

Gender and Peacebuilding Training for Primary School Teachers

2016





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TRAINING

The Gender and Peacebuilding training material is intended to be used for teachers teaching in primary or secondary school. It is shaped by a participatory approach.

This is because the discussion of gender and conflict issues requires participants to sit back and reflect on their diverse experiences and knowledge. The training encourages the participants to learn from one another by sharing their thoughts, discussing their views and concerns, analysing situations and, most importantly, questioning attitudes and behaviours.

Participatory methodologies used in this training manual include:

Brainstorming: Participants explore an idea through an open discussion, to which all are invited to contribute. All responses are valid and are used to establish a true picture of the current situation.

Case studies or stories: Participants analyse the real-life challenges presented in either a case study or in a story that is based on facts.

Games: Used to pass on knowledge while entertaining and motivating participants. This makes training fun and yet also fixes the learning in the minds of the participants.

Group discussion: Participants work in groups to respond to specific open-ended questions and then share their answers in a plenary session.

Role play: Performed by participants to depict roles that might typically arise in gender and conflict situations. Discussion points and lessons are drawn from the role plays.

STRUCTURE OF THE TRAINING

DAY ONE: Participants will introduce themselves, reflecting on their current understanding of gender and peacebuilding concepts. The main concepts to be covered by the ***Gender and Peacebuilding Training programme*** are outlined: gender, sex, gender roles, gender socialization, gender responsiveness, gender mainstreaming, gender equity and equality, peacebuilding and conflict.

DAY TWO: Participants will discuss what makes an equitable and safer school environment, focusing mainly on school facilities, positive discipline and teachers' attitudes towards learning for girls and boys.

DAY THREE: Participants will review the learning materials, particularly the pictures used in class and the lesson plans, to ensure that these are responsive to gender and conflict. Participants will also discuss gender-responsive leadership and advocacy. The final training activities are action planning and an evaluation.

DAY ONE



**START
HERE**

LET'S LEARN ABOUT PEACE DAY

"A day for teaching and learning about peace" – As officially declared by the Ministry of Education, Science and Technology, UNICEF and the United Nations

WHAT IS PEACE ONE DAY?



PEACE ONE DAY

Peace One Day was started by Jeremy Gilley who wanted to

MAKE A DIFFERENCE

in the world. He met every

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PEACE ONE DAY IN UGANDA!!!

Peace One Day, with the support of The Howard G. Buffett Foundation

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With support from the Ministry of Education, Science, Technology and Sports and UNICEF, this poster has been given to thousands of schools in Uganda.

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PART ONE: INTRODUCTORY SESSIONS

SESSION ONE: WHY GENDER AND PEACEBUILDING TRAINING IS IMPORTANT

In opening the first training session, the trainer should explain why knowledge on gender and peacebuilding are important for primary school teachers.

The social differences between females and males (gender), which culminate in disharmony in society (conflicts), are connected to cultural and traditional beliefs in many African societies. In many such societies, girls and boys are expected to play and behave in distinct ways, and to inhabit specific and unique roles. Gender stereotypes are widespread not only in communities but also in schools, and issues and concerns over the social differences between women and men and between girls and boys arise in schools as well as in homes and communities. This is because neither teaching curricula nor teacher instructions are gender responsive. A school is therefore seen as a good platform from which to begin changing the attitudes and behaviours of young people to address gender and conflict problems in the wider society. Teachers, who play a critical role in the lives of their pupils, could be vital in this process. The **Gender and Peacebuilding Training** thus seeks to further enhance the capacity of primary school teachers in gender and peacebuilding as an essential component in the education of girls and boys.

The aims of the training programme are to address gender inequalities and to promote positive gender roles, gender equity and a peaceful way of life.

The training builds upon three pilot training sessions conducted for primary school teachers in the conflict-affected Karamoja region of north-eastern Uganda. The initial training session focused on the basic concepts and principles of gender and peacebuilding in education settings. The second session built on this foundation to emphasize the practical implementation of a gender-responsive school. The final session aimed to consolidate the new knowledge and provide the teachers with concrete tools, examples and demonstration experiences to influence changes in knowledge, attitudes and practices around gender equality in schools.

The present training programme combines all three of these components to help teachers to understand gender and peacebuilding dynamics and to achieve the practical skills necessary to pursue this important development approach in the classroom and in the school.



SESSION TWO: SCENE SETTING AND INTRODUCTION OF PARTICIPANTS

Objectives of the session

- Participants **can address each other** by name and overcome interpersonal communication barriers.
- Participants are **able to reflect on their understanding** of gender as a concept and their expectations and fears in regard to gender equality.
- Participants are **aware of each other's knowledge** of gender as a concept and expectations and fears in regard to gender equality.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Pens
- ▶ Notebooks
- ▶ Visualisation in Participatory Programmes (VIPP) cards

Methods

- Game (card game)
- Storytelling
- Brainstorming
- Plenary session

Session plan

Introduction game and sharing:
45 minutes

Sharing and discussion: 35 minutes

Total duration of session: 1 hour 20 minutes

What to do?

1. Hand out the slips of paper each printed with one half of a statement about gender equality. The two halves of each statement are printed on the same distinct colour of paper as shown (*see Figure 1*).
2. Ask participants to find the matching half of the piece of paper they hold. When participants find the right match, they form pairs and interview one another to establish each participant's:
 - Name and its meaning, and preferred name to be used in the training
 - Expectations of the workshop

- Fears in regard to gender equality
 - Current understanding of gender and conflict problems.
3. Ask each pair to share what they have found out in the plenary session.
 4. Note down participants' expectations and fears in regard to gender equality on a flip chart and discuss these with the group after all pairs have shared their information. The discussion of participants' expectations and fears should align with the overall training objectives below.

Figure 1. Gender equality statements

*Men are different from women...
...but can take care of children too.*

*Technical skills can place men...
...and women on an equal footing.*

*Men can work hard...
...and women can work hard also.*

*Boys and girls are different...
...but can play similar roles at school.*

*Women do two thirds of the work...
...but receive only one-tenth of the total income*

*Society views women as housewives and mothers...
...but they can do alot more.*

*Girls and boys are different...
...but are equal.*

*Power is good...
...but should not be misused.*

*Cultures differ...
...and affect gender roles.*

*Conflict is caused by misunderstandings...
...but can be resolved.*



SESSION THREE: OVERALL OBJECTIVES, ELECTION OF LEADERS AND GROUND RULES

Objectives of the session

- Participants are **familiar with and understand** the overall training objectives.
- Participants **democratically elect** their training duty bearers.
- Duty bearers are **knowledgeable** about their roles in the training.
- Participants **develop and commit** to rules and regulations to guide the three days of training.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Pens
- ▶ Notebooks

Methods

- Lecture methodology
- Plenary session

Session plan

Sharing of objectives: 10 minutes

Selection of duty bearers and identification of ground rules: 10 minutes

Total duration of session: 20 minutes

What to do?

1. Share the overall objective of the training – to help to change teachers’ attitudes and behaviours towards gender equality to enhance social cohesion – and the specific goals of empowering teachers to:
 - Promote positive models of masculinity and femininity
 - Redress teachers’ gender biases and engage in social norm questioning
 - Create awareness of alternative norms and practices related to gender equality
 - Build skills to engage girls and boys in constructive dialogue around gender and peacebuilding
 - Provide teachers with materials designed to foster a shift in gender-related attitudes and beliefs and, ultimately, behaviours in the classroom.
2. Ask participants to democratically elect their duty bearers. Positions to consider include: course leader, timekeeper, welfare officer and spiritual leader. (The group can decide to elect other leaders as they see fit.) The method of selection should be simple: Ask participants to nominate candidates for each position and then have individuals vote for their preferred leaders by a show of hands.
3. Ask participants to brainstorm the ground rules for the training sessions. Write these on the flip chart and display the list where everyone can clearly see it throughout the three days.

DAY ONE

PART TWO: UNDERSTANDING KEY CONCEPTS OF GENDER

Girls and boys alike face gender - and identity-related issues and concerns, which affect their access to quality education. Girl and boy students often drop out of school due to any of a number of challenges related to gender, identity and conflict. This section of the training programme is designed to give teachers an understanding of the concepts of gender, conflict and peacebuilding, and enable them to use this knowledge on a daily basis to address gender disparities in the school environment.

Girls, community members and teachers should all have the necessary knowledge and skills to handle gender, identity and conflict challenges in school and within the wider community.

ACTIVITY 1: Understanding the concepts of 'sex' and 'gender'

Objectives of the activity

- Participants can **demonstrate and are knowledgeable** about the distinct concepts of sex and gender.
- Participants are better able to **identify gender inequalities** that occur within and outside of the classroom.
- Participants **use the concepts of gender and sex correctly** during training sessions, class instruction and engagement with students.

DEFINITIONS OF CONCEPTS

Sex describes the biological and physiological differences or characteristics that define women and men. These differences are universal and are determined at birth, when a newborn child is assigned one or other biological category: female or male. Biological differences between females and males typically relate to reproduction. For example, women menstruate and ovulate and can give birth to babies while men produce sperm, which can fertilize an ovum.

Gender refers to the roles, responsibilities and behaviours that women and men are prescribed by society. As gender is a social construct, the roles, responsibilities and behaviours that are considered suitably feminine for women and masculine for men may vary across different societies and communities. For example, in Karamoja, women are expected to take care of children and domestic chores, while men are expected to work and earn money to provide for the family; girls are considered emotional and boys are expected not to cry.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Pens
- ▶ Notebooks
- ▶ Visualisation in Participatory Programmes (VIPP) cards

Methods

- Picture drawing
- Brainstorming
- Plenary session

Session plan

Introduction to game: 5 minutes

Picture drawing: 10 minutes

Discussion and session wrap-up: 30 minutes

Total duration of session: 45 minutes

What to do?

Exercise 1 ~ Drawing a woman and a man

1. Give each participant two VIIP cards of different colours. Ask the participants to draw pictures of a woman and a man on the two different colours, clearly showing the differences between these two people.
 2. Discuss the pictures. Let the participants discuss the biological differences between the two people. Then ask them what the concept of sex means.
 3. Ask participants to summarize the pictures and emphasize the fact that sex describes the biological characteristics that distinguish women and girls from men and boys.
-

Exercise 2 ~ Drawing a picture of working women and men

1. Give each participant two VIIP cards of different colours. Ask the participants to draw either a picture of a cattle keeper, a doctor, a nurse, a housewife, a Primary 1 class teacher or a lawyer depending on the colour of card received. For example, all participants with green cards should draw a farmer and all those with pink cards should draw a doctor.
 2. Discuss the pictures. Let the participants discuss the pictures with a view to understanding what jobs women and men do.
 3. In the final stage, ask the participants to summarize the pictures and conclude the session. They should emphasize the fact that women and men are prescribed different roles by society and that it is these social constructs that they have depicted in their drawings. (Participants will typically depict doctors and lawyers as men and farmers, nurses and Primary 1 teachers as women in their pictures.) This activity will enable participants to differentiate between gender roles and attributes and sex characteristics.
 4. Ask participants to brainstorm the meaning of the concepts of gender and sex and share their understanding of the concepts. Ask one participant to write all of the group's responses on the flip chart. Build on the discussion by talking about the two key concepts in greater detail.
-

DEFINITIONS OF CONCEPTS

Gender is a social construct that determines social differences between females and males, for example, in terms of roles, access to property and opportunities, responsibilities, obligations, expectations and rights. These *gender roles and attributes* are learned over time, beginning from birth, through the process of 'socialization'. As a social construct, gender is rooted within our cultural norms, beliefs and practices, and it can change over time.

Sex is not the same as gender. Sex refers to the biological and physiological differences between women and men. While gender is a flexible social construct, an individual's sex is natural and God given and does not change over time. Sex characteristics include sex organs (primary sex characteristics) and facial hair, altered body shape and deeper voice (secondary sex characteristics). Biological processes determined by sex include menstruation and childbirth.

ACTIVITY 2: Simulating gender roles and gendered power relations

This activity will consist of role plays in which all participants take part in depicting and discussing the gender roles practised in the community and at school, and the gendered power relations between women and men. Participants will either act out a mini drama about the roles played at home and at school by girls/women and by boys/men, or will act out a power walk.

Objectives of the activity

- Participants are **knowledgeable about the specific gender roles** played in both the community and school settings.
- Participants can **demonstrate the necessary skills** to analyse gender roles.
- Participants **understand** how **gender roles** and gendered power relations affect the classroom environment and learning processes.

DEFINITIONS OF CONCEPTS

Power relations is a term used to describe one individual having control or dominance over another person and/or her or his decisions, resources or property. In many Ugandan societies, males hold the power and are dominant. Gendered power relations are sometimes a cause of conflict between the sexes.

Gender roles are activities and behaviours ascribed to females and males by society on the basis of their perceived gender and sexual differences.



Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Masking tape
- ▶ Enough space for discussion and role play

Methods

- Picture drawing
- Brainstorming
- Plenary session

Session plan

Introduction to the role plays: 5 minutes

Preparation for role plays: 15 minutes

Role plays: 20 minutes

Plenary session: 20 minutes

Total duration of session: 1 hour

What to do?

1. Organize the participants in two mixed groups and assign each group one of two role plays to simulate (*see Role play 1 and Role play 2*).
2. Support the groups to prepare for the role plays and allow them to discuss and create their own version of either the mini drama or power walk.
3. After each role play, ask the participants who performed it to brainstorm and respond to these questions:
 - What have you learned from the role play?
 - How do these roles continue in future, as children grow into adults?
4. What are the expectations of parents and teachers in terms of roles to be played by girls and boys? After each role play, invite the other participants to discuss the issues it raised. During each discussion, ask participants these key questions:
 - What can we learn from the role play?
 - What are society's expectations of career choices for females and males?
5. Ask the participants to brainstorm the 'costs' of gender roles and gendered vulnerabilities.

Role play 1. Activities practised by girls and boys

Ask the group to prepare a mini drama lasting 10 minutes to show activities practised by girls and boys at school and at home. Group members should organize themselves to act different roles such as female and male teachers, female and male parents, girls and boys, and other community members.

Each member should act a distinct role. The children, boys and girls, should show the roles played by the boys and by the girls.

Role play 2. Simulating a power walk

Ask the group members to select a person to chair the group; everyone else will act out a power walk using the set of statements listed below. Ask the participants to reflect on each of the statements as they are read aloud before deciding whether to take a single step forward at a time.

The power walk participants should line up side by side facing the announcer (chair) and visible to the audience. Each participant should move one step forward only if the statement read by the announcer applies to her or him. After all the statements have been read, let the audience and performers see who is ahead of the others (how many females/males are ahead).

Consider:

- Who is far behind? Why?
- Why has more privileges?
- Why do you think women are behind? Are females more restricted? Why?
- Why is the man falling behind? (If a man is behind.)
- Is the woman far ahead because she acts like a man? (If a woman is far ahead.)
- What explains behaviours of the women and the men?
- What can be done to reduce the restrictions on females?
- What would happen if females also had privileges?

Statements for the announcer to read aloud

Move one step forward if you:

- Are the best decision-maker at home?
 - Are unable to read books at home because of the need to do domestic chores?
 - Are the best manager at home?
 - Are the best manager at your workplace?
-

- Wake up late during holidays?
- Wake up late at weekends?
- Do not have to cook food?
- Can laugh loudly in public?
- Can marry more than one partner?

Activity wrap-up

Summarize the lessons: The activities show that Ugandan society is patriarchal or male dominated. Men are the heads of household and so make most of the important decisions at home and involving school. This means that men and boys wield a great deal of power over women and girls.

But that does not make girls and women any different from boys and men. Females and males are equal; it is the socially ascribed expectations, roles and responsibilities that result in unequal power relations. These power relations are also affected by a number of other factors, for example, age, socio-economic status, disabilities and geographical location.

Ask the participants to read more about gender roles and about the power relations that exist between females and males.

Point out that the costs of gender roles and vulnerabilities include:

- Increased vulnerability to HIV/AIDS among girls and women because their decision-making and negotiation skills are poor as a result of gender inequality
- Higher rates of early marriage, fertility, maternal mortality and child mortality, and failure of girls and women to realise their potential – all because of the failure to educate girls
- Disability or death caused by gender-based violence – women are more likely to be survivors or victims of violence from an intimate partner or someone else they know
- Reduced economic activity by those affected by violence – leading to a reduced GDP
- Higher rates of death from external causes (i.e., violence, suicide and accidents), incarceration and alcohol and substance use among young men – because they are expected to be self-reliant and appear strong
- Reinforcement by society and institutions like the health system of women's role as caregiver
- Poorer economic decision-making power among women, which makes it more difficult to safely negotiate sex, leave a risky relationship or access formal support services
- Discrimination against women
- Vulnerability of unemployed men who are heads of household and therefore expected to be the breadwinner
- Students dropping out of school.

ACTIVITY 3: Gender socialization

This activity introduces participants to gender socialization – the process by which girls and boys learn the feminine or masculine roles and behaviours expected of their sex. Such a process begins at home and from birth. It is at home that the child first becomes gender conscious and begins to assimilate and act on gender perceptions. Gender socialization continues at school and in the community, with teachers and other community members playing a critical role in the process.

Both trainer and participants should understand this process to enable gender issues in school and at home to be addressed in this activity.

Objectives of the activity

- Participants can **demonstrate an understanding of gender socialization** and recognize related processes in both the home and school environments.
- Participants are able to **identify the impact** of both positive and negative gender socialization practices on girls' and boys' opportunities as well as on areas of concern in the community and school environments.

DEFINITION OF CONCEPT

Gender socialization is the process, which begins at birth, through which girls and boys learn the feminine or masculine roles, responsibilities, attitudes and behaviours expected of their sex. Learning these gendered roles and behaviours happens at home, in the community and at school. From day one, a girl is taught to behave like a girl and is prepared for growing up into a woman. In the same way, a boy is oriented to act like a boy and is prepared for growing up to become a man. For instance, in many communities in Uganda, boys (unlike girls) are not taught to cook or to care for young children.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Enough space for discussion and role play

Methods

- Picture drawing
- Brainstorming
- Plenary session

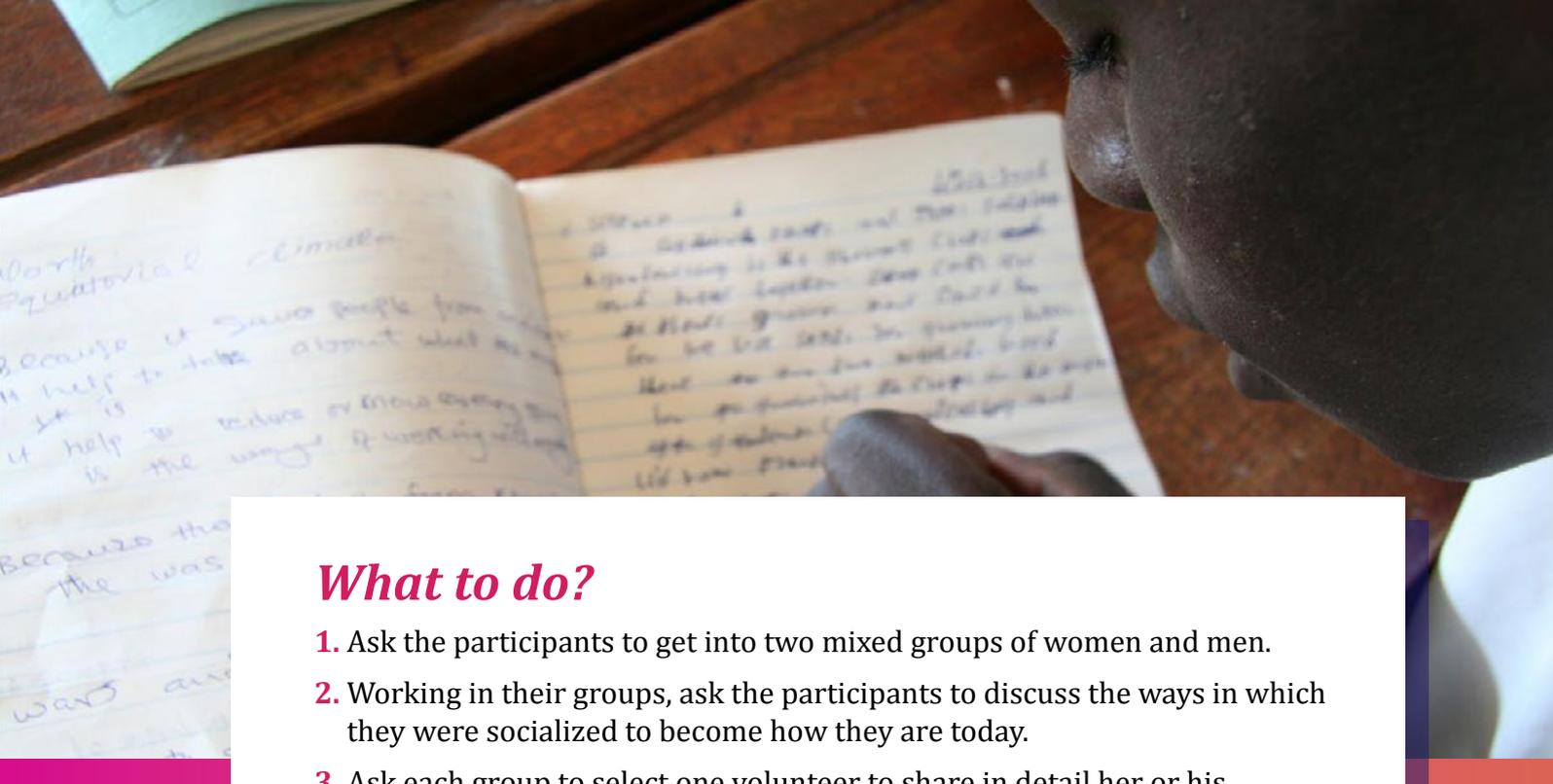
Session plan

Group work: 25 minutes

Presentation of group discussion: 15 minutes

Plenary session: 20 minutes

Total duration of session: 1 hour



What to do?

1. Ask the participants to get into two mixed groups of women and men.
2. Working in their groups, ask the participants to discuss the ways in which they were socialized to become how they are today.
3. Ask each group to select one volunteer to share in detail her or his socialization story. Encourage one group to select a female volunteer and the other a male.
4. Ask the volunteers to share their cases in turn in the plenary session, and use the following questions to guide them:
 - As a girl/boy, what roles/activities were you trained to practise from childhood? What distinct roles/activities were you trained in as a girl/boy?
 - How did these roles shape your future behaviours and relationships?
 - What challenges or opportunities do you feel resulted from how you were socialized?
 - Reflect on the ways you, as a teacher, socialize girls and boys to behave in specific roles. How might this socialization influence future opportunities and/or challenge girls and boys to realize their potential?
5. Let the rest of the two groups share their own thoughts and ideas in the plenary session.

Session wrap-up

Summarize the information imparted, emphasizing the fact that this activity has given participants the opportunity to discuss socialization and the effect it has on an individual's future. Girls and boys are groomed differently to become women and men, and in doing so, the roles that females and males play are defined by society right from birth, affecting individuals' capacities and potential in a gendered way.

End this activity by asking participants to read more about socialization and to consider how socialization occurs in the specific community in which the training is taking place.

ACTIVITY 4: Gender and culture

Objectives of the activity

- Participants can **demonstrate knowledge** and understanding of gender and culture and the relationship between the two.
- Participants are able to **identify some of the negative cultural practices** that affect the participation of girls and boys in school.
- Participants can **discuss potential interventions** to tackle the negative cultural practices affecting girls' and boys' learning.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers
- ▶ Pens
- ▶ Notebooks

Methods

- Storytelling
- Brainstorming

Session plan

Storytelling: 5 minutes

Group discussion and sharing of experiences related to the gender concepts: 20 minutes

Plenary session: 25 minutes

Total duration of session: 45 minutes

What to do?

1. Let the participants brainstorm the following:
 - What does culture mean?
 - The meaning of cultural behaviours and practices that have been transmitted over generations. (Probe for examples of such cultural practices.)
 - How can cultural practices prevent girls and boys from attaining an education?
2. Ask a volunteer to read Case study 1, below, aloud to the group.
3. Ask the participants to get into three groups and respond to the following:

- Identify the gender- and culture-related issues associated with Case study 1.
 - List the likely consequences for girls and for boys of the cultural practice discussed in the case study.
 - What could the teacher and school do to help girls and boys to address the challenges presented by this cultural practice?
 - What other cultural practices in your community affect girls' and boys' learning in the same way as in the case study? What should be done to address these practices?
4. Note the main points of the participants' discussion on a flip chart, and then summarize these, supplementing their ideas using the Trainer's notes below.

CASE STUDY

1. Jenifer's education is disrupted by cultural practices

Jenifer is a 14-year-old girl who lives with her parents and her 7-year-old brother, Richard. In her family, just as in her village, everyone plays a specific role. Jenifer and other girls are responsible in their homes for cleaning, fetching water, digging and cooking. Richard and other boys are warriors and grazers. While girls stay at home, the boys move out to graze cattle. The boys are taught early on to take care of and raid for animals: by the time of their marriage, they must have enough cattle for the bride price. Both Jenifer and Richard are enrolled in a nearby primary school, but because of cultural expectations and these livelihood practices, they sometimes miss school. Sometimes it is said to be odd for a girl like Jenifer to leave home. Girls are expected to stay at home.

Trainer's notes

Both culture and gender are social constructs. Gender refers to the social differences between females and males, and it defines the status and power relations between females and males. Culture is the collective social beliefs, values and behaviours that constitute a way of life, and rituals, interaction patterns and socialization that determine roles, responsibilities, attributes and expectations in a society. Culture determines what the society wants from and expects of females and males (gender attributes). Gender concerns result from cultural context and socialization.

Everyday practices are deeply rooted in our cultural identity. These cultural practices are never challenged because they have been with us for so long that they act as points of reference and provide a sense of belonging. Some such cultural practices disempower girls and boys, however, as they deprive them of their freedom and opportunities to enjoy their basic rights such as education, and prevent them from realizing their potential.

Examples of negative cultural practices

CHILD MARRIAGE: Some cultures require that a boy/man pays a high bride price, in the form of cattle, to the family of the girl/woman he wishes to marry. This has pushed boys to begin cattle raiding at an early age to acquire wealth. The promise of a bride price has also forced other households to marry off their daughters early to achieve wealth.

PATRIARCHAL INFLUENCES: Some parents and communities socialize only boys in roles that equip them with leadership and decision-making skills. Boys are taught from childhood to be more assertive, while girls are socialized in roles that make them submissive and dependent on men for their survival.

FEMALE GENITAL MUTILATION/CUTTING: Female genital mutilation/cutting is practised in some communities, forcing girls out of school and interfering with their learning. This cultural practice initiates girls into womanhood and is associated with sexual maturity. Affected girls may be enticed to begin engaging in sexual activities as a result, which might lead to early pregnancy or sexually transmitted infections.

MALE CULTURAL CIRCUMCISION: Male cultural circumcision is practised in some communities in the east of Uganda, keeping boys away from school and interfering with their learning. This cultural practice initiates boys into manhood and is associated with sexual maturity, which may encourage boys to freely begin engaging in sexual practices, potentially exposing them to sexually transmitted infections.

ACTIVITY 5: Gender equity and equality

Discussing gender equality in this activity will help participants to make a smooth transition to begin connecting gender and peacebuilding.

Objectives of the activity

- Participants **exhibit knowledge** and understanding of gender equity and equality, as well as of the relationship between the two concepts.
- Participants **understand the factors** responsible for gender inequity and inequality.
- Participants **understand the usefulness** of the gender training, particularly the activity focusing on gender equity and equality.
- Participants **understand and can articulate** the effects or costs of gender inequality.

DEFINITIONS OF CONCEPTS

Gender equity refers to the process of being fair to females and males, by recognizing their different needs and interests, and creating ways to redistribute power and resources as necessary. For instance, girls and women may be given an advantage to enable them to reach the same levels of attainment as boys and men. The 1.5 bonus points awarded to female university applicants is one such advantage conferred on girls and women in Uganda to improve their chances of accessing a university education.

Gender equality refers to females and males having the same opportunities in life, including the ability to participate in the public sphere. Both girls and boys are, for instance, entitled to an equal share of food and other basic necessities at home.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Storytelling
- Brainstorming

Session plan

Storytelling: 2 minutes

Discussion: 18 minutes

Session wrap-up: 10 minutes

Total duration of session: 30 minutes

What to do?

1. Ask for one participant to volunteer to read **Case study 2** aloud to the group.
2. Let the participants discuss the case by responding to these questions:
 - What gender inequalities can you identify in the case study?
 - What are the causes of the inequalities?
 - What are the likely conflicts in a situation such as the one described?
 - What are the likely effects on girls and boys living in homes like those in the case study?

CASE STUDY

2. A polygamous man tries to balance both homes

A polygamous man had two homes and tried to balance his love and care between both. His wives Jana and Lorem had two and six children respectively. He would spend a week in each of the homes. He also bought and paid for life's necessities in pairs. For instance, he would buy two loaves of bread, two kilograms of sugar, two bunches of matoke and so on – one for each of his homes.

Activity wrap-up

Refer to the fact that every day, females and males encounter experiences, opportunities and vulnerabilities that are gendered. These differences often remain invisible, but they affect our relationships, health and well-being – and even our security, because of the gender-based violence to which we are exposed.

Beginning from early childhood, the different ways in which girls and boys are raised shape their sense of how they are expected to behave and relate to others. Girls may learn that they are valued for their looks and obedience, rather than for their opinions or independence. Boys, on the other hand, may learn that to be ‘real’ men they must always be strong and in control. These ideals of how females and males should behave are called gender norms and are taught and reinforced by individuals of both sexes, families, peers, the media and communities through gender socialization.

Gender socialization encompasses the attributes that a given society considers appropriate for females and males, and also how these roles, which are usually stereotyped, are reinforced, internalized and taught. For example, we tend to see boys and young men as perpetrators of violence, whether against women or against other, weaker men.

Most cultures promote the idea that being a ‘real’ man means being a provider and protector. This in turn can influence whether men take care of the children they father, and whether they use violence against a partner.

Often, boys are raised to be aggressive and competitive, while girls are raised to accept male domination. Boys may be ridiculed by their families and peers as ‘sissies’ if they show an interest in caring for younger children, cook or carry out other domestic tasks, have close friendships with girls, display their emotions or have not yet had sexual relations.

Furthermore, in most settings, boys are often raised to be self-reliant, to not worry about their health and to not seek help when they face risks. The ability to talk about one’s problems and seek support is a protective factor against substance use, unsafe sexual practices and involvement in violence. Research confirms that how boys are raised has direct consequences for their health.

Dialogue, negotiation and mutual respect are the basis for healthy relationships. Relationships based on understanding and mutual respect are more satisfying for all – both females and males. The homes in Case study 2, above, indicate that some children’s education needs are unlikely to be met. Gender equity would address such inequalities.

It is important to engage men in discussing the fairness lacking in relationships between females and males. Stimulating dialogue with men and securing their involvement as allies in meaningful ways is much more productive than seeing them as obstacles to achieving gender equity. Doing so does not mean we should diminish resources or detract from gains for women’s empowerment or the rights of women. On the contrary, understanding gender as a relational notion means working with men alongside and in ways that support women, and vice versa.

ACTIVITY 6: Gender responsiveness and mainstreaming

Participants will discuss gender responsiveness and mainstreaming of school activities in this session, empowering them to identify both gender issues and the actions needed to integrate and address them in a systematic manner.

Objectives of the activity

- Participants **understand the concept of gender responsiveness.**
- Participants are **able to identify gender issues** in their schools and devise appropriate actions to integrate and mainstream these issues within existing plans, programmes and learning activities.

DEFINITIONS OF CONCEPTS

Gender responsiveness is the process of designing appropriate mechanisms for addressing or correcting inequalities between females and males in a school or community.

For example, a school can decide to give extra lessons in mathematics to girls to improve their performance in the subject. Gender responsiveness thus requires the ability to both recognize existing gender issues and to devise strategies and actions for addressing them. Gender responsiveness involves identifying and implementing actions not only to address the practical needs of females and males, but also to exploit entry points for addressing gender inequalities. For instance, in a school, a teacher may identify girls' unique need for sanitary pads and also the need for separate changing rooms for girls because of their menstruation and consider these female needs while developing the school infrastructure budget. Similarly, the head teacher or the school management team may identify the need to construct separate latrine facilities for girls and boys.

Gender mainstreaming is the systematic integration of gender concerns into existing policies, projects and actions. Gender mainstreaming of gender issues aims to provide equal opportunities to females and males, and consequently enable them to attain equality.

Checklist	<p>Materials required</p> <ul style="list-style-type: none"> ▶ Flip chart ▶ Markers 	<p>Session plan</p> <p>Storytelling: 10 minutes</p> <p>Discussion: 50 minutes</p> <p>Total duration of session: 1 hour</p>
	<p>Methods</p> <ul style="list-style-type: none"> ● Storytelling ● Brainstorming 	

What to do?

Understanding gender responsiveness

1. Ask for one participant to volunteer to read **Case study 3** aloud to the group.
2. Ask the participants to draw lessons from this case and respond to these questions:
 - Why is the school sanitation facility in the case study not gender responsive?
 - What should the school have done to make this facility gender responsive?
 - In your experience, what other school facilities and activities are often not gender responsive?

CASE STUDY

3. A non-gender responsive sanitation facility

A school in Napak district with an enrolment of 53 girls and 94 boys received funding for a sanitation project from an international organization operating in the region. The school had for years advocated for this need. A triple-stance latrine was constructed, apparently improving access to sanitation services in the school. The latrine was, however, used by everyone – girl and boy students and female and male teachers.

One day, a boy wanted to use the latrine but found three girls already occupying the facility. The boy knocked on the doors but the girls refused to open them. The first of the three girls to leave the facility did so after 12 minutes. The boy quarrelled, claiming that the girls were monopolizing the facility. He asked why girls take such a long time in the latrine, when the boys would also like to use the facility. The girl was rather shy to respond: The truth was that the girls had spent longer than usual in the latrine because they were changing their sanitary pads and trying to clean up afterwards.

Understanding gender mainstreaming

1. Ask for one participant to volunteer to read Case study 4 aloud to the group.
2. Ask the participants what they have learned from the story. Make the point that all budgets and programmes should integrate gender concerns. Programmes and budgets should respond to the following questions:
 - How are girls and boys benefiting from this programme, project or budget?
 - Who is left out by the project?
 - How can we ensure that both girls and boys benefit from existing programmes, projects and budgets?

CASE STUDY

Case study 4. Gender mainstreaming at play

Jane, a Primary 6 pupil, became concerned one day about the way in which facilities were provided in her school. For instance, she realized that no sanitary pads were provided in her school. She also noted that only footballs were bought (apparently for boys) whenever sports kit was procured. Girls were only bought skipping ropes by the school – no netballs were purchased.

Jane discussed her concerns with her female friends. One of them suggested approaching the head teacher but others feared that the school might take Jane's comments badly. Instead, they decided to approach their music teacher, who said that the school had neither the budget for sanitary pads nor for some sports kit.

Back at home, Jane talked to her mother, who promised to speak with a family friend – the school management committee chairperson. The matter was raised at the next school management committee meeting and the following Universal Primary Education budget included sports kit for girls. Girls were also encouraged to play football. The school management asked all parents to contribute sanitary pads for girls irrespective of whether or not they had daughters themselves.



DAY TWO



ACTIVITY 7: Recap of day one

Begin day two by reflecting on day one for 10 minutes. The purpose of this exercise is for participants to refresh their learning from the previous day and attempt to link day two's activities to day one.

What to do?

1. Begin the day by asking participants to share their most important lesson from day one.
2. What didn't go well? And what further information is needed about the sessions and activities covered on day one?
3. Let the participants discuss the previous day's activities and learn from one another to fill any knowledge gaps. Add to their knowledge by summarizing day one's discussions.

ACTIVITY 8: Understanding peacebuilding and conflict

Girls and boys alike face gender- and identity-related challenges, which affect their access to quality education. Girl and boy students often drop out of school due to any number of challenges related to gender, identity and conflict. This activity is designed to give teachers an understanding of the concepts of gender, conflict and peacebuilding, and enable them to use this knowledge on a daily basis to address gender disparities in the school environment.

Girls, community members and teachers should all have the necessary knowledge and skills to handle gender, identity and conflict challenges in school and within the wider community.





EXERCISE 1 ~ Brainstorming the concepts of 'conflict' and 'peacebuilding'

Objectives of the exercise

- Participants *demonstrate an understanding* of the concept of conflict and of its types, causes and effects in both school and community settings.
- Participants' *capacity to analyse and use appropriate approaches* to intervene in conflict situations in the school environment is enhanced.

DEFINITIONS OF CONCEPTS

Conflict is the actual or perceived opposition of needs, values and interests. Conflict is associated with antagonism, opposition, disaggregation, discord, disagreement or non-conformity to the requirements of a task, activity or process. Conflict can manifest as hostility or the desire to harm another. Conflict is a necessary feature of society and, if managed constructively, can lead to positive social change.

Peace is the absence of violence. Peaceful communities and societies are those which have peaceful conflict management structures and practices in place. Many peace scholars make a distinction between 'negative peace', which equals the absence of violence, and 'positive peace', which equals a society that is not only free from violence but also has social justice and equality. For example, the decrease in security incidents following disarmament in Karamoja is a feature of negative peace, but the neglect and marginalization experienced by many communities in the region signifies that there is still no positive peace in Karamoja.

Peacebuilding is "a range of measures targeted to reduce the risk of lapsing or relapsing into conflict. Peacebuilding demands inclusivity (women, men, youth and other marginalized groups working together), institutional structural development, enhancement of social cohesion and the building of trust among social groups.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Brainstorming
- Discussion

Session plan

Brainstorming and discussion:

10 minutes

Session wrap-up:

5 minutes

Total duration of session:

15 minutes

What to do?

1. Ask the participants to tell you what they know about conflict. Write the responses on the flip chart. Participants should reflect on whether the ideas of conflict shared by the group could lead to negative or positive social change. Summarize the main themes covered by the responses and provide further ideas for discussion if necessary.
2. Ask the participants to share their knowledge about the most common conflicts at school and at home. What causes the conflicts? Write the responses on the flip chart and summarize them, adding more detail if required.
3. Ask the participants to reveal the common causes of conflicts at school. Write down and summarize the responses. Make the points that a conflict can be caused by the way in which a society is organized and that the resolution of conflicts can strengthen relationships. Conflict can also break out because of gender differences and inequality between females and males.
4. In their three groups from the previous day, ask the participants to think about a conflict that arose last term. The conflict may have been between: pupils, pupils and teachers, teachers, teachers and the school administration, or parents and the school administration. Ask the members of each group to list the four or five steps that they would take to resolve such a conflict if it occurred today.
5. Write the participants' responses on the flip chart and summarize these once all responses have been shared. Add further detail, if necessary, using the information in the Trainer's notes below. Be sure to differentiate between positive/constructive conflict and negative/destructive conflict (*see Trainer's notes below*).

Trainer's notes

Common conflicts at school between pupils may include:

- Teasing or bullying (Direct and indirect physical aggression)
- Verbal aggression
- Sexual harassment
- Name-calling
- Other abuse, e.g., drawings on blackboard, secret messages.

Common conflicts at school between pupils and teachers/school administration may include:

- Demonstration
- Violence.

Common conflicts at the household level include:

- Intimate partner violence
- Domestic violence
- Child neglect
- Inheritance, land or property conflicts.

Types of conflict at the national and cross-border level include:

- Armed conflicts such as the Lord's Resistance Army rebel war in northern Uganda
- Social and ethnic conflicts such as between Karamojong ethnic groups over cattle, water and pastures; Kibaale Bakiga versus Banyoro conflicts; Buliisa pastoralists versus the Bagungu; conflicts over land in northern Uganda when internally displaced peoples return.

Causes of conflict at school can include:

- Students' disrespect of the school administration
- Inability of the school administration to meet/provide the basic school requirements to facilitate proper learning
- Competition over scarce resources such as textbooks, water, food, desks or land
- Clashes between different social identities, whether related to gender, ethnic group or religion
- Inequality and discrimination, whether related to gender, ethnic group or socio-economic status
- Religious and political views – particularly sensitive, as people often depend on these for a sense of identity and belonging
- Culture, language and behaviour, all of which can create a divide between 'us' and 'them'
- Cultural or harmful human practices.

The simple steps for managing conflict are:

1. Begin by mapping a conflict, asking yourself how the conflict manifests itself, where and when it happens, why it happens (causes), who is involved and what are the likely effects of the conflict. Describe this in a single problem statement.
2. Identify other related conflicts. It would be a waste of resources to solve one problem without addressing the related problems.
3. Understand your role in the conflict. In the same way, analyse the roles of others. It is important to understand the difference between 'conflict parties' (those directly involved in the conflict) and 'third parties' (those who can play a mediating role).
4. Conflict parties should be encouraged to seek the views of others to ensure that the mediation process is inclusive and does not just focus on one side.
5. Identify possible options for solving the problem.
6. Select the best option(s) for solving the problem.
7. Draw up a plan for implementing the option(s), which considers the required resources, associated risks, systems and processes, indicators for measuring change, and responsible person(s).
8. Implement the option(s), monitor and review.

Session wrap-up

Conclude the session by asking at least one volunteer to share one or two of the most important lessons learned. Summarize the session and ask the participants to read more about conflict to expand their knowledge further.

Refer to the fundamental assumptions of conflict:

- Conflict is a normal human phenomenon.
- People and communities can pursue constructive outcomes in conflict when an inclusive and collaborative framework and process for engagement emerges.
- Conflict sensitivity and peacebuilding are key to transforming conflicts into constructive outcomes.

EXERCISE 2 ~ A role play to demonstrate the link between conflict and identity

In this exercise, participants are divided into two mixed groups of females and males. Each group is given a different set of humorous 'communication behaviours' to use when interacting with the other. The two groups come together and interact in a role play centred on a 'community meeting'. Decide which one of the groups is to select a village chairperson (to chair the meeting).

The different behaviours cause humour and tension among the members of the opposite groups. In the discussion that follows the role play, each group is instructed to describe the other group's communication behaviours. Explain to participants the difference between description and judgement, and then discuss the importance of being aware of our own biases and the natural tendency to judge other groups, which can lead to tension or conflict.

Objectives of the activity

- Participants *exhibit knowledge and understanding* of the concepts of conflict and identity.
- Participants are *able to identify* how conflict and identity interact and manifest in communities.

Checklist

Materials required

- ▶ Printed copies of Red and Green People roles (enough for each participant to have a role)
- ▶ Flip chart
- ▶ Markers

Methods

- Role play
- Discussion

Session plan

- Group discussion:** 10 minutes
- Demonstration and role play:** 10 minutes
- Plenary session:** 30 minutes
- Session wrap-up:** 5 minutes
- Total duration of session:** 55 minutes

DEFINITION OF CONCEPT

..... **Social identity** is a belief that one belongs to a particular group, for example, feeling as though one is a Jie, a Karamojong, a Ganda or an Acholi. There is an assumption that the relationship is reciprocal: "My social group needs me and I need them." Social identity is one of the major causes of inter-group hostility and conflict.

What to do?

1. Make enough room to allow two groups to walk around and interact freely. Arrange to use two spaces in which the groups can prepare for the exercise separately, ensuring that they cannot see or hear each other during the preparation phase.
2. Explain that the exercise is about two different groups in a community, the 'Red People' and the 'Green People'. The Red People and the Green People need to address a problem such as lack of access to clean water at the primary school or teachers' absenteeism. Explain that the two groups are going to have a 'community meeting' to first get to know each other socially. Before the meeting begins, both groups must prepare. Prepare each group separately, in the different rooms.
3. Keeping the groups separate, read the relevant instructions aloud to each group (see Role play 3). Help each group to practise their communication 'behaviours' for a few minutes until they are comfortable with these. The members of each group should also agree on what they want to discuss in the meeting, whether it is access to clean water for a school, teachers' absenteeism or another topic.
4. Bring the groups together and ask the participants to start by informally interacting with each other (in their own group's accepted and well known manner of greeting). The chairperson should welcome everyone and start the community meeting. The groups should try to join in the discussion for 10 minutes. (Because of the communication differences, the two groups will not communicate well and eventually one group will leave the meeting.)
5. Ask the participants to describe the outcome of the meeting – whether or not it achieved what had been hoped for – and each group to describe the other. Ask the Red People to describe the Green People (while the Green People listen silently) and vice versa. Sum up each response with a single word – e.g., 'aggressive', 'quiet', 'crazy', 'docile' – and write these on the flip chart.
6. Ask each group whether the way they have been described is a true reflection of them. Is this misinterpretation of the communication behaviours the reason why the groups failed to communicate?
7. Ask participants to think about whether their responses describe or judge the other group. Explain that description is simply reporting what we see the other group do without offering an evaluative statement as to how 'good', 'bad', 'right' or 'wrong' it is. Explain that judgement is different as it is subjective. To judge if another group's behaviour is 'good' or 'bad', we compare it with our own, which we believe is good. For example, "There are 8.5 million people living in Kampala" is an objective description, while "Kampala is really crowded, with too many people" is a subjective judgement.
8. Return to the flip chart to review the lists of words from the two groups. Remind participants that you asked them to describe the other group (not

judge or evaluate them). Review each word with participants, asking of each: “Is this an objective description or a subjective judgement?” and label each one either ‘D’ or ‘J’ as appropriate. If participants are unsure about a particular word, discuss it as a group. Help the participants to clearly see the difference between description and judgement.

9. Normally, nearly all of the words used will be judgements and very few will be actual descriptions. Ask participants: “Why do you think almost all of the words you used to ‘describe’ the other group were actually judgements?” Explain that we often think we see the ‘facts’ of a situation, when what we are really seeing is simply our own point of view.

ROLE PLAY 3. The beginning of an ethnic-based conflict

RED PEOPLE

The Reds are an ancient people who have lived through many generations of oppressive regimes and intervention from outside forces. Over hundreds of years you have developed approaches to communication that help you to cope with this difficult history.

These ways of communicating show respect:

- 1) You start every conversation by slapping your hands together loudly.
- 2) You must make physical contact with the person you are trying to speak with (holding hands, resting your hand on their shoulder or head, or other physical contact).
- 3) You ask many questions about the person you are communicating with. You ask questions about their family, work, and hopes and dreams.
- 4) You laugh out loud during every conversation, and you smile often to show you are listening. You try not to have a lot of silence in the conversation – silence makes you uncomfortable.
- 5) Women and men can speak at the same time.
- 6) Boys and girls can also join in adult conversations freely – this is allowed by the community.

GREEN PEOPLE

The Greens are an ancient people who have lived through many generations of oppressive regimes and intervention from outside forces. Over hundreds of years you have developed approaches to communication that help you to cope with this difficult history.

These ways of communicating show respect:

- 1) You start every conversation by gently placing your palms together quietly.
- 2) You stand some distance away from the person you are speaking with. You avoid direct eye contact, especially when the other person is speaking. This is to show that you are listening to them closely.
- 3) You speak with a soft voice and avoid laughing out loud – loud laughter makes you nervous. You always wait at least five seconds before someone asks you a question before you respond to make sure that they have finished speaking.
- 4) You always avoid talking about personal issues like family, work, and hopes and dreams. You prefer to talk about the weather – if the person you are speaking with likes the weather, what kinds of weather she or he prefers and so on.
- 5) Women are rarely allowed to speak in public.
- 6) Boys and girls cannot join in adult conversations.

Discussion

- Discuss the importance of recognizing the difference between describing and judging another person or group.
- Emphasize that when we describe a person's behaviour, we are making an attempt to understand the person or her/his behaviour.
- Understanding is a basic element of peaceful interaction and conflict resolution.
- Understanding allows us to empathize with others. We need to show empathy when we are in conflict with others, and also when helping people who are in conflict with others.
- We need to be aware that we see a conflict from our own perspective. Others may view the conflict differently. It is therefore critical to be aware of our own biases and to try to describe what we see rather than make a judgement on it.
- How does culture affect how we see things? How does it help us? When does it make things harder for us?
- How does judgement of the 'other' lead to conflict or make it worse?
- Emphasize the following skills for communicating across cultures: try to not assume you understand the other group; remember that their behaviours may be strange to you but very normal to them; ask questions; be prepared to discuss your own culture and how you tend to communicate or behave; and go slowly when you are in conflict (or helping others who are in conflict).

Session wrap-up

Conclude the session by asking for at least one volunteer to summarize the session.

Ask the participant to respond to the following questions:

- How does this exercise empower us?
- How does it give us more choices?
- How does this help us to live alongside people who are different from us?

Complete the participant's summary by adding further detail as necessary.

Let the participants know that social identity is a belief that one belongs to a particular social group such as the Jie or Ethur, being female or male, and so on.

Make the point that social identity has a direct link to gender, and that identifying with a particular group (girls/women or boys/men) may be linked to conflict. This is because groups are often in conflict with those other groups that they believe are different to them. Intra-group bonding (the bond of shared identity) can thus sometimes contribute to inter-group conflict by promoting difference as a defining feature.

ACTIVITY 9 ~ The links between gender, identity and conflict

Participants are given an opportunity to reflect on the links between gender, identity and conflict. The three issues are often handled separately despite being interlinked.

Objective of the activity

- Participants are *able to understand* the links between the concepts of gender, identity and conflict.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Storytelling and analysis
- Discussion

Session plan

Storytelling: 5 minutes

Discussion: 20 minutes

Total duration of session: 25 minutes

What to do?

1. Begin by asking three participants to remind us of their understanding of the three concepts of gender, identity and conflict (comprehensively described earlier).
2. Ask one participant to volunteer to read Case study 5 aloud to the group. This story could also be acted out as a mini drama if time permits.
3. Ask participants to reflect on the case study:
 - What do you learn from the story?
 - Identify the links between the concepts of gender, ethnic identity and conflict.

CASE STUDY

5. Rosette demonstrates the links between gender, ethnicity and conflict

Rosette is a Primary 5 girl who lives in Moroto district. Her brother is in Primary 6 in the same school.

One day, during class, an older boy snatched Rosette's textbook, despite the fact that she had been given the book first. Rosette complained but no one helped her. It just so happened that the boy who took the book from Rosette was from another ethnic group.

Rosette's brother passed by the classroom and found his sister crying. After finding out from Rosette what was wrong, he went straight up to the boy who had taken her book and began to beat him. The boy from Rosette's class was of the view that a girl should not get a book before him. Besides, Rosette was from another ethnic group.

A teacher came and found the boys 'fighting'. The teacher beat Rosette and the boy who had snatched her textbook, and asked Rosette's brother to uproot a tree stump – a task that occupied him for five days.

Activity wrap-up

Summarize the discussion, noting that Rosette's story clearly tells us how gender, ethnic identity and conflict can be connected. Rosette, as a girl, was not 'entitled' to a textbook. The situation was even made worse because she was from a different ethnic group to the boy. Rosette and her brother found this inequality unbearable and responded with physical violence. The teacher followed suit, using violence on all the children. Some cases were even more severe.



DAY TWO

PART THREE: AN EQUITABLE AND SAFER SCHOOL ENVIRONMENT

This section of the training focuses on a safer school environment. A good school environment is one in which the academic, social and physical environment of the school and its surroundings take into account the specific and unique needs of girl and boy students – i.e., it is an environment that is sensitive to both gender and conflict.

The school, particularly at the primary level, plays a big role in shaping and determining the social relations that will influence children for the rest of their lives. Many gender imbalances in society are thus maintained and perpetuated by the school environment and its norms and processes. The existence of such imbalances eventually affects teaching and learning outcomes, especially when some girls and boys feel left out.

In this section, the training focuses on the contribution made by the teaching and learning process (teacher–pupil interaction) to a safer school environment. Classroom behaviours, set-up, interactions, lesson planning, learning materials and the language used in books and by teachers are analysed in detail.

SESSION ONE: UNDERSTANDING AN EQUITABLE AND SAFER SCHOOL

Objectives of the session

- Participants **understand the idea** of an equitable and safe school environment.
- Participants **know what constitutes teachers' negative attitudes** towards girls and boys and how these affect learning.
- Participants **exhibit the skills to act on** and improve the training materials to respond to the gender needs of girls and boys.
- Participants are **able to promote** an equitable and safer school environment in their schools.

ACTIVITY 1 ~ A brainstorming exercise on equitable and safer schools

Participants have the opportunity to discuss an equitable environment and safer school environment for all. Knowledge of what makes an equitable and safer school improves teachers' awareness of the rights and responsibilities of children.

An Equitable and Safer school:

- Educates girls and boys equally, catering to the physical, cognitive, social, moral and spiritual development of both girls and boys
- Uses positive discipline
- Serves all children equally (girl or boy, children with or without disabilities, etc.).

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Brainstorming

Session plan

Brainstorming: 5 minutes

Discussion: 20 minutes

Session wrap-up: 10 minutes

Total duration of session:
35 minutes

DEFINITION OF CONCEPT

An equitable and safer school is a protective learning environment that reduces risks to both girls and boys and addresses a child's holistic well-being (physical, mental, spiritual and emotional well-being).



What to do?

In a brainstorming exercise, ask the participants to share what they know about a safer school environment. Add further detail as necessary.

ACTIVITY 2 ~ Learning from Maria's concerns about her school facilities

What to do?

1. Ask one participant to volunteer to read Case study 6 aloud for everyone to hear.
2. Ask the participants to respond to the following questions:
 - What makes this school unsafe?
 - What can be done to make the school in this case study safe for all children?
3. To wrap up the activity, ask for participants' final reflections on Maria's story, and then share with them the components of a safer school environment (see Table 1).

CASE STUDY

6. Maria's concerns about her school facilities

Maria is a pupil of a primary school in Amudat district. She is concerned about having no water in her school. Every day, the children spend three hours fetching water from a well 1km away. This denies Maria and her fellow students time in class. She is also scared that someone may abuse her on the way.

Maria also misses class during her menstruation cycle because of the lack of sanitary pads at her school. She has heard that a non-governmental organization distributes sanitary pads to the school, but Maria has never received any from the senior female teacher. She says that this teacher distributes the sanitary pads to her own children and relatives.

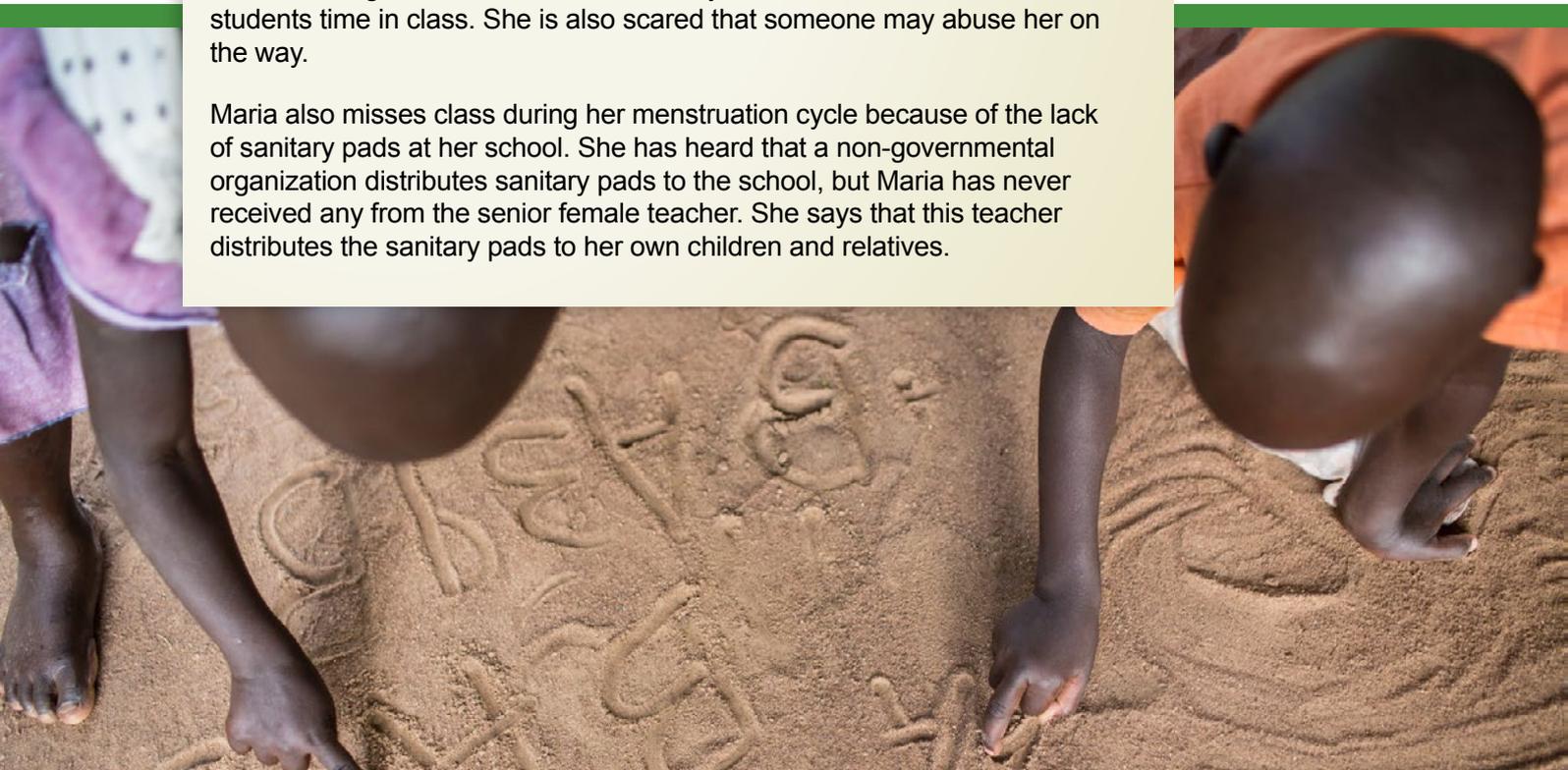


Table 1. Components of a safer school

Component	Indicators
School governance that responds to the needs of girls and boys	<ul style="list-style-type: none"> ■ Availability of functional school structures and systems such as school management committees, parent teacher associations, pupil councils, subject departments, codes of conduct for teachers, and rules and regulations, which respond to the needs of girls and boys.
Teaching and learning practices that involve both girls and boys	<ul style="list-style-type: none"> ■ Participatory methods of teaching ■ Equitable allocation of curriculum activities ■ Use of unbiased methods, including teaching aids and texts ■ Effective scheming and lesson planning ■ Guidance and counselling services for all
Community involvement in the school's management	<ul style="list-style-type: none"> ■ Parents attend meetings ■ Community protects school property ■ Local leaders contribute to school development ■ Community contributes to school feeding programme for all pupils
Both girls and boys participate in the learning process	<ul style="list-style-type: none"> ■ Functioning school clubs (Girls' Education Movement, child rights, etc.) ■ Learners participate in decision-making processes ■ Learners report cases of violence ■ Learners participate in the production, use and care of instructional materials ■ Functioning suggestion box for each class ■ Learners participate in the peace and security committee
Availability of gender-responsive school facilities	<ul style="list-style-type: none"> ■ Adequate and safe classrooms for girls and boys ■ Adequate and safe sanitary facilities for girls and boys ■ Safe and favourable recreation facilities for all learners ■ Fenced compound ■ Messages about safety and security displayed in the school environment – e.g., responses to cases of violence against girls and boys, messages about school hygiene for all

Explain that the school should be safe for both girls and boys so that they can learn effectively. Creating a safer school requires teachers to learn new skills and reflect on their teaching practices. Activities 3 and 4 focus on two different aspects of ensuring a safer school environment.

ACTIVITY 3 ~ Using positive discipline to manage violence against girls and boys

This activity around positive discipline gives participants the chance to think about the equal treatment of girls and boys when disciplining pupils. The focus is discipline as opposed to punishment. Positive discipline involves rewarding students for good performance, and providing encouragement and non-violent discipline when ‘poor’ behaviours are displayed.

Checklist	<p>Materials required</p> <ul style="list-style-type: none"> ▶ Flip chart ▶ Markers 	<p>Session plan</p> <p>Storytelling: 10 minutes</p> <p>Brainstorming and discussion: 25 minutes</p> <p>Session wrap-up: 10 minutes</p> <p>Total duration of session: 45 minutes</p>
	<p>Methods</p> <ul style="list-style-type: none"> ● Story analysis ● Brainstorming and discussion 	

DEFINITIONS OF CONCEPTS

Positive discipline is an approach used by schools that is based on the philosophy that there are no bad children, only good and bad behaviours. Positive discipline is the process of guiding children to understand their misbehaviour and building in them a personal desire to make better choices in the future. It focuses on mutual respect between adults and children; effective communication and problem solving; discipline that is neither punitive nor permissive, but which teaches children something useful; encouragement; and identifying the reasons why children do what they do. It combines non-violent discipline with a positive classroom environment – an environment that encourages pupils to get involved in defining the conditions for success.

Violence against children is the physical and psychological abuse inflicted on children by their superiors. This violence could include injury, neglect, exploitation and sexual abuse.

What to do?

1. Ask two participants to read Cases studies 7 and 8 in turn. Discuss as a group whether the disciplinary measures used with the children were appropriate and likely to help achieve a change in behaviour.

2. Ask the participants to respond to the following questions:

- To what extent do you think the disciplinary measures used with these two children were appropriate?
- What alternative interventions could be used in such cases?

CASE STUDY

7. Jenifer is punished for arriving late

Jenifer lives 4 miles from her school and has to first attend to her domestic chores each morning before walking to school. In Jenifer's village, the only available means of transport is 'boda-boda' or motorcycle transport, which costs UGX 5,000. She cannot afford to pay such a high fare and so has to walk to school every day. Jenifer is often beaten by her teacher for arriving late to school. The teacher feels that beating Jenifer will instil in her – and the other children – the discipline to keep good time and not be late for class.

8. John is punished for bullying others

John bullies other young pupils and thinks it is okay. This models bad behaviour to the other children and also gives the school a bad name. John's teacher decides to cane him. John continues to bully his fellow pupils and the teacher recommends that he be expelled from school.

Activity wrap-up

Ask a participant to wrap up the session. Summarize what has been learned, adding further detail as necessary. Make the point that violence is wrong, and that corporal punishment is a form of violence. Instead, teachers should adopt positive disciplining methods and reinforce positive behaviours in students.

Positive discipline is the process of guiding children to understand their misbehaviour and building in them a personal desire to make better choices in the future. Positive discipline is much more than simply responding to misbehaviour. It combines non-violent discipline with a positive classroom environment that encourages pupils to get involved in defining the conditions for success. Providing a positive and supportive school environment involves treating students with respect, listening to their issues and trying to solve problems together. It is also important to notice and encourage students when they make an effort to improve their behaviour or work – that is, teachers should not only praise success but also encourage effort. Such praise may take the form of positive statements made by the teacher, school rewards for good work, positive reports of a pupil's achievements given to her or his parents, and other approaches that will make the pupil want to do well again and other pupils want to emulate her or his actions. As well as using positive discipline methods to respond to pupils' negative behaviour, the school environment should encourage and reward pupils for their efforts, improvements and other positive behaviours.

What are the positive discipline methods that could be used instead?

Case study 7 shows that Jenifer’s beatings by her teacher do not teach her that arriving late to school is wrong – they just inflict more pain on her. She may get used to the violence and therefore have little motivation to change her behaviour. Besides, solving Jenifer’s timekeeping problem would mean addressing her domestic situation – a situation that might even force her to drop out of school in future.

A positive discipline approach to Jenifer’s case might involve the teacher:

- Starting by trying to understand why Jenifer arrives late to school
- Contacting her parents to discuss the situation and devise a solution – the teacher should outline the benefits of schooling to Jenifer’s parents and try to get their support for her attendance
- Holding a discussion in class about the importance of keeping time – the class should list both the causes of being late and the effects, e.g., not completing the scheduled work or even missing a lesson
- Organizing a counselling session for Jenifer and exploring how she can be supported to get to school on time – see if any of the other pupils can help her out
- Asking Jenifer to apologize to the class/school in writing, or to explain why she arrives late.

In John’s case, a positive discipline approach might involve the school:

- Writing a zero tolerance policy on bullying and sharing this with pupils via the school noticeboard and other channels
- Counselling John for this problem – this should also involve other community members such as John’s parents and relatives, religious leaders, a probation officer, the secretary for children’s affairs
- Head teacher talking about bullying at assembly and emphasizing that violence against children is unacceptable.

ACTIVITY 4 ~ Teachers’ attitudes towards learners

Checklist	<p>Materials required</p> <ul style="list-style-type: none"> ▶ Flip chart ▶ Markers 	<p>Session plan</p> <p>Storytelling: 10 minutes</p> <p>Discussion: 25 minutes</p> <p>Session wrap-up: 5 minutes</p> <p>Total duration of session: 40 minutes</p>
	<p>Methods</p> <ul style="list-style-type: none"> ● Story analysis ● Brainstorming and discussion 	

What to do?

1. In a brainstorming exercise, ask one participant to volunteer to read Case study 9 aloud to the group.
2. Ask the participants to discuss the case by responding to the following questions:
 - What have you learned from the case study?
 - How do you think the gifts to the girl and boy in the story will affect how Martha and other girls perform in future?
 - If you were a teacher in the school, how would you approach the situation?
3. Record the responses on a flip chart and summarize these for the participants.
4. At the end of the session, ask the participants to read more about appropriate teacher attitudes to enhance their knowledge of the topic.

CASE STUDY

9. Inappropriate teacher attitudes

In 2015, in a primary school in Moroto district, two children (a girl and a boy) performed extremely well in the final term examinations. Martha, who had been among the top five pupils in the school every term, was number one this time, beating all of the other girls and boys. She beat John, who had previously always been number one. At the annual speech day attended by parents, the top performing pupils received gifts: Martha was given a mirror and John received a mathematical set.

SESSION TWO: LEARNING MATERIALS AND LESSON PLAN

The effectiveness of classroom interactions between teacher and students and between girls and boys depends on thorough and effective lesson planning. The development of gender-responsive lesson plans is the focus of this session.

Lesson planning involves the development of appropriate learning materials, methods and activities; choices around the language of instruction and the techniques by which the teachers, girls and boys will interact; decisions around the classroom set-up; and decisions around the assessment of the students.

Objectives of the session

- Participants **understand what constitutes** a gender-responsive primary school learning environment and gender-responsive teaching materials.
- Participants can **develop teaching practices**, learning materials and lessons plans that are sensitive to gender, identity and peace, and are gender responsive.

ACTIVITY 1 ~ Learning from the pictures

Checklist	Materials required	Methods
	<ul style="list-style-type: none"> ▶ Flip chart ▶ Markers ▶ Pens ▶ Notebooks 	<ul style="list-style-type: none"> ● Pictorial review (textbook pictures) ● Discussion <p>Session plan</p> <p>Review of textbook pictures: 10 minutes</p> <p>Discussion: 30 minutes</p> <p>Total duration of session: 40 minutes</p>

What to do?

1. Ask participants to form three groups.
2. Give each of the three groups a different picture from Figure 2 and ask participants to conduct a gender analysis of their group's picture. Each group should respond to the following questions:
 - List the stereotypes visible in the picture.
 - How could a teacher address such stereotypes in a textbook while delivering a lesson?
3. Ask the participants to share their answers in a plenary session. Write each group's responses on the flip chart and add further detail using the Trainer's notes below.

Trainer's notes

PICTURE 1 consists of two panels. In the first, a boy is kicking a ball as a girl watches on – her demeanour and encouraging words confirm that it is acceptable and expected

behaviour for a boy to kick a ball. In the second panel, the boy is throwing a different ball and this time the girl seems not to understand such behaviour. It appears that in this community boys are not expected to play with a ball using their hands.

PICTURE 2 depicts girls and boys playing different games and playing only with members of their own sex. This shows the divide between girls and boys, which begins from an early age.

PICTURE 3 shows men engaged in professional and technical work such as roofing, plumbing and fixing windows while women do domestic chores. This shows the different roles that society ascribes to females and males.

Such messages distort girls' capabilities and thus fail to explore girls' potential. Teachers should use the same pictures to promote equality among girls and boys.

Activity wrap-up

Point out that learning aids and materials, particularly textbooks, often contain stereotypes of masculinity and femininity. Share some examples of the gender stereotyping that can happen in school. For example, teachers may refer to boys positively if they are dynamic, aggressive, independent, explorative and competitive, while girls often receive positive feedback for being obedient, kind, gentle, passive and positive. Stereotyping is also visible in the kind of responsibilities students are given in school: Girls are often given secretarial and food and hygiene roles, while boys are given leadership positions such as head of sports or discipline.

Explain that being gender sensitive is about being sensitive to both sexes rather than about comparing girls to boys. Teachers should be able to determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Teachers should think critically about stereotypes and promote alternative notions in the classroom.

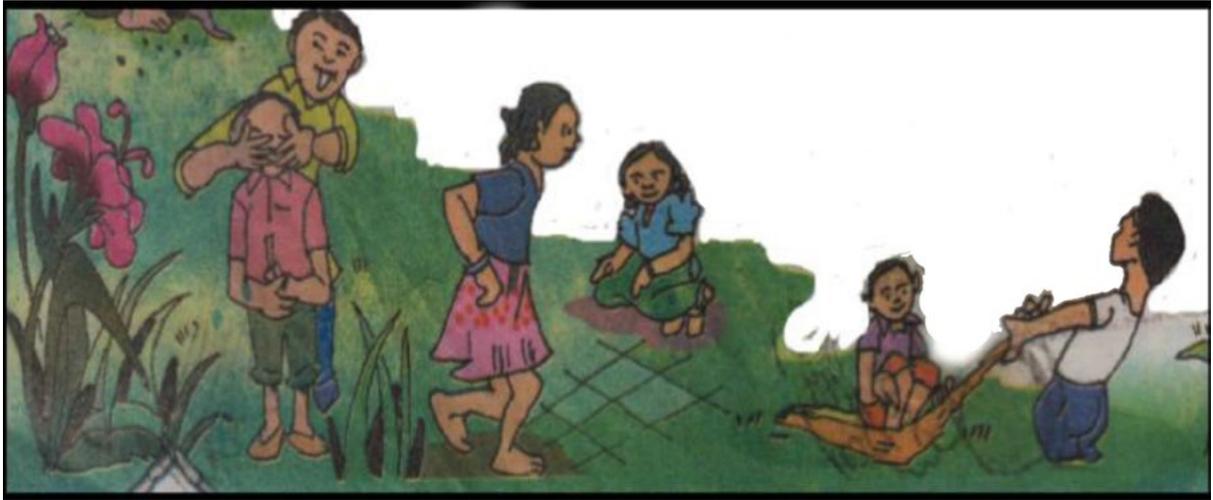
Teachers can also integrate positive female and male role models into their teaching practices to help girls and boys see themselves in professions that do not correspond with the usual stereotypes. For example, a teacher could refer to positive female role models in history such as notable female doctors, scientists and leaders.

Figure 2. Textbook pictures for pictorial review



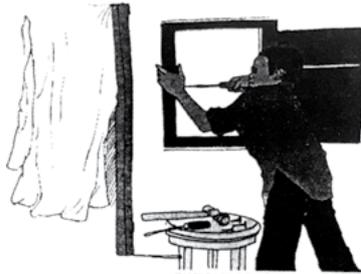
Boy kicks a ball and girl is encouraging

Boy throws a ball and girl is surprised



Girls and boys playing different games and playing only with members of their own sex

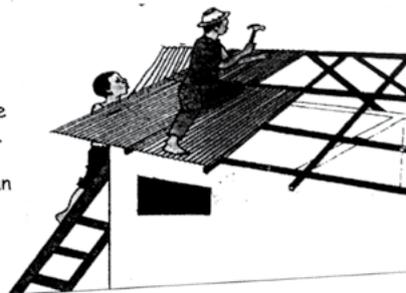
The man is fixing a door and a window frame in the house.



Abdul is a plumber. He fixes water pipes, tanks, sinks, showers and bathtubs in houses.



Mr. Mateke is putting a roof on a house. The roof of the house has green iron sheets. Oketch is climbing on a ladder to give him an iron sheet.



Men engaged in skilled work while women do domestic chores

DAY THREE



ACTIVITY 1: Recap of day two

Begin day three by reflecting on day two. The aim of this 10-minute exercise is for participants to refresh their learning from the previous day and attempt to link day three's activities to day two.

What to do?

1. Ask all of the participants to stand in a circle.
2. Explain to the participants that they should now reflect on the activities of day two. Throw a ball of paper randomly to a participant and ask her/him share the most important lesson she/he learned the previous day. What didn't go well? And what further information does she/he need on the sessions and activities covered the previous day? Ask the other participants to help fill any gaps in the learning from day two.
3. Repeat the process by throwing the paper ball to several more participants and asking the same questions.
4. Fill any gaps and add to participants' knowledge by summarizing the previous day's discussions.

ACTIVITY 2 ~ Integrating gender into the lesson plan

Checklist	<p>Materials required</p> <ul style="list-style-type: none"> ▶ Flip chart ▶ Markers ▶ Pens ▶ Notebooks 	<p>Session plan</p> <p>Group discussion: 30 minutes</p> <p>Plenary session: 40 minutes</p> <p>Activity wrap-up: 10 minutes</p> <p>Total duration of session: 1 hour 20 minutes</p>
	<p>Methods</p> <ul style="list-style-type: none"> ● Group work ● Plenary session 	

What to do?

1. Ask the participants to get into two groups.

2. Provide each group with a copy of Lesson plan 1 and ask them to respond to the following:
 - What are the gender gaps in the lesson plan?
 - How could such a plan lead to conflict in a class?
 - What should be done to address the mistakes and gaps in the lesson plan?
 - Develop a gender-responsive lesson plan by considering the lesson subject; lesson topic/sub-topics; number of pupils in the class; language of instruction; competencies, life skills, values and attitudes; teaching methods and materials; specific activities; learning indicators; and feedback process.
3. The groups should share their thoughts and ideas in a plenary session. Summarize the participants' discussion and add further detail using the information in the Trainer's notes below.
4. Now share a gender-sensitive lesson plan (see Lesson plan 2). Ask the participants:
 - What makes this lesson plan a gender-sensitive plan?
 - And why does it promote peace and harmony in the class?

Lesson plan 1: Lesson plan with gender gaps

Item	Detail
Date	31 June 2016
Class	P6
Subject	Science
Number of pupils	50
Time	8.30am–9.10am
Topic	Seeds
Sub-topic	Types of seeds
Objectives	<ul style="list-style-type: none"> ■ Describe dicotyledonous and monocotyledonous seeds ■ Give examples of each ■ Identify the parts of the seed and its functions
Teaching aids	Seeds
Introduction	Review of the previous lesson
Experience sharing	Ask the pupils what they know about seeds
Illustrations	Name the parts of the seeds
Application	Ask pupils to collect seeds at home and plant them in containers
Lesson evaluation	Observation, question and answer sessions

Lesson plan 2: Gender-responsive lesson plan

Date	Subject	Class	Number of participants			Time
			Male	Female	Total	
31 June 2016	Science	P6	30 boys	20 girls	50	8.30am–9.10am
Topic/theme		Seeds				
Sub-topic/sub-theme		Types of seeds				
Competences		Describe dicotyledonous and monocotyledonous seeds Give examples of each Identify the parts of the seed and its functions				
Language		English				
Subject		Science				
Life skills indicators		Girls and boys are assertive and able to speak about seeds Girls and boys are able to differentiate the types of seeds				
Methods		Observation, mixed-group discussion (involving girls and boys, and a mixture of ethnic groups, if applicable), presentation, question and answer sessions				
Instructional materials (audio-visual aids)		Observe the different types of seeds, posters and charts				
Procedure/teaching steps						
Step	Duration	Teacher activity	Learner activity			
1	5 minutes	Introductory activities: The teacher will review the previous lesson.	Girls and boys will participate in the review by share lesson from previous lesson.			
2	20 minutes	Lesson development activities: The teacher will guide the pupils in reviewing the lessons through a question and answer session, selecting girls and boys equally; and the pupils (girls and boys) will listen to the questions and participate equally.	Girls and boys will listen, reflect and answer answers.			
3	5 minutes	Sharing of experiences: The teacher will explain the topic and what is expected from the pupils; and the pupils will listen, participate and appreciate the contribution of each of the participants.	Girls and boys will share their experiences on the topic.			
4	10 minutes	Evaluation activities: Observation, question and answer sessions.	Participants will ask questions to seek clarity.			
Self-evaluation						

Trainer's notes

Most existing primary school lesson plans are not gender responsive. The most common mistakes and gaps in existing plans include:

- Failure to consider the specific needs of girls and boys – i.e., lesson content, learning materials, methodologies, classroom set-up and activities are not carefully planned to incorporate the needs of both girls and boys
- Teaching methodologies such as group discussions, role plays, debates and case studies may be provided, but the roles given to girls and boys are often specific and unique – e.g., girls are asked to play secretaries, mothers and nurses, while boys are asked to play pilots, farmers and doctors
- Girls and boys not always being given equal opportunities to participate in practical activities
- Failure to consider an appropriate classroom set-up to promote the equal participation of girls and boys – e.g., the plan does not consider when to ask girls and boys questions (particularly the shy – usually girls – brought up not to speak in public), or where girls and boys should stand and sit.

Lesson content, the language of instruction and approaches in terms of gender responsiveness can all reinforce gender inequality and so must be addressed in the lesson plan.

Participants should show that they are aware that Lesson plan 1:

- Does not disaggregate pupils by gender (number of girls and boys)
- Does not recognize the fact that girls and boys may have diverse experiences in relation to seeds
- Shows neither how the groups will be formed (e.g., a mixed or focus group) nor the roles of group members (e.g., who facilitates, takes notes) – and nothing about mixing ethnic groups to avoid one perspective
- Does not describe the teaching methods to be used.

Let the participants know that some teachers also do not consider the differences among their pupils when developing their lesson plans. Some children are shy – particularly girls – and so may not participate in school activities. A good lesson plan should outline ways to get everyone involved.



SESSION THREE: GENDER-RESPONSIVE LEADERSHIP AND ADVOCACY

Objectives of the session

- Participants **enhance their capacity to identify** the gender-related concerns and issues that may exist in class and in school.
- Participants are **willing and able to conduct effective advocacy** for the gender-related issues they identify.

DEFINITION OF CONCEPT

Advocacy is the action or process of supporting a cause. For example, effective advocates for children influence public policy, laws and budgets using facts, their relationships, the media and messaging to educate government officials and the public on the changes they want to bring about for children and their families.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Story analysis
- Brainstorming and discussion

Session plan

Storytelling: 5 minutes

Brainstorming and discussion: 45 minutes

Session wrap-up: 10 minutes

Total duration of session: 1 hour

What to do?

1. Ask for a participant to volunteer to read Case study 10 aloud to the group.
2. Ask the participants to share what they have learned from the story by responding to the following questions:
 - What are the gender issues drawn from the pupils' discussion?
 - How do such issues affect girls and boys?
 - How could the children in the story have advocated more effectively for such gender issues? What mechanisms could they have used instead?

3. Ask the participants to brainstorm and then share:
 - What does ‘advocacy’ mean?
 - What skills are necessary to achieve effective advocacy?
 - What gender issues do you think require advocacy?
4. Summarize what the participants have shared and supplement this with a discussion of the information in the Trainer’s notes below.

CASE STUDY

Girls attempt to use the school leadership structure to make a change

Two girls walking in the school compound were complaining about the lack of sanitary pads, a changing place for girls and a separate latrine for girls, boys and teachers at the school.

“Can you imagine, girls, boys and even the teachers use the same latrine,” says the first girl.

The second girl replies: *“What can we do about those problems? Of course nothing. It is only a miracle that can save us.”*

A boy who is just passing happens to hear the conversation. *“I have heard everything,” he says. “But do you want to be thought of as a special group?”*

A third girl, a prefect, who also happened to be standing nearby, joins in the discussion. *“Yes, girls are a special group,” she says. “We are different from boys and so need special attention and care. Boys are special too and also have unique needs that should be addressed. This is a serious problem and so we must work together to raise it with the school administration. We need to organize ourselves to discuss this problem articulately with our teacher.”*

The two girls ask the prefect to talk to a teacher, which she does straightaway. The teacher comes and tells the pupils that he will approach the head teacher but that the girls and boys should come and share their views on exactly how they are affected by the issues.

Trainer’s notes

Many school-based structures have responsibilities for the planning, implementation, management and monitoring of education service delivery. These structures range from class monitors to head teachers, school management committees and parent teacher associations. As Case study 10 demonstrates, however, these structures don’t involve parents, teachers and pupils fully but the participants also don’t fulfil their roles as expected.

A single teacher or pupil may be unable to individually influence change in a school. Influencing change in relation to issues of gender and conflict may require the joint efforts of many actors. It may also require the teacher and other actors to work with the school-based structures. Efforts to establish a gender-responsive pedagogy must be supported by a gender-responsive school management system.

School management (particularly the school management committee) should be involved in identifying gender issues and appropriate interventions.

At the school level, advocacy should be a major activity undertaken by the leaders. The school leadership must identify the most important areas for advocacy.

Possible areas for advocacy might relate to:

- Basic necessities – e.g., textbooks, sanitation, infrastructure, changing rooms for girls
- Male circumcision
- Ethnic conflicts – in some schools, it was reported that certain pupils are treated as inferior

Tips for effective advocacy

- Know the facts – your credibility depends on it.
- Be prepared to use the facts and share them in a useful format, e.g., a one-page summary.
- Keep it brief – key policymakers do not have time to read big and complex documents, so limit yourself to three or four clear and concise messages.
- Nurture relationships and work collaboratively with others. Make your voice heard and use the public sphere (e.g., media, social media, petitions, letters, emails) to engage as many people as you can – numbers speak loudly to elected officials.
- Personalize your points using local and personal stories that illustrate your message and the impact of the issue.
- Be specific and give the exact name (and number, where applicable) of the bill, regulation or amendment, study, town, etc. that applies to the issue.
- Back up your points with supporting documents.
- Understand the people you are trying to influence in terms of their interests, existing financial status, political affiliations and so on.
- Have a strategy or plan of action.
- Be consistent.
- Focus on solutions, not problems.
- Use many approaches.
- Don't be confrontational or threaten.

Tools for effective advocacy

- Community dialogue with key officials
- Barazas and other community meetings
- Rallies or media events
- Role plays
- School debates
- Engagement and advocacy during parent teacher association events
- School club activities
- School community outreach
- Peer support

DAY THREE

PART FOUR: ACTION PLANNING AND EVALUATION OF THE TRAINING

ACTIVITY 1 ~ Action planning and looking forward

Now that the participants are aware of the concepts of gender and peacebuilding, and are able to identify the issues associated with gender and peacebuilding, they should attempt to write action plans to address such issues in their schools. Participants should not be too ambitious, so should consider only a few actions, each with a time frame of between one academic term and one school year.

Objectives of the activity

- Participants are *able to identify* the gender and peacebuilding concerns in their respective schools.
- Participants can *develop practical action plans* to address these gender and peacebuilding concerns and are ready and committed to implementing the plans at work.

Checklist

Materials required

- ▶ Flip chart
- ▶ Markers

Methods

- Group work
- Plenary session

Session plan

Group work: 40 minutes

Presentation and discussion: 40 minutes

Session wrap-up: 10 minutes

Total duration of session: 1 hour 30 minutes

What to do?

1. Ask the participants to get into three groups to develop their action plans.
2. Guide the participants. First, ask participants to identify actions to be implemented within the next term or school year. Highlight the domains that the participants should think about as they develop their action plans. Ask the participants to refer to their lists of areas of advocacy from the earlier discussion as a prompt.

Gender domains for consideration might include:

- Decision-making at school through the school management and parent teacher associations and other community-based structures
 - The participation of both girls and boys in school and class activities
 - Advocacy for gender and peacebuilding – building a safer school environment for learning for both girls and boys
 - Lesson planning and the development of child-friendly learning materials related to gender and conflict
 - The mobilization, formation and strengthening of girls’ and boys’ peacebuilding clubs and drama activities, and use of existing clubs and drama (theatre) as tools to advocate for gender equality and peace
 - working with community-based institutions and structures to address gender and conflict challenges experienced by girls and boys at school and in their homes and communities.
3. Get the participants to consider the following:
 - Reflecting on the domains above, identify one or two areas relating to gender and peacebuilding on which to focus our work in the coming term or school year.
 - For each area selected, think of two to three activities to implement.
 - For each activity identify key measurable indicators (or what will show that we are achieving our objectives).
 - For each measurable indicator, identify the means of verification (or methods for collecting evidence of change) and data collection.
 - Attach a time frame and responsible person(s) to each activity.

Example of the participant action plan template

Key gender and peacebuilding area for advocacy	Activities	Measurable indicators <i>(what will show the change)</i>	Means of verification <i>(evidence of the change, e.g., reports, minutes, stories)</i>	Time frame	Resources needed	Responsible person(s)
1.	1.					
	2.					
	3.					
2	1.					
	2.					
	3.					
3	1.					
	2.					
	3.					

Activity 2 ~ Evaluation of the training and next steps

Thank participants for their input and commitment to the training, and stress how important it is that they take forward what they have learned and apply this knowledge in their classrooms and schools. Make the point that gender equality and peace will only be achieved if everyone plays a part. As teachers, the participants hold the key to the future of Uganda, and the training has now given each participant the capacity to help make the country a fairer and more peaceful place for all girls and boys.

Finally, explain to participants that it would be great to know their thoughts on the training and how it could be improved in future. Ask them to provide their honest feedback on the three-day training using the evaluation form in Appendix 1.

APPENDIX 1: EVALUATION FORM

Please give us your feedback on the training by responding to a few questions.

1. How do you rate the relevance of the Gender and Peacebuilding Training?
(Tick one box only)

- Very relevant
- Relevant
- Somehow relevant
- Not relevant

2. Which topics did you find useful to your work? _____

3. Which topics did you find least useful? _____

4. Which topics would you like more information about to improve your understanding?

a) _____

b) _____

5. What have you learned from the training that you will apply to your work?

a) _____

b) _____

6. Please rate the following by ticking the appropriate box below (Tick one box per row)

	Very good	Good	Fair	Poor
Communication before the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methodology of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Would you recommend this training to other teachers? (Tick Yes or No)

- Yes No

8. Any other comments _____

THANK YOU FOR YOUR RESPONSES

ANNEX 2: FURTHER READING

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APPENDIX 3: GLOSSARY

SEX describes the biological and physiological differences or characteristics that define women and men. These differences are universal and are determined at birth, when a newborn child is assigned one or other biological category: female or male. Biological differences between females and males typically relate to reproduction. For example, women menstruate and ovulate and can give birth to babies while men produce sperm, which can fertilize an ovum.

GENDER refers to the roles, responsibilities and behaviours that women and men are prescribed by society. As gender is a social construct, the roles, responsibilities and behaviours that are considered suitably feminine for women and masculine for men may vary across different societies and communities. For example, in Karamoja, women are expected to take care of children and domestic chores, while men are expected to work and earn money to provide for the family; girls are considered emotional and boys are expected not to cry.

GENDER SOCIALIZATION is the process, which begins at birth, through which girls and boys learn the feminine or masculine roles, responsibilities, attitudes and behaviours expected of their sex. Learning these gendered roles and behaviours happens at home, in the community and at school. From day one, a girl is taught to behave like a girl and is prepared for growing up into a woman. In the same way, a boy is oriented to act like a boy and is prepared for growing up to become a man.

GENDER STEREOTYPES describes the attitudes and beliefs that any given community or society holds about the characteristics associated with females and males. For instance, the Ganda community would expect a woman to be humble while speaking to a man – she is supposed to kneel and not look directly in the man’s face.

GENDER SENSITIVITY is the ability to recognize existing gender differences and issues and incorporate these in strategies and actions.

GENDER RESPONSIVENESS involves identifying and implementing actions not only to address the practical needs of females and males, but also to exploit entry points for addressing gender inequalities. For instance, in a school, a teacher may identify girls’ unique need for sanitary pads and also the need for separate changing rooms for girls because of their menstruation and consider these female needs while developing the school infrastructure budget. Similarly, the head teacher or the school management team may identify the need to construct separate latrine facilities for girls and boys.

MASCULINITY AND FEMININITY are the traits traditionally associated with being a man or a woman. Masculinity and femininity are rooted in society: society decides what traits are ‘female’ and ‘male’, e.g., women are considered passive and emotional in many societies, while men are seen as dominant and brave. Males will generally define themselves as masculine and females as feminine. From birth, an awareness of one’s gender is formed in social situations by the ongoing interactions with significant others such as parents, peers and educators.

GENDER ROLES are activities and behaviours ascribed to females and males by society on the basis of their perceived gender and sexual differences. Gender roles are reinforced through the gendered division of labour, for example, girls and women are expected to take care of the home while boys and men go out to graze and to work for money.

GENDER EQUALITY refers to females and males having the same opportunities in life, including the ability to participate in the public sphere. Both girls and boys are, for instance, entitled to an equal share of food and other basic necessities at home.

GENDER EQUITY refers to the process of being fair to females and males, by recognizing their different needs and interests, and creating ways to redistribute power and resources as necessary. For instance, girls and women may be given an advantage to enable them to reach the same levels of attainment as boys and men. The 1.5 bonus points awarded to female university applicants is one such advantage conferred on girls and women in Uganda to improve their chances of accessing a university education.

GENDER MAINSTREAMING is the systematic integration of gender concerns into existing policies, projects and actions. Gender mainstreaming of gender issues aims to provide equal opportunities to females and males, and consequently enable them to attain equality.

GENDER DISCRIMINATION is the systematic and unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities and resources.

GENDER GAP refers to quantifiable signs of differences between females and males in a family, school, community or society.

GENDER PRACTICAL NEEDS refers to the needs of females and males as these relate to the responsibilities and tasks associated with their traditional gender roles or to immediate perceived necessities. For instance, women would view water, shelter and food as their immediate needs. Addressing gender practical needs would improve the well-being of females and males.

SOCIAL IDENTITY is a belief that one belongs to a particular group, for example, feeling as though one is a Jie, a Karamojong, a Ganda or an Acholi. There is an assumption that the relationship is reciprocal: “My social group needs me and I need them.” Social identity is one of the major causes of inter-group hostility and conflict.

CONFLICT is the actual or perceived opposition of needs, values and interests. Conflict is associated with antagonism, opposition, disaggregation, discord, disagreement or non-conformity to the requirements of a task, activity or process. Conflict can manifest as hostility or the desire to harm another. Conflict is a necessary feature of society and, if managed constructively, can lead to positive social change.

PEACEBUILDING is a range of measures targeted to reduce the risk of lapsing or relapsing into conflict. Peacebuilding demands inclusivity (women, men, youth and other marginalized groups working together), institutional structural development, enhancement of social cohesion and the building of trust among social groups.

DESTRUCTIVE CONFLICT is a type of conflict that is negative and harmful in nature. Such conflict involves structural and direct violence, harms relationships, decreases trust, limits interaction between people, and resists resolution efforts and the examination of its root causes.

CONSTRUCTIVE CONFLICT is a type of conflict that could be positive and assist in identifying a problem that needs to be resolved. When managed constructively, conflict can lead to greater cooperation and understanding. Constructive conflict resolution mitigates violence, addresses root causes, improves relationships, creates trust, enhances connections, increases fairness and equity, and responds to resolution efforts.

POSITIVE PEACE describes the situation where direct violence and also structural violence are absent. Not only is the society free from violence, but it also has social justice, equal opportunities, fair distribution of power and resources, equal protection and the impartial enforcement of the law.

NEGATIVE PEACE describes the situation where direct violence and war are absent, but social injustice and inequality still prevail.

EQUITABLE AND SAFER SCHOOLS are protective learning environments that reduce risks to both girls and boys and address a child’s holistic well-being (physical, mental, spiritual and emotional well-being).

POSITIVE DISCIPLINE is an approach used by schools that is based on the philosophy that there are no bad children, only good and bad behaviours. Positive discipline is the process of guiding children to understand their misbehaviour and building in them a personal desire to make better choices in the future. It combines non-violent discipline with a positive classroom environment – an environment that encourages pupils to get involved in defining the conditions for success.

APPENDIX 4: KEY GENDER MESSAGES AND PRACTICAL ACTIVITIES FOR TEACHERS

Knowing the key gender concepts is a big step towards becoming gender aware and implementing gender-responsive classroom and school environments. The following messages can empower teachers to address gender issues at school and in the wider community.

- Gender roles, responsibilities and identities are socially learned and can be changed.
- Gender is a key aspect of an individual's wider identity, along with race, age, sexuality, and religious and social status.
- Equality does not mean that females and males are the same, but that their enjoyment of rights, opportunities and life chances is not governed or limited by having been born female or male.
- Equality leads to equity.
- Gender discrimination between females and males varies across cultures.
- No one sex or gender is superior; we are all equal.
- Girls and boys are different but equal, and can perform complementary roles.
- Cultural differences, attitudes, practices and beliefs affect gender roles and responsibilities
- Gendered restrictions on girls and boys hinder their development and growth.
- Teachers play a major role in imparting gender education and ensuring that schools are gender responsive.

TEACHER ACTIVITIES

Working with gender concepts in class Now that you know about gender concepts, what are you going to do differently to address these concerns in your school? For example, how will you assign roles equally to girls and boys?

By learning these concepts, how will you start to be gender responsive, assign roles equally to girls and boys, promote equality and being equitable, mainstream gender in school activities, and empower girls and boys to promote gender responsiveness?

To address the gender issues in your school, begin by establishing:

- The number of girls and boys in the class
- The number of female and male teachers in the school
- The sex of the head teacher
- Who welcomes visitors to the school (girls or boys)
- Who briefs and entertains visitors to the school (girls or boys)
- Who prepares meals for and serves visitors to the school (girls or boys)
- The specific gender roles played by girls and boys in the school and how these affect girls' and boys' learning.

Making the classroom set-up gender sensitive

Observe the:

- Size of the classroom
- Size and shape of the desks and chairs
- Arrangement of the desks
- Wall space and fixtures (signposts and language used)
- Seating arrangement – who sits where? Where do girls and boys sit? Is the seating mixed or are girls and boys kept apart? Do the girls sit at the back or in corners?

Find out how the school ensures that girls and boys have equal access to textbooks.

An equitable and safer school environment Are there separate and adequate sanitation facilities for girls and boys?

Actions for the teacher to address gender-based violence against girls and boys

Together with the pupils:

- Identify the forms of violence against girls and boys
- Establish who experiences violence and the causes of the violence
- Agree to put up a poster in class that says, “This is a violence-free zone” (encourage other classes to do the same).

By yourself, establish:

- Whether any specific steps are taken by the school management and your fellow teachers to address violence against girls and boys at the school
- How you treat girls and boys yourself when they exhibit unacceptable behaviours.

Actions towards changing the attitudes of the teacher and pupils towards gender differences

Together with the pupils:

- Analyse the language that you, your fellow teachers and girls and boys use in class
- Identify terms, names and language used in class to refer to girls and boys
- Establish whether these terms are negative or positive and how they affect girls' and

boys' learning

- Identify the non-verbal communication behaviours used by girls, boys and teachers, and whether these are negative or positive.

Together with your fellow teachers, identify ways to address these challenges.

Actions for making learning materials more gender responsive Reflect on your own teaching practices in terms of how:

- You consider gender during the lesson planning
- Your classroom is arranged to promote equal participation of girls and boys, and if there is a better set-up for doing so
- The textbooks you use incorporate gender, and how to address the challenge of textbooks that are not gender responsive
- You involve girls and boys equally in teaching activities such as group discussions, role plays, debates, case studies and practical exercises
- You plan to get adequate feedback from girls and boys, remembering that some girls and boys are shy or cannot express themselves well in writing.

To analyse your textbooks, select each in turn and ask yourself:

- How many times do girls and boys, women and men appear in the textbook? What roles do they play? Are the roles gender sensitive? Could the roles be reversed?
- Are the pictures gender responsive? Select an illustration from the textbook that is not gender sensitive and work out how it could be made gender sensitive.

Actions for the teacher to promote gender-responsive leadership

Together with the pupils:

- Identify the school management and leadership structures such as class monitors, prefect bodies, pupil councils, school management committees
- identify the school's gender and peacebuilding policies and regulations
- establish the extent to which these attempt to address gender and conflict issues in the school
- Organize girls and boys to identify issues related to gender and peacebuilding that require support from the school management and leadership structures.

Support the pupils to present the issues identified by the activity to the school management and leadership structures.



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