

TRAINING MANUAL

Combating Technology Facilitated Gender Based Violence (TFGBV)



INTERNATIONAL
SOLIDARITY
FOUNDATION



DreamTeam
SISTERS
Power of Women



ISCoD | Initiative for Sustainable
Community Development

**COMBATING TFGBV THROUGH
THE SISTERHOOD MODEL,
KNOWLEDGEBASE AND GBV
REPORTING SYSTEM**

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MODULE 1: INTRODUCING TFGBV, SAFE SPACE AND THE SISTERHOOD MODEL

1.1 INTRODUCTION OF TFGBV CONCEPT

With the rise of digital technology and the internet, new opportunities for learning, communication, and empowerment have emerged. However, these same tools are also being misused to perpetrate violence. One growing concern *is Technology-Facilitated Gender-Based Violence (TFGBV); a form of abuse where digital platforms, devices, or tools are used to harm, control, exploit, or silence individuals, especially women, girls, and marginalized groups.*

Learning Objectives

By end of this module students and learners should be able to

- ✓ Define TFGBV
- ✓ State some forms of TFGBV
- ✓ Explain why it matters to learn about TFGBV
- ✓ What are safe spaces
- ✓ Define the Sisterhood Model and how it works to amplify impact
- ✓ Learn why teach children; in specific teens (13-19) about TFGBV

What is TFGBV?

TFGBV (Technology-Facilitated Gender-Based Violence) refers to any act of gender-based violence that is carried out, assisted, or amplified through digital technology. It takes forms such as

- Cyberbullying & online harassment (targeting someone due to gender).
- Non-consensual sharing of intimate images (commonly called “revenge porn”).
- Online stalking & surveillance using tracking apps or spyware.
- Sexual exploitation and grooming through digital platforms.
- Hate speech & threats in social media, emails, or messaging apps.
- Identity theft, impersonation, or doxxing to cause harm.

Why Care about TFGBV

- TFGBV is not “just online”, it has real-world consequences including physical violence, trauma, reputational harm, safety risks, and silencing of victims.
- Women, girls, and gender minorities are disproportionately affected, limiting their freedom of expression and participation online.
- Addressing TFGBV is key to creating safe, inclusive, and empowering digital spaces for everyone.



Activity

1. Simple definition of TFGBV with all Learners

TFGBV; Gender-based violence that happens through technology/ digital devices and spaces, targeting people, mostly women and girls, and using online tools and spaces.

2. What is Gender?

- Gender refers to the socially constructed roles, behaviors, expectations, and identities that a society considers appropriate for people based on their perceived sex (male or female).
- It is different from biological sex, which is about physical characteristics (chromosomes, hormones, anatomy, reproductive organs).

3. What is a Digital Device?

Any electronic tool or machine that processes, stores, or transmits information in digital form, usually binary (0 and 1)

4. Gender Based Violence(GBV)

Violence perpetrated against anyone based on their gender

1.2 SAFE SPACE CREATION AND ITS PRINCIPLES

A safe space is an environment or a situation where individuals feel comfortable, supported, and respected, allowing them to express themselves freely without fear of judgment or harm

Objectives of setting up a Safe space in a learning institution

1. Promote Respectful Interaction

Create an environment where everyone’s voice, identity, and opinions are valued.

2. Encourage Openness and Participation

Make learners feel comfortable to share ideas, ask questions, and express concerns without fear of judgment.

3. Support Emotional Well-Being

Provide a supportive space where students feel seen, heard, and cared for.

4. Build Trust and Community

Strengthen relationships among learners, teachers, and staff through honesty, confidentiality, and fairness.

5. Foster Inclusion and Belonging

Ensure that all individuals, regardless of background, feel welcome and part of the group.

6. Encourage Responsibility and Accountability

Help learners own their actions, learn from mistakes, and practice conflict resolution.

7. Enhance Learning and Growth

Allow curiosity, critical thinking, and self-expression to thrive in a supportive atmosphere.

8. Protect Boundaries and Consent

Model healthy personal and social boundaries, teaching students how to respect themselves and others.

9. Provide a Platform for Difficult Conversations

Offer a safe setting where sensitive topics (e.g., TFGBV and GBV, SRH, gender diversity, mental health) can be discussed constructively

10. Develop Life Skills

Nurture empathy, integrity, active listening, and collaboration skills which learners carry beyond school



Activities of introducing a safe space

1. Identify the individuals/ group who will form a safe space. (let the number be lean for easy management)

2. Icebreaker exercise to promote bonding (5 minutes)

e.g ...Mingle mingle mingle exercise

Facilitator Notes

- Make the participants mingle freely and randomly and form groups of 3,4, or 5
- In each group, let them know each other by name, class, likes and dislikes, and where they come from.
- Let one girl from the group present what they know about any girl from the group.

3. Plenary discussion on ground rules and expectations

Facilitator notes: guide the group to come up with the ground rules including their relationship with each other, meeting time and venue, time management, their expectations, group discipline etc. Let them own them.

4. Establishing a confidentiality agreement

5. Setting clear expectations for respectful communication and Establishing a confidentiality agreement



Principles of a safe space

1. Honesty

Being truthful and transparent in communication, even when it feels uncomfortable. This builds trust and reduces misunderstandings.

2. Accountability

Taking responsibility for your words, actions, and their impact. Owning up to mistakes and working to repair harm if it happens.

3. Respect

Recognizing the inherent dignity of everyone in the space. Valuing different opinions, backgrounds, and experiences without belittling or dismissing them.

Rule: Treat everyone with dignity. Avoid interrupting, dismissing, or belittling others' contributions.

4. Integrity

Acting consistently with your values and the group's agreements. Doing the right thing, even when no one is watching.

5. Empathy

Striving to understand and share the feelings of others. Listening and responding with compassion rather than judgment.

6. Trust

Creating a reliable environment where people believe that others will uphold the shared principles. Trust allows participants to be open and vulnerable.

7. Confidentiality

Protecting the privacy of what is shared in the space. Personal stories or sensitive information should not be repeated outside without consent.

Rule: What is shared in the space stays in the space (unless you have explicit permission to share)

8. Active Listening

Giving full attention to the speaker, listening to understand, not just to reply. This includes not interrupting, and reflecting back what you've heard

9. Openness to Learning

Being willing to hear new perspectives, unlearn harmful behaviors, and accept constructive feedback as part of personal and group growth.

10. Consent and Boundaries

Respecting personal limits (emotional, physical, or conversational). Always seek permission before engaging in sensitive discussions, activities, or physical contact. Don't pressure others to share more than they want.

Other principles that may apply as ground rules among other rules in the safe spaces space

- **Speak from "I" Statements** – Share your own experiences, not assumptions about others. ("I feel..." instead of "You always...").
- **Being Non-Judgment** – Approach others' experiences with empathy and without shaming.
- **Step Up, Step Back** – If you tend to speak often, make room for others. If you're usually quiet, challenge yourself to share.
- **Acknowledge Impact Over Intent** – Good intentions don't erase harm. Be open to feedback if your words or actions affect others negatively.
- **Collective Responsibility** – Everyone helps hold the space safe for its sustainability

1.3 INTRODUCTION TO THE SISTERHOOD MODEL: STRUCTURE AND MANAGEMENT

The model has clear roles that create a strong, supportive and self-sustaining ecosystem where women and girls uplift each other at different stages of growth.

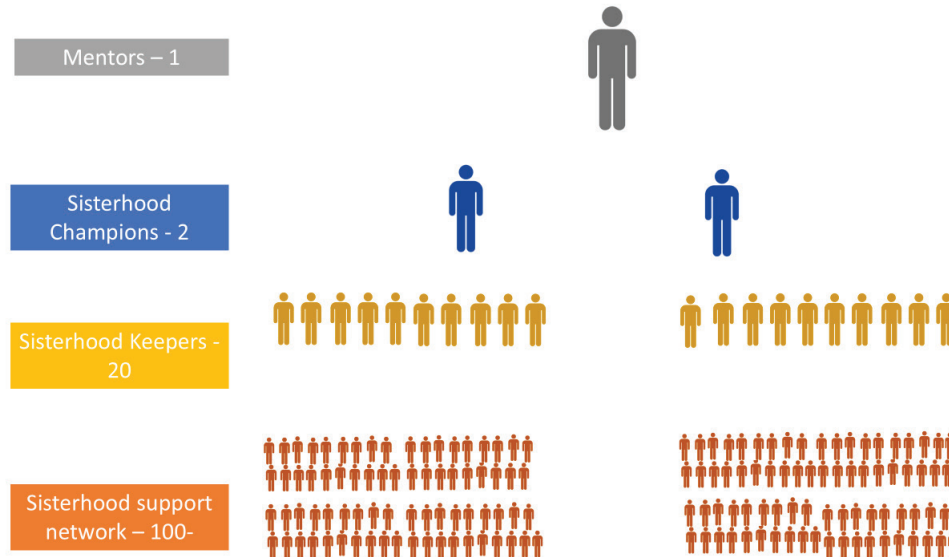
- ✓ This explains how the knowledge learnt cascades from few to many
- ✓ It upholds the principle of sisterhood for change

1. Core Principles of the model

- **Trust & Confidentiality** – Safe space where voices are respected.
- **Empowerment** – Each role is designed to lift others.
- **Reciprocity** – Everyone gives and receives support.
- **Accountability** – Each sister is responsible for her own growth and that of others.
- **Rituals & Practices:**
 - Weekly/ monthly check-ins (emotional, professional, personal).
 - Quarterly skill-sharing /reflection workshops to honor growth and strengthen the bonds.
- **Accountability Tools:** personal Journals or buddy systems

Components of the model

It consists of the CBO members in charge of the institutions, mentors, sister champions, sister keepers and the sisters



Model Structure

Roles of the various components of the model

1. CBO members in charge of the institutions

- Perform administrative/leadership functions
- Provide strategic direction and oversight
- Foster a partnership with the learning institution and the CBO
- Monitor and follow the safe space schedule
- Record keeping on attendance lists and reports
- Ensures model sustainability and growth

2. Mentors (Experienced guides)

- Support the formation of safe spaces
- Offer guidance, support and wisdom to the sisters
- Shares expertise and life experiences to the girls
- Help sisters set goals and develop plans
- Receive and confirm reports

3. Sister champions (trained girls)

- Form and facilitate safe spaces in their institutions
- Provides emotional support and encouragement to other girls
- Facilitate group discussion and activities during the safe spaces
- Write reports on the safe spaces and fill the attendance registers
- Identify SGBV/ TFGBV survivors and other vulnerable girls and report to the mentors

4. Sister keepers

- Form and facilitate safe spaces within and without their institutions
- Provides emotional support and encouragement to other girls
- Identify SGBV/TFGBV survivors and other vulnerable girls and report to the champions or mentors

5. Sisters(members)-this can go beyond the institution

- Participate in activities and discussions in the safe spaces
- Share experiences and learn from others
- Receive support and guidance from mentors, champions and sister keepers

1.4 WHY ARE TEENAGERS THE MAIN FOCUS OF THIS PROGRAMME

Why focus on teens

- ✓ Protecting teenagers ensures safer digital communities for the next generation.
- ✓ Early intervention builds digital resilience, awareness, and respect for boundaries.
- ✓ Empowered teens become advocates of responsible technology use, breaking the cycle of online violence

Teen vulnerability

Teenagers are vulnerable to TFGBV because they are at a life stage of exploration, spend a lot of time online, face gendered expectations and often lack adequate protection or a support system

1. Honesty

- Teens are among the most active users of social media, gaming platforms, and messaging apps where perpetrators can easily reach them
- Their daily lives and social interactions are heavily digitized, increasing exposure to risks.

2. Developmental Formative stage of identity:

- Adolescence is a time of self-discovery, peer validation, and identity formation. Mostly, they explore gender, sexuality and relationships. This makes them experiment online
- Limited risk awareness-Teens may overshare information in pursuit of peer acceptance, sometimes without fully recognizing or underestimating the risks, making them targets for exploitation

3. Knowledge & skills gap:

- Many teens are “digital natives” (tech-savvy) but lack digital literacy, privacy awareness, and coping strategies to deal with online threats.

4. Limited support systems:

- Fear of judgment, victim-blaming, or parental restrictions may prevent teens from reporting TFGBV.
- Silence leaves them more vulnerable to continued harm (Helping Teens break the cycle of silence; EndTFGBV)

- Weak legal/social protection-there are gaps in policies addressing TFGBV among minors, leaving them unprotected

5. Psychosocial factors

- Unequal gender expectations due to harmful stereotypes (boys proving masculinity through control, girls judged for appearance/sexuality)
- Girls and gender diverse teens are victims of sextortion

Key Takeaways

Teenagers (13–19) are highly vulnerable to TFGBV because of their high online presence, developmental stage, and lack of protective coping mechanisms. Focusing on them helps prevent long-term harm and builds a foundation for safer digital citizenship for next generation

Exercise: Get more key takeaways from the learners



Activity: Discovery Questions

1. Get feedback from the learners on who has used digital devices?
2. Why do they use digital devices?
3. How do they use digital devices?
4. If something happens to their digital device or need someone help, who do they seek help from? Parents, Guardians, Peers etc
5. What are the best experiences they have had using their digital devices
6. What are the worst experiences they have had using their devices

MODULE 2: DIGITAL SAFETY



Learning Objectives

By end of this module student and learner should be able to

- ✓ Learn about using technology safely and responsibly
- ✓ Learn to protect and control your digital privacy
- ✓ Setting online boundaries and respectful peer engagement

2.1 SAFE AND RESPONSIBLE TECHNOLOGY USE

Safe and responsible technology use means using digital devices, the internet, and online platforms in ways that protect your wellbeing, respect others, and make technology a positive tool instead of a harmful one.

Safe Technology Use

Refers to protecting yourself while online. It includes;

- Protecting personal information (not oversharing private data on online platforms).
- Using strong passwords and enabling 2FA (two-factor authentication).
- Being alert to scams, fake news, and harmful links.
- Blocking/reporting abusive accounts.
- Setting healthy limits on screen time to avoid addiction or burnout.

Responsible Technology Use

Refers to respecting other people's rights online, digital rights are human rights too. This includes;

- Being respectful online (no bullying, harassment, or hate speech).
- Citing sources & avoiding plagiarism.
- Thinking before sharing to avoid spreading misinformation.
- Seeking consent before posting photos or content involving others.
- Using tech to uplift, educate, and connect instead of harm.

Why it Matters

- Creates safer digital spaces for everyone.
- Helps prevent issues like Technology-Facilitated Gender-Based Violence (TFGBV), cyberbullying, and online exploitation.
- Ensures technology becomes a force for empowerment, learning, and community building.

Simple Way to Remember this

Safe use protects YOU. Responsible use respects OTHERS

2.2 DIGITAL IDENTITY AND PRIVACY MANAGEMENT

Safe and responsible technology use means using digital devices, the internet, and online platforms in ways that protect your wellbeing, respect others, and make technology a positive tool instead of a harmful one.

Digital Identity

Your digital identity is a collection of information about yourself that exist online and can be used to identify you. Think of it as your Online Self

- Personal details: name, age, gender, location.
- Accounts & profiles: social media handles, email addresses, online memberships.
- Digital footprint: posts, photos, comments, likes, shares.
- Behavioral data: browsing history, purchases, search queries.

Privacy Management

This is how you control who can see, use, or share your digital identity and data. It involves:

- Setting privacy controls on social media and apps.
- Choosing what personal information to share (and what not to).
- Managing cookies & permissions for websites and apps.
- Protecting sensitive data like ID numbers, bank details, passwords.
- Understanding terms & conditions before using a platform.

Why It Matters

- **Safety:** Prevents identity theft, stalking, scams, surveillance and harassment.
- **Reputation:** Protects your personal and professional image.
- **Control:** You decide how your information is used by others.
- **Trust:** Encourages safer digital interactions.

Note

- Digital Identity is who you are online.
- Privacy management is about protecting and controlling that identity
- Privacy management is about deciding how visible or invisible you want to be online and keeping your personal data safe.

2.3 ONLINE BOUNDARIES AND RESPECTFUL PEER ENGAGEMENT

Online boundaries are the personal rules and limits you set to protect your wellbeing, privacy, and dignity when using digital platforms.

Online Boundaries

They include

- What you choose to share (photos, opinions, personal details).
- Who you allow to follow, message, or interact with you.
- Saying NO to uncomfortable requests (like sharing intimate images, pornographic videos).
- Blocking or reporting harmful or disrespectful behavior.
- Deciding how much time you spend online/ digital well-being monitoring (avoiding tech overuse).

Note

Boundaries is your digital self-defense system.

Peer Engagement

This means interacting with others online in a way that shows respect, kindness, and responsibility.

- Using polite, inclusive, and supportive language.
- Not engaging in cyberbullying, trolling, or harassment.
- Asking consent before tagging, sharing, or posting about others.
- Respecting different opinions without resorting to insults.
- Encouraging positive digital communities where everyone feels safe.

Note Note: Respectful engagement is treating others online the way you'd want to be treated in real life.

Why it Matters

- Prevents harm and conflict online.
- Promotes safe, inclusive digital spaces.
- Helps build healthy friendships, communities, and collaborations.
- Reduces risks of TFGBV, cyberbullying



Activity

Gauge learners' understanding on safe and responsible technology use.
Get 3-4 participants to share their understanding



Activity: Follow Up Questions

1. Differentiate between safe and responsible technology use?
2. Why does it matter caring about safety and responsible technology use?
3. What is digital identity?
4. How do you ensure your privacy online
5. What are online boundaries? How do you set online boundaries?
6. What is respectful peer engagement?

MODULE 3: IDENTIFYING AND UNDERSTANDING TFGBV



Learning Objectives

By the end of this session, participants will be able to:

- ✓ List and explain common forms of Technology-Facilitated GBV (TFGBV).
- ✓ Recognize early warning signs that a peer may be experiencing TFGBV.
- ✓ Describe the impacts of TFGBV on mental health, academics, and relationships.
- ✓ Challenge myths and misconceptions about online violence.

Facilitator Introduction

We often think that online jokes, memes, or comments are harmless, but sometimes they are a form of violence. Just because it happens online doesn't make it less serious. We are going to learn how to identify different types of TFGBV, how to notice when a friend may be struggling, and why this kind of violence can affect every part of a young person's life. We will also bust some common myths that make TFGBV seem 'normal'.

3.1 Common Forms of TFGBV

Explain each with simple examples relatable to Kenyan youth

Psychological Abuse

- Threatening texts, intimidation, constant online harassment.
- Example: A classmate sends threatening DMs like "If you don't do what I say, I'll embarrass you."

Emotional Abuse

- Humiliation, exclusion from groups, manipulation.
- Example: Girls in a WhatsApp group suddenly kick out one friend and post memes mocking her.

Reputational Abuse

- Spreading rumors, creating fake accounts, sharing edited photos.
- Example: A boy creates a fake Instagram account pretending to be a girl from school and posts embarrassing things

Online Child Sexual Exploitation and Abuse (OCSEA)

- Grooming: an adult pretending to be a teen online.
- Sextortion: blackmail with sexual content.
- Non-consensual sharing of intimate images.
- Example: A stranger on TikTok tells a 14-year-old girl he'll buy her data bundles if she sends "just one picture."

3.2 Recognizing Warning Signs in Peers

Signs that a friend or classmate might be facing TFGBV:

- Becomes unusually quiet or withdrawn.
- Suddenly deletes social media accounts.
- Shows anxiety whenever the phone beeps.
- Drops in academic performance.
- Mood changes: sadness, irritability, anger.
- Avoids social gatherings or stops interacting with friends.

3.3 Impact of TFGBV

- **Mental Health:** Stress, depression, anxiety, suicidal thoughts.
- **Academics:** Poor concentration, skipping school, declining performance.
- **Relationships:** Broken friendships, mistrust of peers, tension at home

Example Scenario: A Form 3 girl starts skipping classes after her classmates share her private photo online. She feels ashamed and thinks everyone is judging her.

3.4 Myths and Misconceptions about Online Violence

- **Myth:** "It's just a joke." -> **Truth:** Words and memes can traumatize.
- **Myth:** "If you send nudes, it's your fault." -> **Truth:** Blame lies with the abuser, not the victim.
- **Myth:** "Online violence is not real violence." -> **Truth:** Online abuse causes real pain.
- **Myth:** "It's just part of growing up online" -> **Truth:** TFGBV is serious violence that can cause lasting harm
- **Myth:** "Victims should just 'log off' or ignore it" -> **Truth:** Digital violence follows victims offline and affects all areas of life

- **Myth:** “Girls are just being dramatic about online harassment” -> **Truth:** TFGBV disproportionately affects girls and has serious consequences
- **Myth:** “If you don’t want harassment, don’t post personal things” -> **Truth:** Victim-blaming shifts responsibility from perpetrators to survivors
- **Myth:** “Only girls suffer from online violence.” -> **Truth:** Boys are also victims.
- **Myth:** “Online relationships aren’t ‘real’ relationships” -> **Truth:** Digital relationships can be just as meaningful and harmful as offline ones



Activity 1: Case Study Analysis (20 min)

- **Instructions:** Divide participants into small groups. Give each group a scenario card (e.g., fake account posting lies, constant bullying messages, sextortion).
- **Task:** Identify what form of TFGBV it is, what warning signs may appear, and what should be done.
- **Debrief Questions:**
 1. How would the survivor feel?
 2. How can friends or teachers support them?



Activity 2: “Spot the Signs” (10 min)

- **Instructions:** Facilitator reads behaviours (e.g., “She deleted her Instagram suddenly”). Participants decide: “Warning sign or not?”
- **Debrief:** Discuss why noticing signs early matters



Activity 3: Myth-busting Game (10 min)

- **Instructions:** Read a myth (e.g., “It’s only a joke”). Ask participants to move to one side of the room for True and the other for False.
- **Debrief Questions:**
 1. Why do many people believe this myth?
 2. What is the real truth?



Activity 4: Reflection Exercise (10 min)

- **Instructions:** Each participant writes one takeaway on a sticky note: “One myth I will never believe again is...”
- **Debrief:** Stick notes on the wall → read aloud.

Facilitator Notes

- Encourage participants to share personal experiences only if they feel safe.
- Avoid blaming language- survivors are never responsible.
- Use simple, everyday examples (WhatsApp, TikTok, Instagram, Facebook, Snapchat).
- If any participant discloses a real case, follow the referral protocol immediately.

Key Takeaways (to repeat at the end)

- “TFGBV can be psychological, emotional, reputational, or sexual exploitation.”
- “Warning signs show us when our friends need help — don’t ignore them.”
- “TFGBV affects the mind, school, and friendships.”
- “Online violence is real violence.”

QUOTE

“What happens online doesn’t stay online; it affects our hearts and our future.”

MODULE 4: PREVENTION AND COPING STRATEGIES



Learning Objectives

By the end of this session, participants will be able to:

- ✓ Apply personal strategies to protect themselves online.
- ✓ Demonstrate safe and supportive bystander actions.
- ✓ Build resilience through self-awareness, positive self-image, and self-esteem.
- ✓ Strengthen sisterhood solidarity through peer-to-peer support systems.

Facilitator Introduction

Prevention means protecting yourself before harm happens. Coping means learning how to stay strong and heal when harm has already occurred. We will learn how to be safe online, how to help others when we see them being hurt, and how to build inner strength. Finally, we will see how sisterhood and peer support make us stronger together.

4.1 Strategies for Digital Protection Personal

Explain each with simple examples relatable to Kenyan youth

Strong Passwords

- Mix numbers, symbols, and letters.
- Avoid names, birthdays, “12345.”

Two-Factor Authentication (2FA)

- Example: Facebook verification code.

Think Before You Post

- “Would I be okay if this went public?”

Limit Oversharing

- Don’t post your school, home address, or live locations.

Block & Report

- Use platform features to stop abuse.

Save Evidence

- Screenshots can be used when reporting.

Kenyan Example: A Kisii schoolgirl avoids sharing her location on TikTok, preventing strangers from finding her after class.

4.2 Bystander Intervention (Acting Safely and Supportively)

- **Why Bystanders Matter:** Silence encourages abusers.
- The 3 D’s Approach:
 1. **Direct:** Safely confront — “Stop, that’s not okay.”
 2. **Distract:** Change the subject or pull the victim away.
 3. **Delegate:** Tell a teacher, parent, or authority.
- **Golden Rule:** Never put yourself in danger.

Kenyan Example: A student sees her classmate being mocked in a WhatsApp group. Instead of joining in, she reports the group to the class teacher and checks on her friend privately

4.3 Building Resilience Systems (Self-image, Self-esteem and Ideal Self)

- **Self-image:** How you see yourself.
- **Self-esteem:** How much you value yourself.
- **Ideal self:** Who you want to become.
- **Building resilience means:**
 1. Accepting mistakes → “I am learning.”
 2. Celebrating small wins → “I did my best in exams.”
 3. Practicing affirmations → “I am worthy, I am enough.”
 4. Staying active → sports, arts, music for stress relief.

Kenyan Example: A boy mocked online for his accent joins the drama club, builds confidence on stage, and redefines his self-worth.

4.4 Peer-to-Peer Support and Sisterhood Solidarity

- **Why peer support matters:** Friends understand you better, especially teens.
- **Ways to support peers:**
 - ✓ Listen without judgment.
 - ✓ Don't share their secrets.
 - ✓ Stand with them publicly (refuse to forward harmful content).
 - ✓ Check in often: “Are you okay today?”
- **Sisterhood Solidarity:**
 - ✓ We rise together.
 - ✓ No girl stands alone in the face of TFGBV.
 - ✓ “My sister's pain is my pain.”

Facilitator Notes

- *Keep examples relevant: use WhatsApp, TikTok, Facebook - platforms teens actually use.*
- *Normalize both boys and girls being affected.*
- *Emphasize confidentiality: participants may reveal personal experiences.*
- *If strong emotions arise, pause for a grounding exercise (e.g., breathing together).*



Activity 1: Digital Protection Checklist (20 min)

- **Instructions:** In groups, participants create a poster: “*Top 5 Tips for Online Safety.*”
- **Examples include:** strong passwords, 2FA, blocking abusers, not oversharing, saving evidence.
- **Debrief:** Ask groups to present. Reinforce that these are practical tools that they must use daily.



Activity 2: Bystander Role-play (10 min)

- **Scenario:** A girl is being mocked in a WhatsApp group for her hairstyle.
- **Groups role-play:**
 1. Direct response -> Someone says, “That’s not funny. Stop.”
 2. Distract -> Someone changes the topic.
 3. Delegate -> Someone tells a teacher.
- **Debrief Questions:**
 1. Which method felt easiest? Hardest?
 2. How can we be safe while helping others?



Activity 3: Strength Shield (Resilience Exercise) (15 min)

- **Instructions:** Each participant draws a shield with 4 sections:
 1. My strengths (e.g., kind, hardworking).
 2. My proudest moment.
 3. People who support me.
 4. My dreams.
- **Debrief: Participants (volunteers) share ->** highlight that resilience is about knowing and loving yourself.



Activity 4: Sisterhood Commitment (20 min)

- **Instructions:** Form circles. Each participant tells the person next to them: “I’ve got your back.”
- **Write a group pledge:** “We will not laugh at, share, or ignore TFGBV. We will always support each other.”
- **Debrief:** Ask how it felt to both give and receive support.

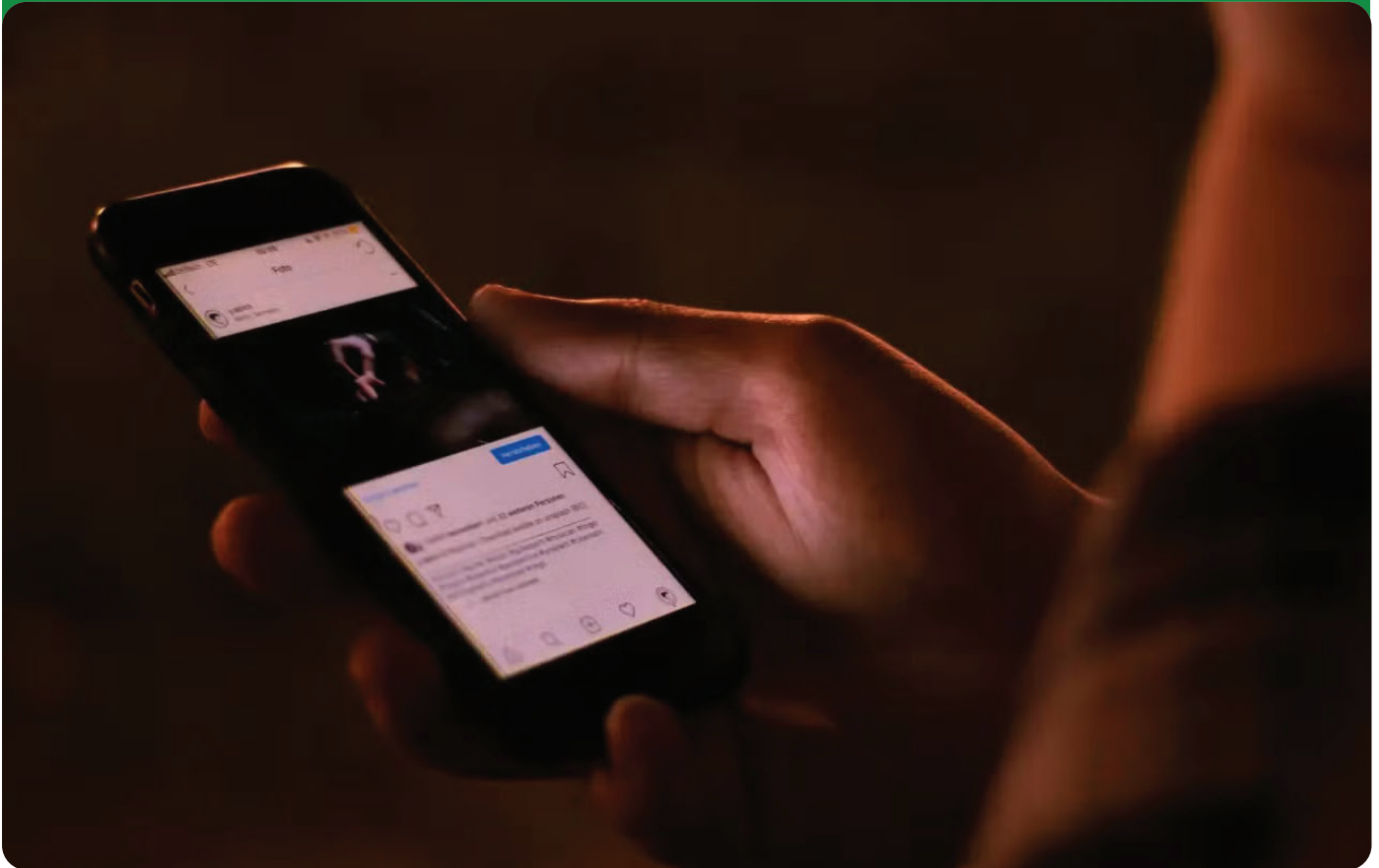
Key Takeaways

- “Protect yourself online - prevention is better than cure.”
- “Silence makes bullies stronger - bystanders can break the cycle.”
- “Resilience means loving who you are and who you want to become.”
- “In sisterhood, no one fights alone.”

QUOTE

- ✓ *“Don’t post anything today that could hurt you tomorrow.”*
- ✓ *“Your voice as a bystander can be the shield that saves a friend.”*
- ✓ *“You are enough. Just as you are.”*
- ✓ *“When sisters stand together, no one falls alone.”*

MODULE 5: REPORTING AND RESPONSE PATHWAYS



Learning Objectives

By the end of this session, participants will be able to:

- ✓ Handle sensitive disclosures of TFGBV with empathy and without judgment.
- ✓ Support survivors through listening, referral, and confidentiality.
- ✓ Use the ISCoD anonymous reporting platform step-by-step.
- ✓ Identify school and community referral structures for survivors.
- ✓ Understand the importance of follow-up and accountability.
- ✓ Describe how TFGBV/OCSEA cases are prosecuted in Kenya.

Facilitator Introduction

Reporting TFGBV is often the hardest step for survivors, because they fear blame, shame, or not being believed. As mentors and Sister Champions, we must create an environment where survivors feel safe to speak up. Today, we will learn how to listen with empathy, guide survivors to the right support, and understand how reporting systems, including our anonymous platform, work. We will also see what the law says about prosecuting TFGBV cases in Kenya

5.1 HANDLING SENSITIVE DISCLOSURES WITH EMPATHY

Creating a Safe Environment

Before a Disclosure:

- Ensure privacy and confidentiality
- Remove distractions (phones, other people)
- Maintain calm, non-judgmental body language
- Have tissues and water available
- Know your limitations and referral options

The HEAR Approach

H

Halt and Listen

- Stop what you're doing and give full attention
- Use active listening techniques
- Avoid interrupting or rushing

E

Empathize and Validate

- I believe you
- Thank you for trusting me with this
- This is not your fault
- You are brave for speaking up

A

Ask Open-Ended Questions

- Can you tell me more about what happened?
- How are you feeling right now?
- What do you need from me right now?
- Avoid leading questions or demands for details

R

Respond Appropriately

- Explain confidentiality limits clearly
- Discuss next steps together
- Respect the survivor's autonomy in decision-making
- Provide immediate safety planning if needed

What NOT to Say or Do

Avoid These Responses:

- Are you sure that's what happened?
- Why didn't you report it sooner?
- What were you wearing?
- You should have known better
- Making promises you cannot keep
- Taking control of the situation without the survivor's input

Common Mistakes:

- Pressuring for immediate action
- Sharing information without consent
- Making assumptions about what the survivor needs
- Minimizing the experience
- Focusing on your own emotional reactions

5.2 SUPPORTING A SURVIVOR: THE THREE PILLARS

Pillar 1: Listening with Purpose

Active Listening Techniques:

- Ensure privacy and confidentiality
- Remove distractions (phones, other people)
- Maintain calm, non-judgmental body language
- Have tissues and water available
- Know your limitations and referral options

Trauma-Informed Listening:

- Understand that trauma affects memory and narrative
- Don't expect chronological or detailed accounts
- Recognize that survivors may minimize their experiences
- Be patient with emotional responses (crying, anger, numbness)

Pillar 2: Making Appropriate Referrals

Immediate Safety Assessment:

- Is the survivor in immediate physical danger?
- Are they at risk of self-harm?
- Do they have a safe place to stay?
- Are there ongoing threats from the perpetrator?

Types of Referrals:

Medical Support:

- Within 72 hours for post-exposure prophylaxis (PEP)
- Emergency contraception if applicable
- Treatment for injuries
- Mental health evaluation if needed

Psychosocial Support:

- Trained counselors
- Support groups
- Trauma specialists
- Family counseling services

Legal Support:

- Legal aid organizations
- Pro bono lawyers
- Victim advocates
- Court accompaniment services

Economic Support:

- Emergency financial assistance
- Scholarship programs
- Vocational training opportunities

Pillar 3: Respecting Confidentiality

- Explain what you can and cannot keep confidential
- Discuss mandatory reporting requirements
- Be clear about who else might need to know
- Document only what is necessary

Confidentiality Best Practices:

- Use “need to know” principles
- Store information securely
- Avoid discussing cases in public spaces
- Respect the survivor’s privacy preferences
- Regular confidentiality training for all staff

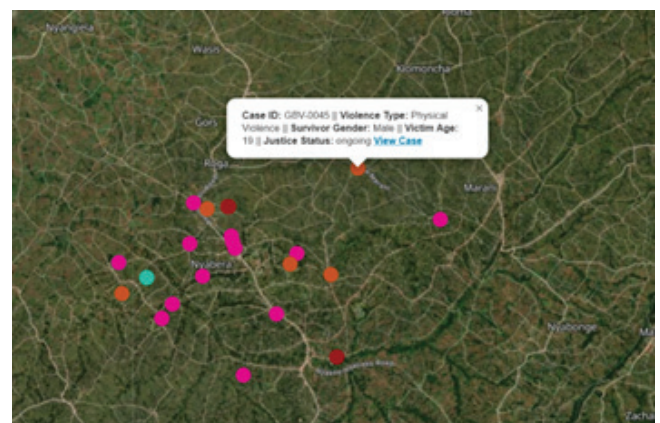
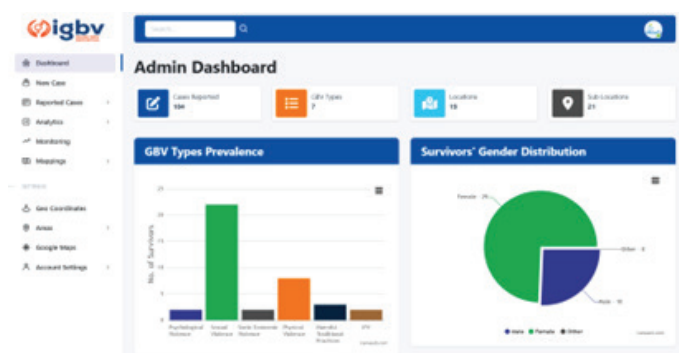
5.3 THE ANONYMOUS GBV REPORTING PLATFORM:

<https://iscodgbvreporting.org>

The GIS-Powered Online GBV Cases Reporting System is a user-friendly platform designed to facilitate the reporting, monitoring, analysis, and visualization of GBV cases. Key features include: User-Friendly Interface, Anonymity and privacy of survivors and their information, Comprehensive Reporting, Real-Time Monitoring, Data Analysis and Visualization, Integration with Knowledgebase.

System Walkthrough

- System access via corresponding link
- System login
- System dashboard
- Case reporting/geolocation
- Case tracking / updating
- Case Filtration
- Case analysis
- Case monitoring
- Case visualization
- Reports generation
- Account settings
- Uses management



5.4 SCHOOL AND COMMUNITY REFERRAL STRUCTURES FOR SURVIVORS

5.4.1 Why Referral Structures Matter

- Survivors of TFGBV often feel alone, ashamed, or fearful.
- Having a clear pathway of support ensures they can get help quickly and safely.
- Referral structures act like a safety net: if one line of support fails, others catch the survivor.

A. Within Schools

1. Peer Support Clubs / Safe Space Group: Student-led, guided by Sister Champions and Sister Keepers.

- Provide immediate emotional support and peer solidarity.
- Act as a bridge to adults (encouraging survivors to report formally).
- **Example: A survivor first shares with a Sister Champion in a peer club before going to the G&C teacher.**

2. Guidance and Counselling (G&C) Teachers

- First point of contact in most schools.
- Offer psychosocial support (listening, counselling).
- Keep records confidential but escalate serious cases.
- Link survivors to external professional help when needed.
- **Example: A Form 2 student confides in a G&C teacher about sextortion. The teacher provides emotional support and calls a child protection officer.**

3. School Administration (Principal, Deputy, Teachers-in-Charge)

- Responsible for policy enforcement (e.g., anti-bullying rules).
- Liaise with parents, Board of Management, and Ministry of Education.
- Provide immediate safety measures (e.g., separating survivor from perpetrator within the school environment).
- **Example: A principal ensures that a victim of online bullying is given academic support and arranges a disciplinary hearing for the perpetrators.**

B. Community Level

1. Local Child Protection Officers (CPOs): Government-appointed officers responsible for child rights protection.

- Handle TFGBV reports and link survivors to legal, health, and psychosocial services.
- **Example: A CPO helps a survivor access free medical treatment and reports the case to police.**

2. Ministry of Education / Ministry of Gender Officers

- Provide oversight to schools and ensure child protection policies are applied.
- Can escalate cases to county and national levels.
- Facilitate awareness programs for schools and parents.
- **Example: A Gender Officer works with a school to conduct TFGBV awareness after multiple cases are reported.**

3. GBV-focused NGOs and CBOs

- Offer specialized services (counselling, legal aid, safe houses).
- Conduct awareness sessions in schools and communities.
- Provide follow-up support after immediate reporting.
- **Example: An NGO partners with a school to provide group therapy for survivors of cyberbullying.**

C. National Level

1. Child Helpline 116 (Free and Toll-Free)

- 24/7 emergency line for children in distress.
- Callers can remain anonymous.
- Trained officers give advice, link to local support (police, hospitals, counsellors).
- **Example: A student calls 116 at night after being threatened online; the helpline connects her to a local officer.**

2. Police Gender Desks (at Police Stations)

- Trained officers who handle GBV-related cases with sensitivity.
- Record statements, collect evidence, arrest perpetrators.
- Work with the Directorate of Criminal Investigations (DCI) cybercrime unit for online cases.
- **Example: Parents take screenshots of abusive WhatsApp chats to the gender desk; police use them as evidence in court.**

3. Hospitals / Health Centres (Medical and Psychosocial Care)

- Provide medical attention (treatment, Post Exposure Prophylaxis if sexual violence occurred, mental health care).
- Issue medical reports used in prosecution.
- Offer trauma counselling.
- **Example: A girl experiencing online sexual exploitation is taken to a hospital, where doctors provide counselling and prepare a medical report for the case.**

5.4.2 Practical Flow (School → Community → National)

- The survivor confides in peer clubs or G&C teachers.
- The teacher/Champion refers the case to the school admin and/or child protection officer.
- If severe: escalated to police, hospital, NGOs.
- National helpline 116 can be used at any stage.
- Survivor receives ongoing follow-up from both school and community networks.

5.5 FOLLOW-UP AND ACCOUNTABILITY

5.5.1 Why Follow-up Matters

- Reporting is not the end of the journey for a survivor. Many cases collapse because after reporting, no one checks if action was taken.
- Survivors may feel forgotten or re-traumatized if follow-up is missing.
- Follow-up ensures that healing, justice, and protection are sustained.

5.5.2 Good Practices for Follow-up

1. Regular Check-ins with Survivors

- Teachers, mentors, or Sister Champions should check on survivors discreetly (e.g., “How are you coping this week?”). Avoid interrogations - make it supportive, not investigative.

2. Ensure Referral Services Were Accessed

- After referral, ask: Did they reach the hospital? Did the counsellor meet them? Did they get legal aid?
- Help troubleshoot barriers (e.g., lack of fare to hospital, fear of stigma).

3. Track Institutional Action

- **In schools:** Was the bully disciplined? Did the administration implement safety measures?
- **In community:** Did the CPO, police, or NGO take steps?
- Survivors should not be left in the same unsafe situation.

5.5.3 Accountability Responsibilities

1. Schools

- Must enforce disciplinary actions (suspensions, warnings, parental engagement).
- Provide safety measures (seating arrangements, supervision, peer support).
- Avoid victim-blaming - focus accountability on perpetrators.

2. Communities

- Must condemn perpetrators, not survivors.
- Parents, leaders, and religious institutions should reinforce messages of support.
- Community stigma must be addressed through awareness campaigns.

3. CBOs/Mentors

- Monitor progress of reported cases (avoid “case disappearance”).
- Document outcomes and advocate if action stalls.
- Provide survivors with continued psychosocial support

KEY QUOTE

Reporting opens the door; follow-up ensures survivors walk safely through it.

5.6. PROSECUTION OF TFGBV/OCSEA CASES IN KENYA

5.6.1. Introduction

Reporting TFGBV / OCSEA is only the beginning; true justice is achieved when perpetrators are held accountable under the law. In Kenya, several legal frameworks exist to protect children and young people from online abuse, exploitation, and harassment. However, many survivors and even community members are unaware of these laws or how prosecution works. This section explains the laws that protect survivors, the steps taken to investigate and prosecute cases, and the challenges faced in seeking justice, while emphasizing the critical role of schools, parents, and communities in supporting survivors throughout the legal process.

5.6.2 Why This Matters: -Story Example

A 15-year-old girl in a rural school was tricked by an older man online, who promised her a smartphone in exchange for private photos. When she refused to send more, he threatened to leak the images. Terrified, she confided in her Sister Champion, who helped her report the case. With the support of her school, parents, and a child protection officer, the matter was escalated to the police cybercrime unit. Evidence (screenshots and chat history) was preserved, and the man was later prosecuted under the **Sexual Offences Act and the Computer Misuse and Cybercrimes Act**.

5.6.3 Legal Framework

Sexual Offences Act (2006)

- Criminalizes child sexual exploitation, grooming, possession/distribution of child pornography.
- Penalties: long prison terms and heavy fines.

Computer Misuse and Cybercrimes Act (2018)

Criminalizes

- Cyberbullying and online harassment.
- Sextortion and threats online.
- Unauthorized access (hacking).
- Sharing intimate images without consent (“revenge porn”).

Children Act (2022)

- Recognizes digital safety as part of child protection.
- Guarantees the right to protection from online exploitation.
- Requires duty-bearers (parents, teachers, government) to act in children’s best interests.

5.6.4 Process of Prosecution (Step-by-step)

1. Report Made

- The Survivor reports to school (sister champion/teacher/admin), community structures (CPO, NGO), police

2. Referral to Support Services

- Survivor taken to hospital for medical checkup and counselling.
- Medical/legal reports prepared (essential in court).

3. Evidence Collection

- Screenshots of messages, emails, or photos.
- Device data (phone/laptop records).
- Witness statements (friends, teachers, parents).

4. Police Investigation

- The Cybercrime unit (within DCI) investigates online cases.
- Gender Desk officers handle survivor interviews sensitively.

5. Prosecution in Court

- Case presented before a magistrate/judge.
- The survivor may testify (sometimes in-camera to protect identity).
- Court relies on both digital evidence and survivor testimony.
- Court decision
- Sentencing if convicted

5.6.5 Challenges in Prosecution

- Stigma: Survivors fear being blamed or shamed.
- Slow justice: Court cases may take years, discouraging survivors.
- Lack of awareness: Many don't know their digital rights or reporting options.
- Evidence loss: Survivors delete abusive messages due to shame before reporting.

5.6.5 Why Community Support is Key

- Survivors need encouragement to pursue justice.
- Schools and parents must protect survivors from stigma.
- Communities should demand accountability from justice systems.
- NGOs/CBOs can help provide legal aid and psychosocial support.

5.6.6 Case Prosecution Example

- A Form 2 girl is cyber-bullied with fake nude photos spread in a WhatsApp group.
- The case is reported to the school then escalated to the police gender desk.
- Screenshots are preserved as evidence.
- The police DCI cyber unit traces the perpetrator's phone.
- Perpetrator prosecuted and charged under the Computer Misuse and Cybercrimes Act (2018)
- Survivor receives ongoing counselling and support from a local CBO and G&C teachers

KEY QUOTES

- ✓ *Justice for survivors begins with evidence - don't delete, document.*
- ✓ *The law protects children both offline and online.*
- ✓ *Without community support, survivors are silenced; with support, they find justice.*



Activity 1: Reporting Walkthrough

- **Instructions:** Facilitator opens the ISCoD platform on projector/phone → shows step-by-step process.
- **Group Practice:** In small groups, participants draft a sample case (not real personal stories) and report anonymously.



Activity 2: Referral Mapping

- **Instructions:** On a flipchart, groups map all local referral points (school, health, police, helpline, CBOs).
- **Output:** Each school/community creates a “Help Map” to take back.

Facilitator Notes

- Survivors may be present - avoid triggering language.
- Keep tone empathetic and respectful.
- Be ready with referral contacts in case of live disclosures during training.
- Reinforce that reporting is a choice - never force survivors.

MODULE 6: REFLECTION, ACTION PLANNING AND SUSTAINABILITY



6.1 COLLABORATION WITH PARENTS, TEACHERS, AND THE COMMUNITY

Session Objectives

By the end of this 30-minute session, participants will:

- ✓ Understand why collaboration between parents, teachers, and the community is essential for preventing and responding to challenges affecting girls.
- ✓ Identify their roles in building strong partnerships.
- ✓ Practice strategies for effective collaboration through dialogue and role-play.

Materials preparation:

- Flipchart/markers
- String/wool (for icebreaker)
- Written down role plays
- Paper for group roles

Session Breakdown

1. Icebreaker – “The Web of Support” (5 minutes)

Activity Instructions

1. Ask participants to form a circle.
2. Use a ball of string or wool. The first person says: ‘I support girls by...’ (example: teaching, listening, reporting cases).
3. They hold the end of the string and toss the ball to another participant, who also states their role and tosses again.
4. Continue until a web is formed.

Facilitator Debrief Questions:

1. Highlight that the web shows everyone is connected in supporting girls.
2. If one part (parents, teachers, or community) breaks, the web weakens.

2. Mini Talk – Why Collaboration Matters (5 minutes)

Facilitator Talking Points:

- No one group can solve challenges alone. Parents know the children best, teachers see them daily, and communities shape the environment.
- Collaboration leads to:
 - Better school attendance and performance.
 - Prevention of harmful practices (FGM, child marriage).
 - Faster response to GBV or exploitation.
 - Empowered and resilient girls.

Facilitator Prompt:

1. **Ask:** ‘What challenges arise when parents, teachers, and communities do not collaborate?’

3. Group Discussion – Roles in Collaboration (8 minutes)**Activity Instructions:**

- Divide participants into 3 groups: Parents, Teachers, Community.
- Ask each group to write down 3 key roles they play in collaboration to support girls.

Facilitator example guiding points:

- **Parents:** Provide love, safe home, monitor online/peer activities.
- **Teachers:** Create safe school spaces, report cases, encourage talents
- **Community:** Protect children’s rights, mobilize resources, challenge harmful norms.

Facilitator Notes:

- After group work, invite presentations.
- Connect the roles, showing how they complement each other.

4. Role Play – Collaboration in Action (7 minutes)**Activity Instructions:**

- Select 3–4 volunteers (1 as parent, 1 as teacher, 1 as sisterhood champion, 1 as CBO representative).
- **Scenario:** A girl starts missing school frequently. Each actor shares how they would respond.

Facilitator Notes:

- Highlight how communication and joint action solve the issue faster.
- Emphasize shared responsibility instead of blame.

5. Takeaway & Commitment Circle (5 minutes)**Activity Instructions:**

- Form a circle. Each participant completes the sentence: ‘I will strengthen collaboration by...’
- Encourage commitments related to their role.

Facilitator Notes:

- Collaboration is a partnership, not a competition.
- Every role matters—parents, teachers, champions, and the community are stronger together.
- Sustainable change comes from shared responsibility and communication.

6.2 SUMMARY PARTICIPANTS' HANDOUT

Session Objectives

- Understand why collaboration between parents, teachers, and the community is essential for preventing and responding to challenges affecting girls.
- Identify their roles in building strong partnerships.
- Practice strategies for effective collaboration through dialogue and role-play.

Key Messages

- Collaboration is a partnership, not a competition.
- Every role matters—parents, teachers, champions, and the community are stronger together.
- Sustainable change comes from shared responsibility and communication.
- Parents provide love, safety, and monitoring.
- Teachers create safe school spaces, encourage talents, and report cases.
- Communities protect rights, mobilize resources, and challenge harmful norms.

Takeaways from the Session

- The web of support is only strong when all parts—parents, teachers, and community—are connected.
- Collaboration helps prevent harmful practices (FGM, child marriage) and improves school attendance and performance.
- Dialogue and joint action solve challenges faster than working in isolation.
- Effective communication and shared responsibility build resilience and empower girls.

Your Commitment

Complete this sentence:

“I will strengthen collaboration by

.....”

MODULE 7: LIFE SKILLS



7.1 EFFECTIVE COMMUNICATION SKILLS IN COMBATING TFGBV

Session objective: To equip each participant with the knowledge and practical communication skills needed to prevent, respond to, and combat TFGBV in their digital and offline interactions.

Materials preparation:

- Flipchart
- Marker pens
- Printed scenario cards
- “I will use my voice to...” pledge cards
- Sticky notes
- Printed participant handouts

Icebreaker – “Say What You Mean” (5 minutes)

Activity Objective: To introduce the importance of tone, body language, and clarity in communication, especially in digital platforms where these cues are often lost.

Instructions

1. Ask participants to pair up.
2. Each person takes turns saying the word “hello” while expressing different emotions: ***angry, happy, shy, scared, annoyed, excited.***
3. They must use only the word “hello” — no extra words.

Facilitator Debrief Questions:

1. How did your partner know what emotion you were trying to show?
2. What if they couldn't see your face — would the message still be clear?
3. What happens when someone reads a text message and misinterprets the tone?

Key Learning Point:

Online communication lacks tone and facial expression, so clarity and word choice matter even more.

Mini Plenary – The Role of Communication in TFGBV (5 minutes)

Instructions

- TFGBV (Technologically Facilitated Gender-Based Violence) refers to any act of gender-based violence that happens through digital technology — phones, social media, messaging apps, or other online spaces.
- Examples include:

1. Spreading sexual or harmful content about someone online
2. Sending unwanted sexual messages
3. Creating fake accounts to harass or embarrass
4. Leaking someone's photos or private info
5. Cyberstalking and repeated unwanted contact

Facilitator Prompt:

"Have you or someone you know seen or experienced mean or inappropriate messages online? How did you/they respond? Was it effective?"

Key Message:

While TFGBV may feel like "just online drama," it can lead to serious mental and emotional harm. Communication—speaking up, reporting, supporting—is a powerful tool for ending this cycle.

Group Activity – Build a Digital Defense Script (10 minutes)**Activity Setup**

- Divide participants into 3 or 4 small groups.
- Assign each group a real-life scenario that could happen on social media, WhatsApp, or during online gaming

Sample Scenarios:

- A classmate posts your photo with a rude caption.
- Someone creates a fake account using your name and starts messaging others.
- Your friend is being body-shamed in a group chat.
- A stranger sends a message asking for private photos.

Task for Each Group:

Create a 2–3 line script that:

- Is respectful but firm
- Shows assertive communication
- Includes asking for help or blocking/reporting where needed

Facilitator Debrief:

Ask each group to perform or read their script aloud. Discuss:

- Is respectful but firm
- Shows assertive communication
- Includes asking for help or blocking/reporting where needed

Key Message:

Assertive digital communication helps us take control, speak up, and seek help without resorting to insults or silence.

Group Practice – “Assertive vs Aggressive vs Passive” (5 minutes)**Activity:**

Read short responses aloud. Participants show:

- Assertive
- Aggressive
- Passive

Examples:

- Please don't include me in that conversation again.
- You're all stupid, shut up!
- It's okay... I'll just leave the group.
- I don't appreciate those jokes. Please stop.
- “Whatever, do what you want.”

Facilitator Ask:

- Why is the assertive response the best?
- How can you speak up without being rude?
- How do you feel when someone communicates clearly with you?

Key Message:

Being assertive is about respecting yourself and others. It helps stop online harm and builds confidence

Reflection & Takeaway – “I Will Use My Voice To...” (5 minutes)**Activity:**

Give each participant a small card or sticky note. Ask them to complete the sentence:

“I will use my voice to _____.”

Encourage them to think about what they've learned:

- “...stand up to online bullying.”
- “...support my friends if they're being hurt online.”
- “...report when someone is being harassed.”

Participants can decorate their cards and place them on a wall.

Recap Questions

- What is one thing you learned from this session?
- Who can you talk to if you're being harassed online?
- How will you communicate differently starting today

Final Key Message:

Your voice matters. You have the power to speak up, shut down abuse, and protect yourself and your friends

7.2 SUMMARY HANDOUT FOR PARTICIPANTS

What Is TFGBV?

TFGBV stands for Technologically Facilitated Gender-Based Violence. It includes harmful actions done through digital platforms, such as:

- Spreading rumors or private images online
- Sending inappropriate or sexual messages
- Cyberbullying or online harassment
- Creating fake accounts to shame someone
- Constantly messaging someone after being told to stop

Why Communication Matters

Effective communication can:

- Help you say no clearly and confidently
- Protect your privacy and safety online
- Support your friends if they're being bullied
- Help you report abuse to trusted adults or platforms

Types of Communication

Style	What It Looks Like	Outcome
Passive	Not speaking up, avoiding conflict	Others may ignore your needs
Aggressive	Shouting, insulting, threatening	Hurts others, escalates conflict
Assertive	Calm, clear, respectful, confident	Best way to protect yourself & solve problems

How to Respond to Online Harm

If someone sends or shares hurtful or inappropriate messages:

- Use assertive language: "Please stop. I don't like this."
- Block or report the person if needed
- Tell a trusted adult, teacher, or mentor
- Don't forward or comment on harmful posts — that adds to the harm
- Stand up for others — be an active bystander

Key Communication Tips

- Be clear — say what you mean
- Be respectful — even when you're angry
- Don't be afraid to speak up
- Use your tone and words carefully online
- Help create safe, kind digital space

Your Voice Matters!

You can choose to:

- Support friends who are being harassed
- Speak out when you see something wrong
- Say NO without being rude
- Report abuses instead of staying silent

Your Voice Matters!

Fill in your own pledge:

I will use my voice to _____

7.3 SELF ESTEEM

Learning Objectives

Session aims to

- ✓ Building confidence- Enhance self-assurance and faith in one's abilities.
- ✓ Promoting self-awareness- Help individuals understand their strengths, weaknesses, and emotions.
- ✓ Fostering positive relationships- Encourage healthy interactions and boundaries.
- ✓ Encouraging self-acceptance- Promote self-love, self-acceptance, and self-compassion.
- ✓ Reducing negative self-talk-Help individuals recognize and challenge self-criticism.
- ✓ Developing resilience-Equip individuals with coping skills and strategies to handle challenges.
- ✓ Enhancing overall well-being-Improve mental health, happiness, and life satisfaction.

Note: *By achieving these objectives, individuals can develop a strong, positive sense of self and improve their overall quality of life.*

Definition

Self-esteem-It is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. In terms of appearance, beliefs, emotions and behaviour. Self-esteem is important because how people feel about themselves influences what they are able to accomplish in life. If people believe in themselves and their ability, they are able to work hard, reach set goals and accomplish what they are set to do

Icebreaker activities

Introducing the concept of self esteem

1. Psalms 139:14 am fearfully and wonderfully made; Genesis 1:27:31 So God created humans to be like himself...
2. Ukiona vyaelea jua vimeundwa. let them discuss the statement
3. What are the things you don't like about yourself but others might see it positive?
4. Among those things, which one can be changed in the course of time?

Note: *each one of us is special. God has made us the way we are for a purpose. But often we are not happy with ourselves and we want to be like someone else. Sometimes we do things not because we want to but just to get others to like us or accept us*

Icebreaker activities

Everyone is created/ born with an imaginary empty treasure box in our minds—the self-esteem treasure

.....so, we want to try filling our treasure boxes

In pairs. Each to write one positive attribute of the other on the back and let each read the statement starting with i am a.....

- how did this activity make u feel?
- How will it feel if I did not get the praise?

Activity 3: Role play (3 girls and 2 boys)

Instructions

- Give a pat on the back of someone you think makes their own decisions and sticks with them
- Touch the head of someone who is friendly and understanding
- Touch the head of someone who makes you feel confident
- Touch the hand of someone who works well with others
- Pat the back of someone whom you think is beautiful

Note: *As people love us, compliment us, appreciate us, enjoy our company we fill the treasure box. As people criticize us on the other hand, shout at us we lose the treasures*

Types of self esteem

- High self-esteem- Positive self-image, confidence, and self-worth.
- Low self-esteem- Negative self-image, self-doubt, and lack of confidence.
- Fragile self-esteem-Self-worth is easily threatened, leading to defensiveness or aggression.
- Secure self-esteem- Stable and resilient self-worth, less affected by external validation.
- Inflated self-esteem- Overly positive self-image, potentially leading to arrogance or entitlement. One usually compares him/herself with others.

Note: *Understanding these types can help identify areas for personal growth and development. as the session progresses the participants should be able to identify their self-esteem levels*

Other self-concepts related to self esteem

Self-image

How you see/perceive yourself physically and emotionally in the community

Here you craft yourself image according to your own values which can be adopted either from the school, family or community culture. Stop copying others how they dress, talk, or follow Tik Tok or Instagram.

Ideal self

The version you want to become-this involves your career, values and beliefs you uphold. For example, if you want to be a doctor, you have to be an all-round person (which kind of doctor in terms of values, beliefs, despite of your working condition or people's perception of who you are?

Factors that shape self-esteem development

- Family dynamics-parental support, criticism or neglect
- Role models and mentors-positive or negative
- Cultural and societal expectations-societal beauty standards, gender roles and cultural norms
- Personal experience-successes, failures, trauma and adversity and significant life events
- Social relationships-friendship, peer pressure and media interactions
- Self- talk and mindset-positive or negative self-talk, mindset and attitudes

Factors that lower self esteem

1. Put-downs

A word or phrase, expression, statements, gesture or situation that results in a person feeling good enough, not important, capable, less valued or significant than before. E.g

i) Put downs from without

- That's a silly idea
- What idiot would do that
- Ni ngombe gani hii

ii) Put-downs from within

- Accepting nicknames
- Responding when someone says...hey stupid
- Not accepting compliments
- Frequently giving someone's opinion before your own

Activity 4: Gallery Creation.

Facilitator notes

- Hand over to the participants 2 sticky notes.
- each participant to write down 2 or 3 put downs from within, and from without (no writing names)
- let them stick them on designated parts of the hall.
- let the participants walk around and read

Facilitator to pick few of the notes randomly and discuss the mood/impact it causes to the person involved

Effects of put -downs

- Difficult to socialize.
- Easily influenced by others to do thing they did not intend to do to gain acceptance
- Have hard times to stand for their rights
- Withdrawn or lack confidence
- Difficult to make decision.

2.Fear of making mistakes

Fear of making mistakes can lower someone's self esteem

Ways of Increasing self esteem

Don't compare yourself to others negatively. Never judge yourself you are unique and special
Be proud of yourself this far the lord has brought

- set your goals
- Recognize your special talents
- Be realistic
- Believe in yourself
- Make right choices
- Learn from previous mistakes
- Have good communication skills -being assertive

Health coping mechanism

- Journaling-putting down your thoughts and emotions-you uncover to recover
- Engage in physical activity e.g. taking walks
- Dopamine spike-doing something that makes you feel good e.g. gardening, swimming, reading novels, doing creative activities e.g. drawing, song writing, poetry etc.
- Talk to someone (safe space)



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