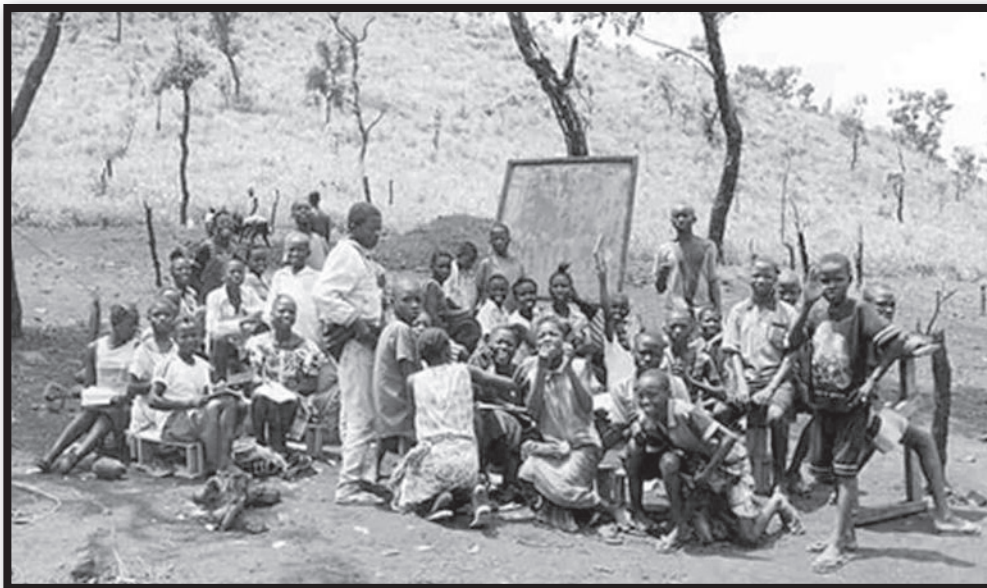
not biologically “wired” to do household chores better than men, nor are men born to be politicians and leaders; but these are the roles that are often expected of them. Unlike sex differences, gender differences vary greatly from one context to another. Gender differences can also change quite radically over time and space.

### *Gender roles*

Gender roles are the cultural or traditional, economic, social and/or specific roles ascribed to women and men in the society based on their sex or biological differences. The different roles for boys and girls, men and women are assigned from birth and reinforced over time. These roles may vary from one culture to another and may be reversed. Different roles and characteristics are assigned to people not only on the basis of their gender, but also because of their age and racial, class and ethnic background.

### **Questions for reflection:**

- ❑ Can you describe how gender expectations and roles have changed in your own family over a couple of generations? (For example, can you compare your grandmother’s childhood to your daughter’s?)
- ❑ Can you think of any examples of how gender roles and responsibilities have changed for the refugees you are working with since they left their homes?



Guinea - Photo courtesy of the IRC

**Activity:** Considering sex and gender

In small groups of four to six, participants should read these statements carefully and write “G” next to those they consider to refer to gender and “S” next to those they think refer to sex. (See also the table below as Handout 1 at the end of this guide.)

Statements about men and women
1. Women can get pregnant and men can't ( )
2. Little girls are considered gentle, boys tough ( )
3. Boys are encouraged to be strong to be able to represent their fathers ( )
4. In many African contexts women do most of the farm-work, although their efforts are often not recognized by rights to land in their own names ( )
5. Women can breastfeed babies, men can bottle-feed babies ( )
6. In most societies men occupy key positions ( )
7. In many African societies, women cannot inherit property and men handle family business ( )
8. Men's voices break at puberty; women's voices do not ( )
9. In some cultures, men bring home the firewood and women do all the cooking and household activities ( )
10. According to UN statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income ( )
11. Women are often the last to go to bed and the first to rise in the morning ( )

Once the chart is completed, the following questions should be discussed with the whole group:

1. What do the participants think about these statements? What are immediate reactions to any of them?
2. Are there patterns to be seen relating to women's roles and men's roles in societies?
3. How do the participants see gender roles are also affected by age, race, class and other factors, such as disability?

### **Activity:** Discussing roles

With a partner, each participant should briefly discuss two things he or she likes about being a man or a woman and two things she or he dislikes about being a woman or a man, including an explanation of why. Participants should then consider together whether those likes and dislikes are related to sex roles and differences or related to gender roles and differences.

These perspectives can then be shared and discussed amongst the whole group.

The facilitator should make the point that gender roles are not necessarily 'bad'. Women can enjoy traditionally female activities such as knitting and sewing, and men enjoy traditionally male activities such as mechanics or sports. But these gender roles and society's expectations of the behavior of men and women/boys and girls become problematic when:

- ❑ Those expectations and roles limit girls and boys/women and men and do not allow them to try things they would like to
- ❑ Those expectations and roles constrain women and girls to activities within the home and deny them education, interaction with others, opportunities to participate in the community and so on
- ❑ More status and prestige is given to traditionally male activities (such as being a secondary school teacher) as compared to women's activities (such as being a kindergarten teacher), especially when women's household activities are completely undervalued compared to men's activities outside the home
- ❑ Traditionally male activities and behaviors are ones that promote aggressiveness, intolerance and even violence

### **Activity:** Discussing traditional views

In small groups of four to six, participants should discuss the traditional social or cultural views held about women in their communities and the impacts of such views on the education and health of women and girls. They should think specifically about any sayings or customs that clearly show the different attitudes toward women and men/girls and boys, and their activities.

These small-group discussions should then be shared in a bigger group. The facilitator should relate the examples the participants give to the issues raised previously on gender roles. She or he could also draw on the information below to enhance the discussions, asking the participants what happens in their communities:

- ❑ In some contexts, when a boy-child is born, community contributions to and participation in the naming ceremony are far superior to those for a girl-child.
- ❑ When a boy-child is born, parents invest in valuable material wealth/goods. This is often not the case for girls.
- ❑ Toys given to girls are often baby dolls or toys given to practice their future or expected roles (e.g., dolls' houses and toy-baking, cooking and tea-party sets). In this way girls are socialized from an early age to be take responsibility for child care and household chores.
- ❑ It is often believed that boys will grow to contribute to the welfare of the family. A girl, however, is often seen here as a stranger, someone who will marry and leave the house and bear children who will carry the name of another person or grow up to render services to others. Such ideas contribute to the denial of access for girls to formal education.
- ❑ In some cultures, women are not allowed to represent the family because they are considered the property of another family or an outsider. Such views deprive females or women from inheriting property from their fathers. They also reinforce to boy children the idea that females are inferior to males.

### **Activity:** Gender stereotyping

**Objective:** To help participants to understand what gender stereotyping is and how it can impact career choices and opportunities

Work in pairs with one chart per pair, participants should think about and then fill in the skills and qualities needed to successfully function as a nurse, school administrator or principal, mechanic, teacher, medical doctor or gender focal person. (See also Handout 2 at the end of this guide.)

	Skills and Qualities	Male or Female?
Nurse		
Headteacher/Principal		
Mechanic		
Teacher		
Medical doctor		
Gender focal person		

In a group discussion, the facilitator should ask which jobs have been assigned to women and which to men – have all pairs made the same assignments? What are the skills and qualities listed beside the categories that have mostly female workers? What are the skills and qualities listed beside the categories that have mostly male workers? Could both men and women have the skills and qualities needed to do any of these jobs? Why does society think that men and women have to do different jobs or should be assigned different roles?

### *Gender stereotypes:*

- ❑ Gender stereotyping begins early and constitutes a set of beliefs about the identities and characteristics of women and men.
- ❑ Traits are often assigned to men and women based on sex differences. (For example, males are considered to be strong and women to be weak, and girls are considered inept in science and mathematics.)
- ❑ Often the more negative traits and lower-status attributes (such as being good at caring for young children) are assigned to women and girls.
- ❑ “Transgressions” of gender stereotypes may lead to harassment and abuse; for example, for women who choose to study in non-traditional or male-dominated areas like math or agriculture, or for men who choose to become kindergarten teachers.

### *Gender stereotypes and societal expectations of boys/girls*

In many societies, even from pre-birth, the boy-child is viewed as a powerful figure (future head of household, bread winner, etc) so, even from a young age, he is accorded authority and power over his sisters. Resources are invested in him because he represents the future of the family, and there are high expectations of him in terms of education, career and marriage prospects. Meanwhile, the role of the girl is limited to maintaining the home, and preparing for her eventual marriage and roles as mother, caregiver, a good housewife and so forth. She is often considered to be a stranger or another person’s property even within her own family. She is expected to marry and bear children in order to continue the lineage (and name) of another family. Such thoughts or expectations can have negative consequences on the girl when it comes to investing in female education.



**Activity:** How do gender stereotypes affect girls' progress in school?

Participants should brainstorm this question in small groups and have a reporter from each group share the main points. The following points may be helpful

- ❑ Societal expectations are an important factor in girls' exclusion from education. In many contexts, it is considered a waste of resources for a family to invest in the education of the female child because of the belief that she is another man's property (that is, her future husband's).
- ❑ Even when girls are able to access education and attend school, the school environment perpetuates and reinforces societal preconceptions about their potential and about appropriate roles and responsibilities. Teachers often have different expectations of girls than of boys, especially in relation to certain subjects. School cultures often reinforce the domestication of young girls. In boarding schools and even teacher education colleges, different tasks are assigned to male and female students. Certain chores, such as cleaning staff offices, carrying water for staff members and serving food to the staff, are allocated to women and girls. In some situations, junior students are made to do the laundry of staff members or to cook and clean for tutors. These tasks are not only degrading for girls, but they take time away from studying and from extracurricular activities. They also put girls in situations (e.g., being in teachers' homes) in which they are at risk of sexual harassment, exploitation and even rape.

### *Gender and power*

We have already seen how traditional gender roles often disadvantage girls and women because these roles usually have little status and prestige within communities, and are in many cases hardly acknowledged within the family. We also need to think about how power is commonly distributed according to gender. The relationships between men and women are often ones in which the men exert power over women. The power that a husband may exert within the family (making decisions for the whole family, for example) is reinforced by the fact that the society recognizes his work outside the home and he is able to participate in the community. When they have low status and little influence outside the family, women and girls may also find it difficult to assert their ideas and opinions within the family. Women's decision-making power may be limited to a small number of relatively insignificant areas, such as family meal choices.



## **Section 2: Looking at Education from a Gender Perspective**

### **Introduction**

Taking a gender perspective in education, or doing gender analysis in education, means that we have to examine all of the different components that make up education in relation to gender roles, relationships, expectations and, especially, power dynamics.

A school is an educational institution (usually located in a particular building) in which there are men and women (school staff) working and boys and girls (students) learning. There are rules and regulations in place (policies), there are certain prescribed activities taking place (the content curriculum and individual lessons being taught) and there is formal and informal interaction happening between all of the different actors (processes). For a full gender analysis, all of these aspects should be examined from the perspective of gender roles, relationships and power dynamics.

A number of questions will need to be asked regarding each of these components. Below are some examples, but as participants talk through them, they will probably think of others:

### *Building/Infrastructure*

- ☐ Is the building equally friendly and accessible to boys and girls?
- ☐ Is it located close enough to girls' homes for their parents to allow them to walk there?
- ☐ Are there male and female toilets? Are they appropriately located?
- ☐ Do boys and girls feel safe in all areas of the building and the campus as a whole?

### *Staffing*

- ☐ What roles do men perform in the school?
- ☐ What roles do women perform in the school?
- ☐ What specific tasks do males and females carry out on a daily/weekly basis?
- ☐ What is the relative status of these roles and the specific tasks?
- ☐ What are the relationships like between the different men and women in the school?
- ☐ What are the power dynamics of the relationships? (Who is in charge? Who makes the decisions? Who follows instructions?)

### *Students*

- ☐ Are there equal numbers of male and female students? At every grade level through the school?
- ☐ What are the relationships like between male and female students?
- ☐ What school-based activities are boys and girls involved in?
- ☐ What school chores do boys and girls do on a regular basis?

### *Policies*

- ☐ Are there gender-specific policies that address boys or girls (such as expulsion for pregnancy)?
- ☐ What is the impact of other apparently gender-neutral policies on boys and girls (for example, a uniform policy)?

### *Content: Curriculum and Textbooks*

- ☐ What topics are covered?
- ☐ Which “heroes,” discoverers, inventors, etc. are celebrated?
- ☐ Do the textbooks and learning materials include equal representation of men and women/boys and girls?
- ☐ What relationships do they portray between men and women/boys and girls?
- ☐ Do examples used (in math or grammar exercises, for example) equally relate to boys’ and girls’ lives and experiences?

### *Processes*

- ☐ Are the teaching methodologies used equally encouraging to boys and girls?
- ☐ How about student participation – are there opportunities for boys and girls to have a voice in the running of the school?
- ☐ How are boys and girls involved in policy development and implementation?

**Activity:** Reflecting on personal experiences in school

In small groups of three or four, participants should pick any one of the components listed above and use the questions given to reflect back on their own experiences of school from a gender perspective. They may also raise other questions, which should be noted to include in the report back to the group.

This activity will surely highlight the different ways in which schools are very powerful institutions that are used by the state (or by other authorities such as the church, an NGO or other organization) to transmit certain values and to reinforce certain social norms. Schools around the world tend to reinforce existing gender structures in societies and to perpetuate gender inequities in different ways.

### *Looking at refugee education and refugee schools from a gender perspective*

All of the questions raised above are equally important in refugee contexts, and they provide a good starting point for gender analysis in relation to IRC education programs. However, schools are always a reflection of the community in which they are situated, and this is particularly true of refugee camps and urban refugee settings. Although an initial focus on the particular components of the schooling experience as identified above is important, we cannot only look at the school in isolation. We have to also look at the context in which the school is located from a gender perspective and to consider how community issues, gender roles, relationships, activities, etc. impact the school.

To do this, there are many gender-related questions that could be asked and that would help you to better understand the gender-related issues in your school. The most basic include:

- ☐ What are the sex-desegregated population figures for the camp/urban population?
- ☐ What sorts of activities (income-generating and others) are men involved in?
- ☐ What sorts of activities (income-generating and others) are women involved in?
- ☐ What sorts of household chores are boys and girls expected to do?
- ☐ What are the prevailing attitudes toward girls' education?
- ☐ What is the average age of marriage? What is the average age at first childbirth?

Also important to find out is how the experience of conflict and displacement has affected men and women/boys and girls, and if and how their roles, relationships, etc. have changed in any way. As was emphasized in Section 1, gender roles and relationships are culturally defined and very context specific. They are also very much open to change. Conflict and displacement can

result in women becoming breadwinners and decision-makers in female-headed households. It can also result in women and girls having to engage in risky activities, such as casual sex in exchange for money or favors to help them and their families survive. These change factors should be examined, along with their impact on the school situation. It is also possible that the conflict and displacement opens up opportunities that would not otherwise have existed for girls or women. For example, the families of Afghan refugee girls in Pakistan saw that it was possible – and desirable – to send their girls to school. This would not have been possible had they stayed in Afghanistan.

#### *Gender-based violence in refugee settings*

Gender-based violence (including domestic violence) is, for different reasons, prevalent in many refugee settings. Although it is not always the case, women and girls are by far the most affected by this violence, which is almost always perpetrated by men. The prevalence of gender-based violence in any one context is a reflection of the prevailing attitudes toward women and girls, and of the levels of equality between men and women. Although it might not seem to be an issue for educators to deal with, gender-based violence is an issue that has a drastic impact on the educational opportunities for girls. School is also a place where young people – and especially girls – should be able to gain knowledge and skills to protect themselves from gender-based violence. This topic will be dealt with later in the module.

Further, it is important to remember that although schools are a reflection of the communities in which they are situated, communities can become a reflection of the schools situated within them. That is, we can think about schools as a place in which we can create change and in which we can promote values, attitudes and behaviors that, in time, may be transferred into the community as a whole. This is particularly important to think about in relation to addressing – and ultimately putting an end to – gender-based violence.

*A question for reflection: Can you think of any examples of social change initiatives that have been initiated in schools but that have had a wider effect on the community/society?*

### Section 3: Gender Tools and Frameworks

It is always possible to develop our own sets of questions and our own checklists for examining different institutions, organizations, projects, and so on from a gender perspective. You may also find that you develop your own mental list of gender questions to do informal analyses of different situations, such as a marketplace, a community meeting or an area where children play.

However, there are a number of gender tools and frameworks that work in a similar way, but that are well tried and tested, and cover important issues in a systematic way. Such tools can be very helpful to refer to on a regular basis. They can be useful as you do any sort of assessment, as you develop any new project and as you monitor, review and evaluate ongoing activities.

In this module we will focus on two tools for gender analysis: the Women's Empowerment Framework developed by Sara Longwe and the Capacities and Vulnerabilities Analysis (CVA), developed by Mary Anderson and Peter Woodrow at the Harvard International Relief and Development Project. These tools were not specifically developed for the education sector, but they are particularly relevant for looking at schools and education interventions.

#### WOMEN'S EMPOWERMENT FRAMEWORK

*This framework was developed by Sara Longwe, a gender and development specialist based in Zambia. The framework aims to help policy makers, planners and managers assess the extent to which a policy, an organization or a program is really committed to, and on the road toward, achieving women's empowerment.*

**Question:** What do you understand by the word "empowerment"?

"Empowerment" has become a very popular and almost over-used word. In its truest form, empowerment means a process by which people become aware of their own interests, of the power dynamics that constrain them – and they then develop the capacity and the means to take greater control of their lives (but without infringing on the rights of others). People become aware of their rights as individuals and as groups and see themselves as entitled to and able to make decisions. When women become empowered, then they are able to enjoy a higher level of equality with men.

Longwe's Women's Empowerment Framework helps us to understand that there are different levels of equality or empowerment, and that it is when we are working at the higher levels that significant changes can be brought about in the lives of women and girls.

Levels of Equality		
Control	 Increased Equality	 Increased Empowerment
Participation		
Conscientization		
Access		
Welfare		

### Longwe's Five Levels of Equality

*Welfare level:* This is when projects are working at a very basic level to ensure the material well-being of women – through food rations, for example, housing, income-generating projects, provision of sanitary materials/soap.

*Access level:* This is when projects are working to open up equal opportunities to women and girls – especially to access opportunities such as education and training, but can also pertain, for example, to access to credit and to other services (like health or legal services).

*Conscientization:* This level is when projects are really creating awareness about how gender roles and relationships and the power imbalances between men and women/boys and girls can lead to discrimination, and when they promote the idea that these roles and expectations can be changed. This can take place through sensitization campaigns with publicity materials, but also through role-modeling and other, less explicit ways.

*Participation:* Working at this level implies real attention to women and girls being equally involved in all the policy-making, planning, decision-making, evaluation, etc. of different programs/activities/institutions, rather than what normally happens when few women are involved in making the decisions, even about projects that concern them and their lives.

*Control:* This is the highest and most complex level of equality/empowerment and refers to situations when there is equal control between men and women/boys and girls of all resources, decisions, benefits, etc. In an education context, this level of empowerment implies that men and women have equal control of school budgets, of the distribution of different resources such as textbooks and training opportunities. It can also be seen as much more long-term and in terms of schooling might apply to girls being able to use their secondary school leaving qualifications to enter the career of their choice equally to the way that boys can.

**Activity:** Placing interventions in the framework

In small groups of three or four, participants should choose any gender project with which they are familiar and use the descriptions above to try to place it within the Empowerment Framework. Participants should discuss the level at which they think the intervention is operating. Then, participants should consider how that intervention could be developed in order to work toward higher levels of equality.

### **CAPACITIES AND VULNERABILITIES ANALYSIS**

Another useful gender analysis tool is the Capacities and Vulnerabilities Analysis (CVA), which was developed by Mary Anderson and Peter Woodrow at the Harvard International Relief and Development Project. It has particular relevance in crisis situations, but can also be used in other contexts. The central idea is that people's responses to situations will depend on their existing strengths or capacities, as well as on their weaknesses or vulnerabilities. The aim of interventions should be to increase **capacities** and reduce **vulnerabilities**.

*Capacities:* the existing strengths in individuals and social groups. They are related to people's material and physical resources, their social resources and their beliefs and attitudes. Capacities are built up over time.

*Vulnerabilities:* the long-term factors that weaken the ability of people to cope. They make people more susceptible to crises.

Capacities and vulnerabilities can be divided into different categories: **material/physical**, **social/organizational** and **attitudinal/motivational**. They are also all differentiated by gender – men and women have different capacities and vulnerabilities – and by other factors, such as race, class, caste and age.

*Material/Physical:* these include features of the land, climate and environment where they live, as well as their health, skills, housing and access to capital and other assets. Even when people are deprived of material assets, there will be other resources upon which to draw, such as people's different skills and knowledge.

*Social/Organizational:* these capacities and vulnerabilities refer to the social fabric of the group, how the group is organized, how and what they might share and exchange, and the different roles people play within the group.

*Attitudinal/Motivational:* these capacities and vulnerabilities include cultural and psychological factors such as religion. They also reflect the history of people's situations and the extent to



which groups may be dependent, independent, passive or active, and so forth.

The matrix (see below) can be used to examine a current situation and also to assess the possible impacts of a planned intervention. There are clear relationships between the different boxes, and vulnerabilities and capacities are related to each other: interventions that increase capacities can also reduce vulnerabilities.

**Activity:** Using the CVA approach

In small groups of three or four, participants should examine any gender-related project they are familiar with using the CVA approach. Participants should discuss:

- 1) What are the existing vulnerabilities of the target group (within the three categories)?
- 2) How might the intervention work to reduce their vulnerabilities and increase their capacities?

The ideas should be put into the boxes, and participants should be ready to share their work with the rest of the group. Do any suggestions emerge for improving the intervention from the perspective of capacities and vulnerabilities? (See also Handout 3 at the end of this guide.)

*Capacities and Vulnerabilities Matrix*

	Vulnerabilities	Capacities
Physical/material		
Social/organizational		
Attitudinal/motivational		

### SESSION 2: FOCUSING ON GENDER-BASED VIOLENCE IN REFUGEE SCHOOL SETTINGS

Much of this section comes from IRC Sierra Leone's Gender-Based Violence guide published in July 2005.

#### Introduction

In the first session, the basic concepts related to gender and gender relations in education were introduced. This section deals specifically with gender-based violence (GBV) in schools and the effects that these various forms of violence have on the learner or how they serve as barriers to girls' education.

#### Section 1: Gender-based Violence

**Activity:** Defining gender-based violence

Based on understandings of gender, of the differences between gender and sex and of gender roles and gender stereotyping, participants should work in small groups to define "gender-based violence."

*Gender-based violence: a definition*

*Gender-based violence* is violence perpetrated against a person without her or his consent based on her or his gender role, responsibilities, expectations, privileges and limitations.

*Gender-based violence* includes the word gender because victims of interpersonal violence are targeted because of their gender or roles in society.

Most acts of GBV are directed against women because they are female and have unequal power in relationships with men and low status in general in the world. This lack of power and status make women vulnerable to acts of violence.

*Lack of equal access and control of material resources, assistance benefits, and equal participation of women in the decision-making processes are key factors that should be addressed in all programs whether specifically targeting gender-based violence or responding to the emergency, recovery, or developing needs of the population.*

–UNHCR Guidelines for Prevention and Response, July 2002

*What do we mean by:*

*Violence?* Violence may be physical, psychological or mental (threats, coercion, manipulation), emotional, social or economic.

### **VIOLENCE**

is the use of force that results in mental, social, emotional and/or physical harm

Consent? What does it mean to give *consent*?

### **CONSENT**

is a mutual agreement

*Informed consent* means that a person fully understands and agrees to participate in an activity, or for something to occur.

### **THE RECIPE FOR INFORMED CONSENT:**

In order to give informed consent, a person must:

- ☐ Have all the information
- ☐ Be over the age of 18
- ☐ Be mentally sound enough to understand the agreement and the consequences
- ☐ Have equal power in the relationship

The Convention on the Rights of the Child (CRC) states that all persons under the age of 18 are children and that children are never able to give informed consent. This includes all acts of female genital cutting, marriage, and sexual relationships.

What might happen when not all of these ingredients are present?

### *Gender-based violence is a global problem*

Gender-based violence is a global problem and occurs in every country around the world. In circumstances of GBV, a survivor has no choice to refuse or pursue other options without severe social, physical, or psychological consequences.

Responses to gender-based violence must be holistic in their approach and strive to help the survivor achieve “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”<sup>6</sup> GBV workers must take into account a survivor’s physical, emotional, psychological, social and spiritual needs.

Though survivors of GBV can be men, in most cases, survivors are women because in most cultures, most countries and most societies, women are in a disadvantaged position compared to men.

- ❑ Women perform two-thirds of the world’s work
- ❑ Women earn one-tenth of the world’s income
- ❑ Women are two-thirds of the world’s illiterates
- ❑ Women own less than one percent of the world’s property

These disadvantages are based on gender.



Pakistan – Photo courtesy of the IRC

<sup>6</sup> World Health Organization, 1946.

### *United Nations Definition of Gender-based Violence*

The Declaration on the Elimination of Violence Against Women, adopted by the United Nations General Assembly in 1993, defines violence against women as:

“Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.”

It encompasses, but is not limited to:

“Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation; physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere; trafficking in women and forced prostitution; and physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs.”

- Articles 1 & 2 of the UN Declaration on Violence Against Women, 1993

In schools around the world, gender-based violence is a serious problem. Although boys and men can be the target of gender-based violence, the majority of cases affect women and girls. All around the world, and in “normal,” stable situations, girls and women of all ethnicities/classes/religions are subjected to gender-based violence. However, factors such as the presence of military men and economic desperation, refugee, IDP and returnee girls and women are even more vulnerable.

**Activity:** Identifying gender-based violence (brainstorm)

*What does gender-based violence look like? What does it sound like? What are some of the forms of gender-based violence?*

Participants should work in small groups to make a list of any form of gender-based violence they can think of. After small-group discussions, the facilitator should pull together the responses and clarify with the groups some examples of gender-based violence. The following definitions and examples should help.

*There are many different forms of gender-based violence, including (but not limited to):* Harmful traditional practices, including early marriage, forced marriage and female genital cutting, **cannot** be overlooked nor justified on the grounds of tradition, culture or social conformity.

### *Rape and Attempted Rape*

#### **RAPE**

is an act of non-consenting sexual intercourse (penis-vagina or penis-anus)

Any degree of penetration is considered rape.

Rape includes:

- ☐ Rape of an adult female
- ☐ Rape of a minor, boy child or girl child, including incest. Even if a minor agrees to an act, she or he cannot legally consent due to her or his age
- ☐ Gang rape: more than one assailant
- ☐ Marital rape: Rape between a husband and wife
- ☐ Male rape, sometimes known as sodomy

Rape, or forced sex, between spouses is included in domestic violence below.

Attempted rape is an effort to rape someone, which does not meet with success, falling short of penetration.

### *Sexual Assault*

Sexual assault includes other non-consenting sexual acts, not including rape or attempted rape. Sexual assault includes acts performed on a minor. Again, even if a child gives consent, she or he cannot legally consent due to her or his age.

Examples of sexual assault include:

- ☐ Insertion of foreign objects into the genitals
- ☐ Forced removal of clothing
- ☐ Forcing someone to engage in sexual acts or positions, including forced oral sex
- ☐ Forcing someone to watch sexual acts

### *Sexual Exploitation and Abuse*

Sexual exploitation and abuse is the sexual coercion and manipulation (including all types of sexual acts) by a person in a position of power providing assistance in exchange for sexual acts.

In situations of sexual exploitation and abuse, the survivor believes she or he has no other choice than to comply. This is not consent; it is exploitation.

Some examples include:

- ❑ A humanitarian worker requiring sexual acts in exchange for material assistance, favors, or privileges
- ❑ A teacher requiring sexual acts in exchange for passing grade or admission to class
- ❑ A refugee leader requiring sexual acts in exchange for favors or privileges
- ❑ Security worker requiring sexual acts in exchange for safe passage

### *Domestic Violence*

Domestic violence is “the most prevalent yet relatively hidden form of violence against women and girls. While reliable studies are hard to come by, studies estimate that, from country to country, between 20 and 50 percent of women have experienced physical violence at the hands of an intimate partner.”<sup>7</sup>

Domestic violence is violence *between intimate partners* (spouses, boyfriend and girlfriend) and can occur within the home and within the community. Who else might we consider to be intimate partners?

Domestic violence can be sexual, physical, and/or mental or emotional abuse. Some examples of domestic violence include:

- ❑ Slapping, hitting, beating, kicking, use of weapons
- ❑ Verbal and emotional abuse, including public humiliation, forced isolation
- ❑ Murder or threats to life
- ❑ A partner’s control and deprivation of the other partner’s access to food, water, shelter, clothing, health care, fertility, such as forced pregnancies and/or abortions
- ❑ A partner is beaten or abused for not performing his or her duties according to the other partner’s expectations. For example she might refuse sex or may prepare the meals too late and as a result will be beaten and/or abused

<sup>7</sup> UNICEF, Domestic Violence Against Women and Girls, Innocenti Digest No. 6.



### *Forced and Early Marriage*

Forced and early marriage occurs when parents or others (can include perpetrator) arrange for and force a minor to marry someone. A minor is anyone under the age of 18. Forced and early marriage is a form of GBV because a minor is unable to make informed choices.

Forced and early marriage can happen in a number of ways, including by:

- ❑ Exerting pressure
- ❑ Ordering a minor to get married
- ❑ Forcing marriage for dowry-related purposes

### *Female Genital Cutting*

Female genital cutting (FGC) is the cutting of healthy genital tissue, usually in ceremonies, and done for purposes of tradition, a rite of passage and social acceptance.

Adult women may consent to FGC due to social and cultural force, or may be physically forced. Minors are often physically forced; even if not, they are unable to give consent due to their age.

### *Other Gender-based Violence*

Other gender-based violence includes physical, mental or social abuse that is directed against a person because of his or her gender role in a society or culture. In these cases, a person has no choice to refuse or pursue other options without severe social, physical, or psychological consequences.

Examples may include:

- ❑ A girl is not allowed to go to school because of gender role expectations in the family. For example, she may be expected to take care of the housekeeping, cooking, or to care for children
- ❑ Girls, boys, women are trafficked or smuggled for labor and/or for sexual purposes

### *Non-GBV Cases*

Some cases come to GBV workers, which are not gender-based violence. It is tempting to call these cases GBV because they may be at-risk for GBV. These should not be categorized as GBV cases, but they might be counted when describing the program's actions and activities in reports, particularly for the area of prevention.

Examples include:

- ☐ Child abuse or child beating which is not gender-based
- ☐ Family disputes, such as arguments over ration cards or non-food items
- ☐ Domestic arguments and problems. For example, polygamy-related problems or problems related to children with behavior issues
- ☐ Reproductive health problems, such as impotency, infertility, sexually transmitted infections, unwanted pregnancy

**Activity:** Forms of gender-based violence in the community (brainstorm)

In small groups, participants should identify forms of gender-based violence that take place in their local community. After these small-group discussions, the facilitator should pull together the responses, being as specific as possible, such as identifying particular phrases used in teasing, particular ways of touching, and so on. Groups should also try to identify where these forms of gender-based violence take place – for example, within the home, in school, in the street and so on.

**Activity:** Who are the most vulnerable to gender-based violence and why?

Participants should again work in small groups to consider which persons are most vulnerable to gender-based violence in their communities and why they think this is. In a group discussion, the facilitator should draw out all of the different responses and make up a chart with the reasons for that vulnerability included. For example:

Persons most vulnerable to gender-based violence	Why?
Single women	No male to look after her Has to look for her own firewood Has very little money ...
Unaccompanied children	
Children in foster care	
Persons in detention	
The disabled (women, children and male)	
Female heads of households	
Orphans	
Female students (in primary schools and in secondary schools)	
Widows	

As a group discussion, any common issues across the different reasons for the vulnerability should be considered.

Powerlessness and being in a situation where one is dependent on others for everything create particular vulnerabilities to gender-based violence.

### *Contributing factors to gender-based violence*

What is the root cause of gender-based violence? The **abuse of power** is the root cause of GBV.

Globally, contributing factors, or factors that increase the risk or severity of GBV, include:

- ☐ Gender roles in which women have unequal power
- ☐ Vulnerability
- ☐ War and displacement
- ☐ Poverty
- ☐ Corruption
- ☐ Culture and tradition

In any given context, there are specific factors contributing to the prevalence of gender-based violence. None of these are an excuse for it, and there is usually a combination of factors, but listed below are some of those most commonly mentioned. The group should discuss which of these are the most relevant in their own setting.

- ☐ Inequalities between men and women, with men in positions of power over women and girls
- ☐ Traditional cultural beliefs about the relative roles (etc.) of men and women
- ☐ Feelings of powerlessness and inability to provide for their families
- ☐ Uncertainty about the future
- ☐ Poverty
- ☐ Alcohol/drug abuse
- ☐ Social marginalization of women
- ☐ Traditional norms and laws that provide no justice to women survivors
- ☐ Lack of skills in problem-solving without the use of violence

- ❑ Lack of life skills: for example, good communication and analysis skills
- ❑ Lack of information about where to seek help for problems or concerns

**Social factors** that contribute to an environment in which gender-based violence takes place include: traditional gender norms, social norms supportive of violence, no easy access to divorce for women, adults routinely resorting to violence to solve conflicts, notions of masculinity linked to dominance, male honor, and aggression

**Political factors** that contribute to an environment in which gender-based violence takes place include: inadequate rights-based frameworks (to fulfill, protect and advocate for the rights of women and girls); weak laws against gender-based violence; high levels of violent crime and other forms of violence. There is a generally low conviction rate for crimes of violence as a result of inadequate and under-resourced police and legal systems. More particularly, gender-based violence continues because of continuing discriminatory attitudes and practices among law enforcement agencies and health service providers, by a lack (or uneven distribution) of resources, by ignorance and by inadequacies in procedures, training and skills provision. These factors have contributed to secondary victimization, lack of trust in law-enforcement agencies and health care providers, under-reporting of incidents of gender-based violence, low conviction rates of offenders and, therefore, increasing prevalence.

Displacement, uprootedness, uncertainty about the future, the loss of community structures and the need to exchange sex for material goods or protection create conditions in which women and girls in refugee contexts are very vulnerable to gender-based violence.

**Activity:** What are some of the contributing factors in this refugee setting? (small group brainstorm)

Again in small groups, participants should identify contributing factors in their immediate setting. In the follow-up large-group discussion, the facilitator should draw together the responses. The following list may also be used to prompt questioning and discussion.

- ❑ Lack of economic opportunities
- ❑ Lack of support for women and girls who are particularly vulnerable
- ❑ Breakdown and the dispersion of families and communities
- ❑ Radical changes in gender roles
- ❑ Psychological strains of refugee life aggravating aggressive behavior toward women

- ❑ Male disrespect toward women possibly reinforced in refugee situations where unaccompanied women and girls may be regarded by camp guards and male refugees as common sexual property
- ❑ Where resources (e.g., distribution of food or coupons for food and other basic commodities, etc.) are controlled by men, women may be targets or subject to sexual exploitation
- ❑ Women may also have to travel to remote distribution points for food, water and fuel; their living quarters may be far from latrines and washing facilities; their sleeping quarters may be unlocked and unprotected

### *The consequences of gender-based violence*

There are also many different consequences of gender-based violence. Each survivor will be affected and will react in a different way and will have different capacities to cope with the experience; the amount and type of support received from family, friends, counseling and other services may also be quite different. Some of the consequences are listed below – although they are listed in different groups, the effects are often interlinked

#### PHYSICAL CONSEQUENCES

Physical consequences of GBV can include: serious injuries, injuries during pregnancy, injuries to children, unwanted and early pregnancy, STIs including HIV/AIDS, increased vulnerability to disease, suicide and/or death.

#### *Death*

Numerous studies report that most women who are murdered are killed by their partner or ex-partner. Violence that begins with threats may end in forced “suicide,” death from injuries, or homicide.

#### *Suicide*

For women who are beaten or sexually assaulted, the emotional and physical strain can lead to suicide.

#### *Serious injuries*

The injuries sustained by women because of physical and sexual abuse may be extremely serious. Many assault incidents result in injuries, ranging from bruises and fractures to chronic disabilities. A high percentage of these require medical treatment.

### *Injuries during pregnancy*

Violence during pregnancy is a risk to the health of both mothers and their unborn children.

### *Injuries to children*

Children in violent families may also be victims of abuse. Frequently, children are injured while trying to defend their mothers.

### *Unwanted and early pregnancy*

Violence against women may result in unwanted pregnancy, either through rape or by affecting a woman's ability to negotiate contraceptive use. For example, some women may be afraid to raise the issue of contraceptive use with their sexual partners for fear of being beaten or abandoned.

Adolescents who are abused, or who have been abused as children, are much less likely to develop a sense of self-esteem and belonging than those who have not experienced abuse. They are more likely to neglect themselves and engage in risky behavior such as early or unprotected sexual intercourse. A growing number of studies suggest that girls who are sexually abused during childhood are at much greater risk of unwanted pregnancy during adolescence. This greater risk of unwanted pregnancy brings with it many additional problems.

For instance, childbearing during early or middle adolescence, before girls are biologically and psychologically mature, is associated with adverse health outcomes for both the mother and child. Infants may be premature, of low birth weight, or be small for gestational age.

When an unwanted pregnancy occurs, many women try to resolve their dilemma through abortion. In countries where abortion is illegal, expensive or difficult to obtain, women may resort to illegal abortions, at times with fatal consequences.

### *STIs including HIV/AIDS*

As with unwanted pregnancy, women are vulnerable to contracting sexually transmitted infections (STIs) because they are unable to negotiate protection.

Women with STIs have a higher risk of complications during pregnancy, including sepsis, spontaneous abortion and premature birth. Some STIs increase a woman's vulnerability to the HIV virus, as well. Violent sexual assault may also increase their risks because resulting tears to delicate vaginal tissue allow the virus easier entry into the

bloodstream. With HIV/AIDS, the consequences are usually fatal for the woman, and possibly for her children as well.

#### *Vulnerability to disease*

Compared with non-abused women, women who have suffered any kind of violence are more likely to experience a number of serious health problems.

It has been suggested that abused women's increased vulnerability to illness may be due partly to lowered immunity because of stress resulting from the abuse. In addition, self-neglect and increased risk taking have also been implicated.

#### PSYCHOLOGICAL CONSEQUENCES

Psychological consequences of GBV can include post-traumatic stress, depression, anxiety and fear, anger, shame, insecurity, self-hate, self-blame, mental illness, and/or suicidal thoughts and behavior.

#### *Mental health problems*

Research suggests that abused women endure enormous psychological suffering because of violence. Many are severely depressed or anxious, while others display symptoms of post-traumatic stress disorder. They may be chronically fatigued, but unable to sleep; they may have nightmares or eating disorders; they may turn to alcohol and drugs to numb their pain; or they may become isolated and withdrawn.

Rape and childhood sexual abuse can cause similar psychological damage. One occurrence of sexual aggression may be sufficient to create long-lasting negative effects, especially if the child-victim does not receive appropriate support. Like violence against women in the family, child abuse often continues for many years and its disabling effects can carry over into adult life.

For example, the reduced self-esteem of women who have been abused in childhood may result in their making little effort to avoid situations where their health or safety are in jeopardy.

#### *Effects on children of witnessing violence*

Research has shown that children who witness domestic violence often suffer many of the same symptoms as children who have been physically or sexually abused themselves.



Girls who witness their father's or step-father's violent treatment of their mother are also more likely to accept violence as a normal part of marriage than girls from non-violent homes. Boys who have witnessed the same violence, on the other hand, are more likely to be violent to their partners as adults.

### SOCIAL CONSEQUENCES

#### *Effects on Survivor*

Survivors of gender-based violence often experience negative social consequences as the result of **victim-blaming**. These include:

- ❑ Rejection from family
- ❑ Family breakdown
- ❑ Social rejection and isolation
- ❑ Social stigma
- ❑ Withdrawal from social and community life

This can lead to a vicious cycle:



As a result of the social stigma, many survivors never report incidents of gender-based violence.

### *Effects on society*

Women experiencing violence may have a reduced contribution to society in addition to their own potential self-realization.

The economic impact of abuse may extend to losses in women's earning potential or capacity to work. This may be partly because girls who are victims of violence are likely to be anxious or depressed, and unable to perform to the best of their ability at school. Because of their experience of having no control over their own bodies, the world may become a threatening place where they avoid challenges of any kind.

In areas where sexual abuse of female students by male teachers is prevalent, girls may stay away from school to escape unwanted attention. Elsewhere, parents, who fear that their daughters will be sexually assaulted, may keep them at home until they are **safely married**. In many countries, a girl who becomes pregnant is expelled from school, regardless of whether or not the pregnancy was the result of a rape. The consequence, in every case, is a curtailed education, a decreased chance of securing gainful employment, and a reduced contribution to the quality of life for her community.<sup>8</sup>

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<sup>8</sup> Adapted from World Health Organization, *Violence Against Women*, [www.who.org](http://www.who.org).

## **Section 2: Gender-based Violence and HIV/AIDS**

### **Introduction**

There are strong linkages between HIV/AIDS and gender-based violence. For example, physical abuse or threats of violence can make it very difficult – if not impossible – for a woman to negotiate safer sex; for example, to insist that the man use a condom. Not using a condom may make her vulnerable to HIV/AIDS infection. Because of the unequal power in sexual relations or relations of domination (e.g., teacher-student relationship), it is often very difficult for the one in a position of subordination to clearly state or indicate her or his feelings. In a situation of coerced sex, it is almost impossible for women to insist on the use of condoms. This is even more complicated by that fact that in many cases it is uncomfortable anyway for people to talk about sex.

Moreover, rape or forced sex may directly increase the risk of HIV transmission from the man to the woman. This is especially so if the penetration is so violent that damage to the vaginal area is caused. Girls who are raped or sexually abused at an early age are particularly susceptible to tearing of the vaginal walls, thereby increasing risk of HIV/AIDS transmission. In many countries, especially in Africa, young women between the ages of 15 and 24 are over-represented in HIV/AIDS infection rates. This is because of the combination of social and physiological factors.

### **Activity:** Evaluating statements about HIV/AIDS

In small groups/pairs, participants should work through the following sentences and indicate which of the statements are true and which are false, explaining the reasons for their choices.

T = true      F = false.

*HIV/AIDS infection is high where:*

- 1) Cultural myths in relation to courtship are linked to toughness, male honor or dominance (   )
- 2) Cultural practices like FGC/M and discrimination against women and girls are tolerated by society (   )
- 3) Violence is accepted as a means of interpersonal conflict resolution or physical punishment of women is culturally tolerated (   )

- 4) Women are economically dependent and have limited access to employment, education, training, money and credit ( )
- 5) Poverty results in children working in conditions in which they are vulnerable to sexual exploitation ( )
- 6) Girls and women are at risk of rape in the course of their daily subsistence tasks; for example, walking away from camps to collect firewood ( )
- 7) There is a low conviction rate for crimes of violence, and cases of gender-based violence are inadequately documented, followed up and prosecuted ( )

### Section 3: Gender-based Violence in Schools

#### Introduction

The sad reality is that schools are often places where students – and especially female students – are vulnerable to gender-based violence. Different factors contribute to this, some of them already mentioned above; but there may also be additional factors that are specific to the school setting. These include factors such as latrines that girls have to share with boys and that may be situated away from the other buildings, and also the exam grading procedures, which may make it possible for teachers to coerce students into having sex in exchange for good grades.

**Activity:** What – if any – forms of gender-based violence take place in our schools and/or affect our students? (brainstorm)

Working in small groups, participants should try to identify – as specifically as possible – some of the most prevalent forms of gender-based violence happening in their schools. If there is harassment and teasing, for example, what sort of words and phrases are used? Are all girls equally vulnerable – or some more than others? The more specific and detailed the responses are, the easier it will be to make changes.

**Activity:** In which ways do current institutional/school practices compromise the security and safety of female students? (brainstorm)

Continue the discussion in small groups by considering how the current institutional/school structures and practices (such as the campus layout and the relationships between teachers and students, between students) may compromise the safety and security of students, and especially female students.

The small groups should report back to the large group and identify common linkages, issues, etc. This discussion should then lead into the following section, which focuses on next steps, and particularly upon what educators can do to foster change.

## **Section 4: Working for Change – Toward Safe and Gender-aware Schools and Communities**

### **Introduction**

In this section participants move on from gender theory and analysis learned and from new understandings about gender-based violence, to work toward the concrete actions that can be taken to improve gender equality and to promote the empowerment of women and girls. The following exercises and activities consider changes that can be made in education and through education; that is, the focus is on concrete changes that can be made at the school level, and how, by working from the school outwards, change can be promoted within the community and society at large.

To create a conducive and safe learning environment, schools – including teachers, educators, girls' empowerment officers and classroom assistants – can work with each other, with students and with parents to develop ways of preventing gender-based violence. With the support of the school managing or governing bodies, the program managers and trainers can develop and implement policies and procedures for dealing with these forms of violence in schools. Teachers can work as agents of change to help learners understand the attitudes and structures that promote gender-based violence and the ways in which their behaviors can contribute to the problem.

### *Reflecting on our own roles as agents of change*

The facilitator should use the text below to encourage participants to consider their own personal commitment to gender equality.

*We often talk about gender roles and relations as if they happen “out there” – as though we can observe them from the outside, in a neutral way. This is not really possible, because we are all male and female staff people, we live in families and communities and we are all very much involved in gender relations, patterns and dynamics. As was demonstrated in the activity on things we like doing that are typical and atypical for our gender, we are all subject to the gender expectations of our families, communities, societies – whether we like it or not! Some of these gender expectations we can challenge and reject, others we will go along with. Maybe we like it like that, it suits us to do so or we know it would cause too much trouble to do otherwise. We may just choose to fight our battles one at a time.*

*Whatever their particular position or role, participants are potential change agents. Through this training they are developing some new perspectives, familiarizing themselves with tools to help them assess and act on gender issues. However, as stated above, gender is not only a professional issue. In order to make an authentic and sustainable impact, these new insights also need to be integrated and lived out in our own lives. We have to think about how we can each model some of the behavior and attitude changes we expect our partners and our beneficiaries to make. Doing this also helps us to understand how difficult it can be sometimes to make gender-related changes.*

**Activity:** Always, sometimes, never

Participants should be given some time to read the sentences on the left-hand side and then to put a cross in the box they feel is most appropriate. Once they have completed this alone, each should turn to the person next to him or her to discuss the answers. The pairs will then be asked to relate to the group what they would like to share from their discussion: for example, where the partners had similar responses and where they had different responses. (See also Handout 4 at the end of this guide.)

	Always	Sometimes	Never
In my family it is the girls and women who do the cooking and cleaning			
My daughter studies her school books in the evening			
My sons also help to wash dishes and clothes at home			
When someone is sick in my family, I will go to care for them			
It is understandable for teachers to tease the girls a little, especially when there are so few of them in the class			
Girls should make sure that the classroom is regularly swept and is tidy			
I am offended by pornographic material that I see lying around in the office			
It is okay for a female field-worker to have a local boyfriend to go out with while away from her family			
It is okay to send colleagues a couple of risqué, sexist jokes by email			

In debriefing the activity, the facilitator should ask participants if they feel there are patterns, activities, etc. in their own lives that they think they could change in order to create more

gender equality and also to model alternatives to traditional gender roles. What do they think the impact might be if the men modeled, for example, helping with the household chores, or tending for a sick person? How about if a man helped his wife to participate in a large community meeting?

**Activity:** Thinking about teachers as agents of change (brainstorming)

How can our schools make a difference in the prevention of gender-based violence and the promotion of gender equality in the community as a whole?

In small groups (perhaps grouped by school or camp), participants should reflect on the issues they highlighted in the previous section on school structures and practices that compromise safety and security, identifying between three and six concrete steps that they could initiate to create a safer environment. Groups should be encouraged to be as specific as possible, and to make sure that their actions are SMART.

This means:

*SUITABLE:* Will the action make an impact? Will it really address the right issue? Might it cause other problems?

*MEASURABLE:* How will we know when this action has been completed and if and how it has worked? How will we evaluate the impact?

*ACHIEVABLE:* Are we able to achieve our goal in the time we have allowed, with the resources we have, with the skills and knowledge that we have? What might we need to make sure it works? Who will do what to ensure that it does happen?

*REALISTIC:* Is this action – and what we hope to achieve through it – something that is realistic for the context in which we are working?

*TIME-BOUND:* What timeline is there for this project? How long will it take to get going? How long will it last?

The groups should then share their plans and answer each other's questions about them, as a way of building commitment.

Possible ideas include:

- ☐ Doing a student survey on gender-based violence in school
- ☐ Having regular campus patrols to ensure that all areas are safe for all students



- ❑ Constructing a separate latrine area for girls
- ❑ Working with male and female students and teachers to develop a gender policy for the school that addresses gender-based violence, with clear follow-up steps taken against perpetrators
- ❑ Holding workshops for students (perhaps male teachers with male students)
- ❑ Setting up an anti-harassment club with students
- ❑ Making posters to display around school that demonstrate respectful behavior between teachers and students, students and students

**Activity:** My role and actions as an agent of change (individual reflection)

As a final activity, the participants should be given time alone to think about – and then write out – what they as individuals might be able to do in their own family, school and community in order to promote safe and gender-aware environments for girls and boys/women and men. If they choose to, they can share these with a colleague, or they might prefer to keep them to themselves. They should be encouraged to link their individual action plan to what was worked out by the group; that is, to include in their individual plan the particular roles and activities they will take on in the group activity.

It will be important for follow-up workshops, meetings, visits, etc. to revisit these action plans with participants. They should not just be forgotten!

**HANDOUT 1**

**Activity:** Considering sex and gender

In small groups of four to six, read these statements carefully and then discuss.

As a group decide on whether each statement is referring to either gender or sex differences. Write “G” next to the statements you consider refer to gender, and “S” next to those you think refer to sex.

*Statements about men and women*

1. Women can get pregnant and men can't ( )
3. Little girls are considered gentle, boys tough ( )
4. Boys are encouraged to be strong to be able to represent their fathers ( )
5. In many African contexts women do most of the farm-work, although their efforts are often not recognized by rights to land in the own names ( )
6. Women can breastfeed babies, men can bottle-feed babies ( )
7. In most societies men occupy key positions ( )
8. In many African societies, women cannot inherit property and men handle family business ( )
9. Men's voices break at puberty; women's voices do not ( )
10. In some cultures, men bring home the firewood and women do all the cooking and household activities ( )
11. According to UN statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income ( )
12. Women are often the last to go to bed and the first to rise in the morning ( )

Be prepared to defend your decisions in the large group discussion!

**HANDOUT 2****Activity:** Gender Stereotyping

With your partner look at the different occupations listed in the left-hand column.

In the middle column, fill in the skills and qualities you both think are needed to successfully function as a nurse, school administrator or principal, mechanic, teacher, medical doctor or gender focal person.

Finally, in the final column write about the male-female balance within the profession. Are there mostly men or women doing this work? And why?

	Qualities	Male or female?
Nurse		
Headteacher/Principal		
Mechanic		
Teacher		
Medical doctor		
Gender focal person		

**HANDOUT 3***Capabilities and Vulnerabilities Matrix*

	Vulnerabilities	Capacities
Physical/material		
Social/organizational		
Attitudinal/motivational		

### HANDOUT 4

**Activity:** Always, sometimes, never

Working on your own, read the sentences in the left-hand column. Then put a cross in the box that best represents your own experiences.

Once you have completed this alone, turn to the person next to you to discuss your answers. The facilitator will then ask you to share with the group any particularly interesting points from your discussion: for example, where you both had similar responses or where you had different responses.

If you have additional time, think of any additional questions that could be used in another training session.

	Always	Sometimes	Never
In my family it is the girls and women who do the cooking and cleaning			
My daughter studies her school books in the evening			
My sons also help to wash dishes and clothes at home			
When someone is sick in my family, I will go to care for them			
It is understandable for teachers to tease the girls a little, especially when there are so few of them in the class			
Girls should make sure that the classroom is regularly swept and is tidy			
I am offended by pornographic material that I see lying around in the office			
It is okay for a female field-worker to have a local boyfriend to go out with while away from her family			
It is okay to send colleagues a couple of risqué, sexist jokes by email			