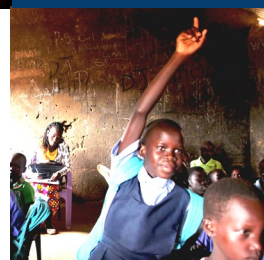




# ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with Plan International USA

## Gender & Social Inclusion



*Handbook for Participants*

August, 2016

Winrock International developed this Gender and Social Inclusion Handbook for Participants for the Room to Learn program in collaboration with the Ministry of General Education and Instruction (MoGEI) of the Republic of South Sudan and the Ministry of Gender and Social Inclusion. We thank them for their guidance and valuable assistance in the development of this resource.

Room to Learn, which aims to expand inclusive education opportunities and promote social cohesion, is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Winrock International and do not necessarily reflect the views of USAID or the United States Government.

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# Introduction

This handbook was designed for use by participants during the Room to Learn South Sudan Gender and Social Inclusion training program. The handbook includes background information, illustrations and handouts that are part of the Gender and Social Inclusion training program. The handbook is not intended to be a complete guide to the training but should act as a resource for session activities. The handbook can also serve as a resource for gender focal points—people who help raise awareness and understanding of gender issues—as well as community members, advocates, and others using the information and skills from this program.

The Gender and Social Inclusion training program was created as part of the Room to Learn (RtL) South Sudan project, an effort to address inequity in South Sudan's education system and ensure safe, quality educational services for all children in the Republic of South Sudan. Room to Learn (RtL) is a project funded by the United States Agency for International Development (USAID) and led by Winrock International, with support from FHI 360, Plan International and the South Sudan Ministry of General Education and Instruction (MoGEI).

The goal of RtL's gender and social inclusion (GSI) interventions is to address socio-cultural barriers that prevent access to education and social unity. To that end, the purpose of this training program is to build the capacity of MoGEI gender focal points to engage communities in advocacy efforts to improve attitudes about education for girls and vulnerable groups, and to address barriers to enrollment of out-of-school children by emphasizing the value of all children, including girls and other marginalized populations; promote the benefits of girls' education and a gender-equitable distribution of household work; engage parents, girls, and communities to ensure girls' safety; and provide a support structure for girls and vulnerable children to achieve their full potential.

# **MODULE ONE: GENDER AND SOCIAL INCLUSION**

# **A. Training Agenda and Learning Objectives**

## **Session 1: Welcome and Introduction**

Getting to Know Each Other

Training Goal, Objectives, and Ground Rules

## **Session 2: Sex and Gender**

Understanding Definitions

Sex or Gender?

Gender Awareness

## **Session 3: Gender roles and stereotypes**

Where Do Gender Roles Come From?

Boys Do, Girls Do

Gender Roles Case Study

Debate—Education

## **Session 4: Social Inclusion**

What Is Social Inclusion?

Social Norms

Attitudes

Displacement

Living on the Streets

Gender-specific Barriers

By the end of Module 1, participants will:

- Know the difference between sex and gender and be able to define both terms

- Understand how gender roles and gender stereotypes affect their lives and the lives of children
- Understand how society encourages women and men, girls and boys to behave in ways that may not be their choice or the best expression of their talents
- Understand the concept of social inclusion in education
- Identify different groups of children and youth who face barriers to education
- Describe the barriers different groups face



## B. Background Information, Illustrations and Hand-outs

### Session 2: Sex and Gender

#### Definitions

**Sex** is based on biology. It is about physical bodies. Sex is fact.

**Gender** is based on a society's beliefs. Gender is opinion.

**Gender awareness** means understanding traditional gender roles, gender discrimination, and stereotypes—or widely held, fixed, and oversimplified ideas about girls, women, men, and boys.

### Session 3: Gender Roles and Stereotypes

#### Definitions

**Gender roles** are a pattern in societies where women have one set of roles and responsibilities and men have another, regardless of their skills or interests.

A **gender stereotype** is an idea about a person based on their sex or gender

### Activity 3.1: Where Do Gender Roles Come From?

#### Traditional Story Activity: When Women Owned Cattle

Long ago, both men and women in our village owned cattle. Then, one day, a butcher slaughtered a bull in the village square. All the women in the village ran scrambling to get some of the meat. In their greed, the women forgot all about their cattle. The women's cattle wandered off and disappeared, becoming the wild animals we have today. The community lost half of its cattle and suffered greatly.

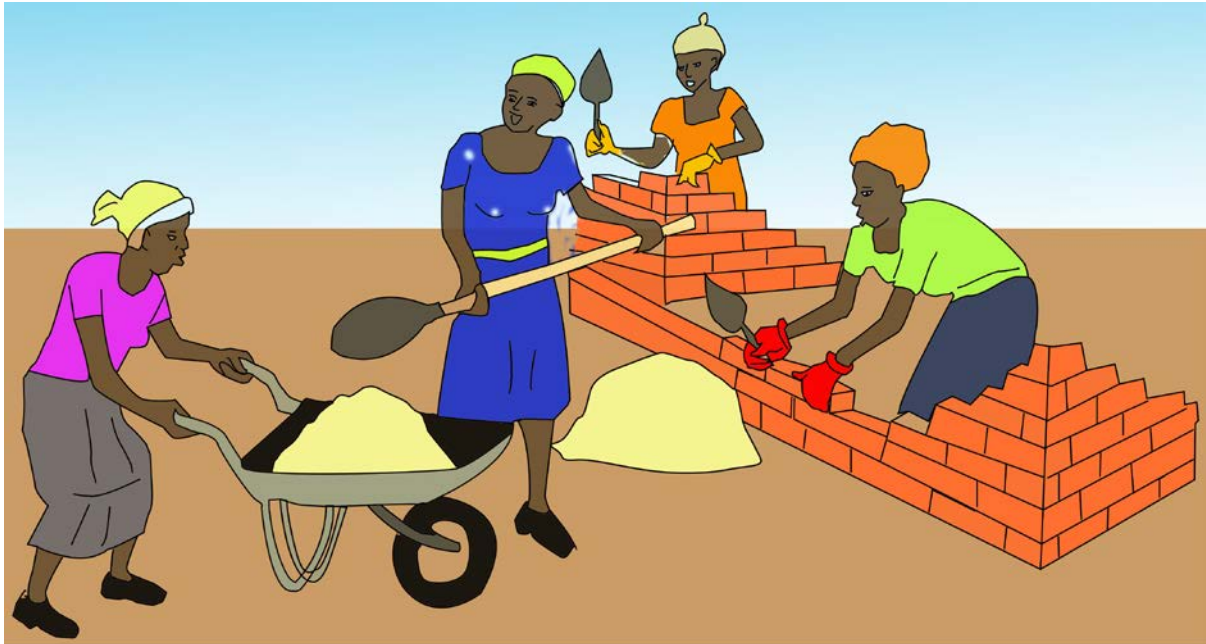
This is why we bar women from inheriting property. Women should do what they are best at, like cooking meals for their families. Managing property is a man's job.

## **Activity 3.3: Gender Roles Case Study**

### **Gender Roles: Can Women Build Roofs?**



**Gender Roles: Women Building**



## Session 4: Social Inclusion

### Definitions

**Social inclusion** means equal access to education for all children, regardless of sex, disability, low social (socioeconomic) status, ethnic group, religion, or language.

**The goal of social inclusion** is to ensure that no child in South Sudan is left out of education for these reasons.

**Inclusive education:** Enabling all students to attend and be welcomed by their neighbourhood schools in age-appropriate, regular classes; supporting all children to learn, contribute and participate in all aspects of the life of their school.

**Discrimination** occurs when someone is treated unfairly or differently because the person is part of a particular group.

**Gender discrimination** means denying rights or treating a woman or man badly based on their sex or gender.

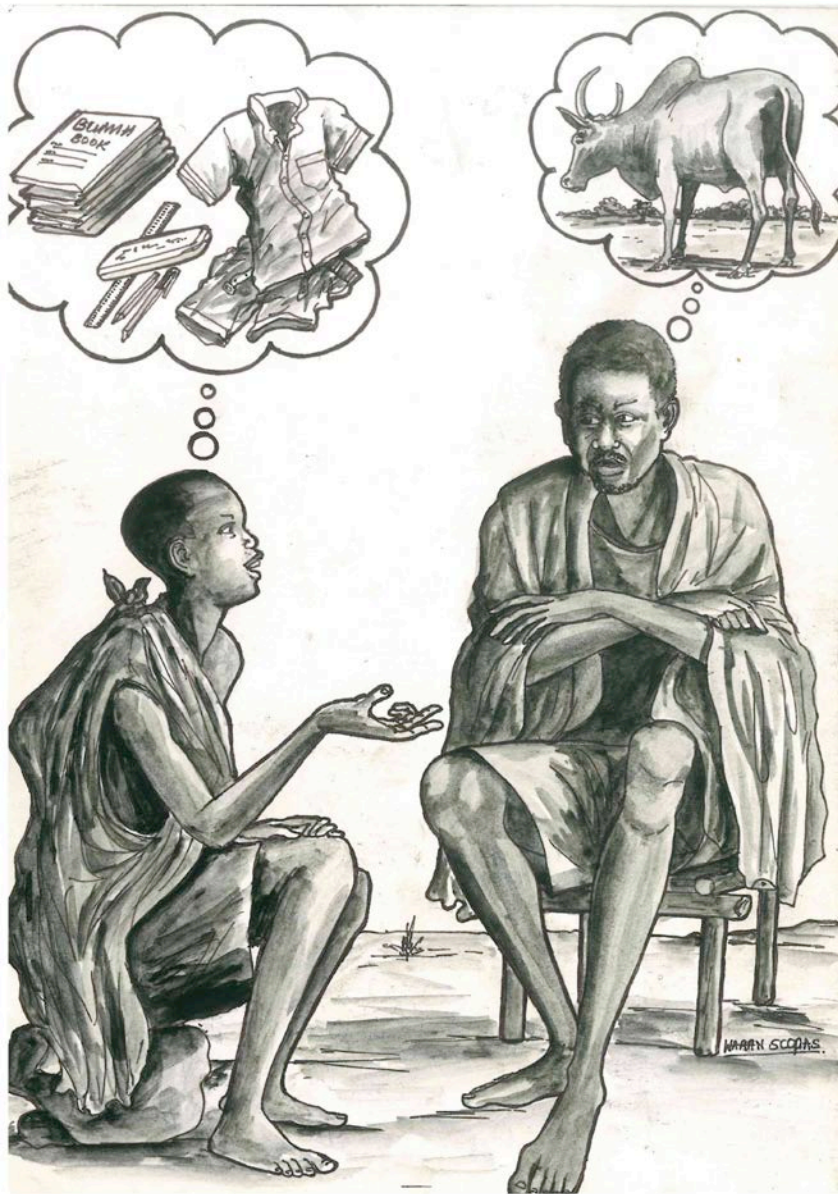
## **Activity 4.2: Social Norms**

### **Boy with a Baby on His Back**





## Pastoralist Boy Talking to Father



**Activity: Parach Mach's true story**

Parach Mach is a volunteer teacher at the Mingkaman 1 Primary School in Lakes State. He is one of 92,000 people who have settled in Mingkaman—one of the largest groups of displaced people in South Sudan. Most fled from fighting in neighbouring Jonglei State. In spite of his own difficult situation Parach is very proud to be a volunteer teacher. He says they are playing a key role in emergency education centres. "While each learning space is designed to support 50 children in each session, they are crowded with over 200 children per session." Overcrowding and a lack of learning materials and teachers are big challenges. Parach says that some of the children are traumatized and cannot concentrate in class. Some are also aggressive, especially those who were recruited into armed groups.

## **Activity 4.3: Attitudes**

**Activity: Yolanda's story**

Yolanda lives in a rural community with her mother. Yolanda lost her sight at age 6. She has no father, and her mother works on a farm to support the family. She spends long hours by herself when her mother is working and her brothers and sisters go to school. None of the family thinks Yolanda should go to school. They don't think she can learn, because she can't see. They think other children will make fun of her. Yolanda thinks her future is limited to begging.

## Activity 4.5: Living on the Streets

The Department of Community Medicine at the University of Juba and the Ministry of Health did research in 2015 on children in five major markets in Juba—Konyo Konyo, Jebel, Juba, Custom, and Suk Libya. Here is what they found?

<b>Age</b>	17% under 9 years old 55% 10–14 years old 28% 15–17 years old
<b>Sex</b>	70% boys 30% girls
<b>Family background</b>	41% have both parents 49% have one parent 10% have no parent Most are from low-income families who cannot meet their needs
<b>Origin</b>	35% from rural areas 56% from urban areas 10% from refugee camps
<b>Place of sleep</b>	54% sleep at home 34% sleep on the street 12% do both
<b>Economic activities</b>	28% sell wares 22% beg 18% shine shoes 14% steal 9% wash cars 7% work on buses
<b>Education</b>	24% never went to school 40% are dropouts 36% are in primary
<b>Substance use</b>	51% do not use substances 23% sniff glue 6% smoke cigarettes 5% use alcohol 5% use other drugs
<b>Attitudes of public</b>	50% say public like or support them 50% say public don't like them or are hostile
<b>Their own attitudes</b>	15% say life is good 43% say life is tough 13% say life is hopeless



### **Early Marriage – Girl Passing Former Classmates**



## **Notes**

## **Daily Evaluation Form**

What worked well today?

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What did not work well today?

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Suggestions...

# **MODULE TWO: EQUITY, GENDER-BASED VIOLENCE AND RIGHTS**

# **A. Training Agenda and Learning Objectives**

## **Session 1: Equity in Education**

Understanding equity  
The Fox and the Crane  
Equity and resources  
Gender equity

## **Session 2: Gender-based Violence**

What is gender-based violence?  
Mapping gender-based violence in schools  
Tips for staying safe

## **Session 3: Psychosocial Well-being**

What is psychosocial well-being?  
Providing support

## **Session 4: Knowing about rights**

International legal rights  
Example—Humanitarian clusters

By the end of Module Two, participants will be able to:

- understand the concept of equity and how it relates to sharing resources
- understand gender-based violence and school-related gender-based violence
- have a basic understanding of psychosocial wellbeing
- understand relevant international legal rights

## B. Background Information, Illustrations and Hand-outs

### Session 1: Equity in Education

#### Definitions

**Equality** means all children receive the same thing. For example, equality in education means that all children are equally able to go to school because they are equally valuable to society.

**Equity** means children have an education that takes their particular needs into account.

#### Equity is usually about use of resources

- **Fairness**—making sure a child's ability to reach his or her educational potential is not hindered by personal and social circumstances
- **Inclusion**—making sure all children can reach the same basic minimum standard of education—for example to read, write, and do simple arithmetic

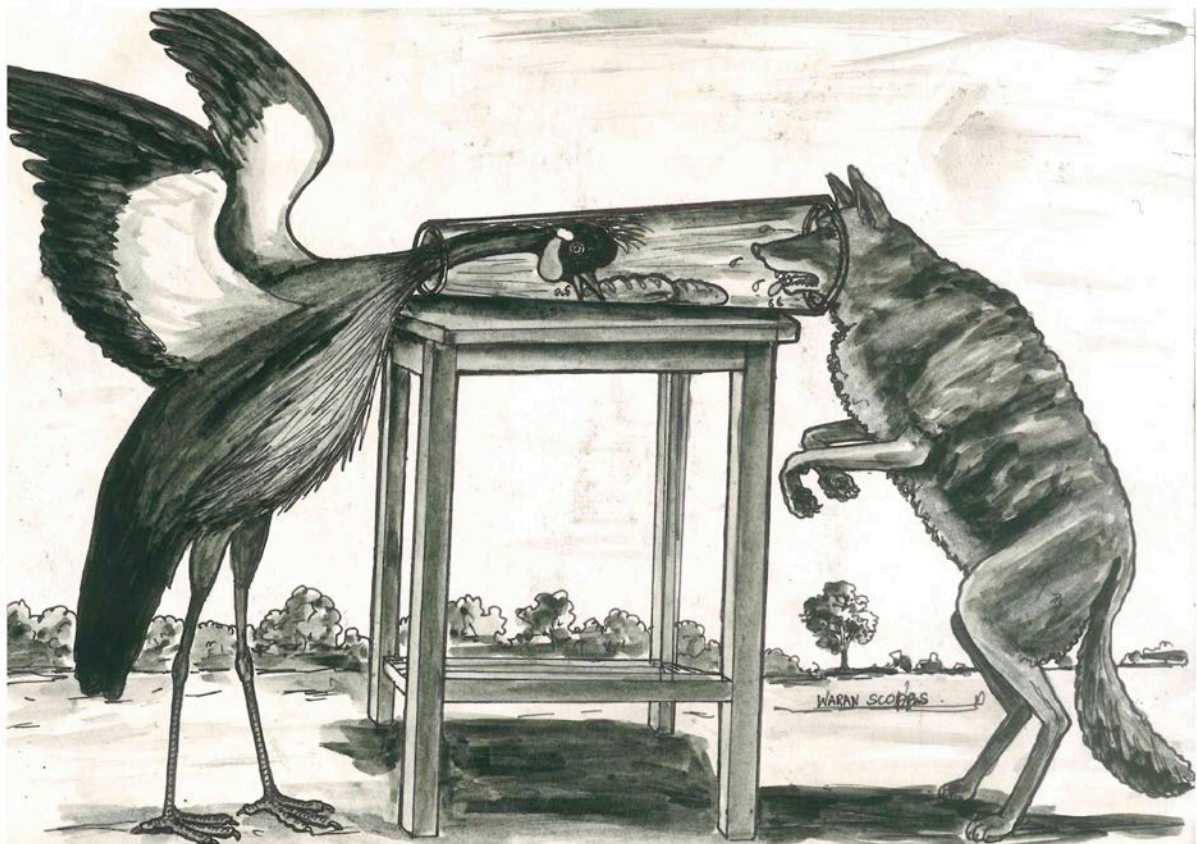
It includes:

- How the education system is designed
- What happens inside and outside the school
- Classroom practices
- Relationships between schools, parents, and communities
- How resources are allocated

**Gender equality** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality means that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women.<sup>i</sup>

**Gender equity** happens when resources, programs, and decision-making are shared fairly with both males and females. With gender equity, both men and women receive fair treatment according to their own needs. In some cases, treatment is the same. Other cases call for different treatment to achieve fairness. There is gender equity when resources, benefits, and rewards are distributed equally among women and men.

## Activity 1.2: The Fox and the Crane



## **Activity 1.3: Equity and Resources**

### **Activity: Logor's Story**

Logor moved to your community in the middle of the school year. He comes from a different part of the country and is physically handicapped.

Logor's mother is kind to him, but his father thinks his disability is a curse on the family. His father will not buy a crutch or brace for Logor's bad leg, so Logor walks very slowly. It takes him an hour to walk the short distance to school. When Logor arrives late, his teacher punishes him.

The students at school treat Logor badly. None of the other children will sit near him or talk to him. They say that Logor doesn't belong in their community. They shame him because he doesn't speak the local language. Nakidor, a student in his class, stole one of Logor's exercise books and wrote bad things about him in it.

Logor spends all of his time on his own. As the weeks go by, Logor's performance in school becomes worse. He begins to stay home from school often.

## **Activity 1.4: Gender Equity**

### **Activity: Aisha's Story**

Aisha lives in a cattle camp with her brothers and sisters. She attends school in a nearby village and dreams of one day becoming a veterinarian.

One day, when Aisha is in S2 level, her father tells her that it is time for her to get married. Aisha's family needs the cattle from Aisha's bride price so that her brother, who is two years older, can marry. Her father says that if Aisha delays the marriage, her bride price will go down and her brother will not be able to get married.

Aisha is an obedient and dutiful daughter, but she does not want to get married yet. She wants to finish secondary school and continue to study at university.



**Activity: Advantages of Education for Girls**

Many studies have proven the value of education for girls. These are some of the main points:

1. Educated girls are more likely to be healthy because they learn how to prevent diseases and take care of their health. Girls who are educated know the value of protecting their health using good hygiene, and, later in life, they are more likely to get help in planning to have children and proper care when they are pregnant and have just given birth.
2. Educated girls grow up to have healthier families than girls who are not educated. Educated girls know how to protect the health of their children, for example using good hygiene, getting proper health care for their children, including shots, and sleeping under bed nets. They may have better jobs and can pay for health care.
3. Educated girls tend to marry and have children at a later age, which leads to fewer health problems during and after pregnancy (as well as fewer deaths due to childbirth). Educated girls want to keep studying and maybe have careers. They also know early marriage and childbirth can be harmful to their health and their children's health. They know the importance of getting proper care while they are pregnant and after giving birth.
4. Educated girls are more likely to take steps to prevent HIV/AIDS infection. Educated girls have the knowledge to prevent HIV/AIDS; they are better able to avoid abusive relationships and risky behaviours that lead to HIV infection.
5. Educated women tend to take greater roles in decision-making processes in the family and in the community. Educated women stand up for themselves and command more respect in the family and community; they may have better paying jobs that give them more financial independence.
6. Educated mothers are more likely to send their children to school. Educated women know the value of education and want their children to get the same benefits; they may have better paying work so they can invest more in their children's education.
7. Countries with greater educational equality between men and women are more likely to be more productive than similar countries with less educational equality. Smaller, healthier, more educated families can work and earn more, contributing to the development of national well-being.

## Session 2: Gender-Based Violence

### Definitions

**Gender-based violence** is violence that targets individuals or groups because of their sex or gender. Gender-based violence is any act that results in, or is likely to result in, physical, sexual, or psychological harm to someone (male or female). Gender-based violence often occurs as a result of unequal power relationships between genders.

**School-related gender-based violence** is any type of violence or abuse that targets students because of their sex or gender. It results in sexual, physical, or psychological harm to girls and boys.

### Types and Examples of Gender-based Violence

**Physical violence** can involve hurting the body or damaging or stealing what belongs to another person. It includes beating, kicking, hitting, boxing, slapping, pinching. Examples include a husband hitting his wife for not having dinner ready when he wants it or a wife hitting her husband for not providing her with feeding money. Teachers can be violent against students or students against teachers.

**Psychological violence** includes threatening, bullying, provoking, scaring, humiliating, or shaming people—so that they feel bad even though no one has touched them. Examples include a teacher threatening to give poor grades to a student if she does not do as he wants. It also includes trauma caused by witnessing war or death.

**Sexual violence** means having sexual contact without permission of the other person. This includes rape, and also sexual contact like touching private parts of the body. It can include saying sexual things about someone, telling stories or posting sexual pictures of someone. Examples include a male teacher forcing a female student to have sexual contact against her wishes.

**Verbal violence** involves written or verbal name-calling, using sexist or derogatory comments in class, using words intended to humiliate or intimidate ('slut', 'whore', 'bitch', 'slag', 'gay' or 'fag'), spreading rumours about someone, shouting and screaming at someone, and shunning someone. These can be done by boys and girls and directed at either boys or girls.

## **Activity 2.1: What is Gender-based Violence?<sup>ii</sup>**

### **Scenario 1**

On Thursday, Mary was walking to school. Usually she walks with her friends, but this day they were not there and she did not want to be late for school. Two blocks from the school, she had to walk past a group of boys from an older class who were waiting in a large group. They started whistling at her and one of them touched her on the legs as she walked past.

### **Scenario 2**

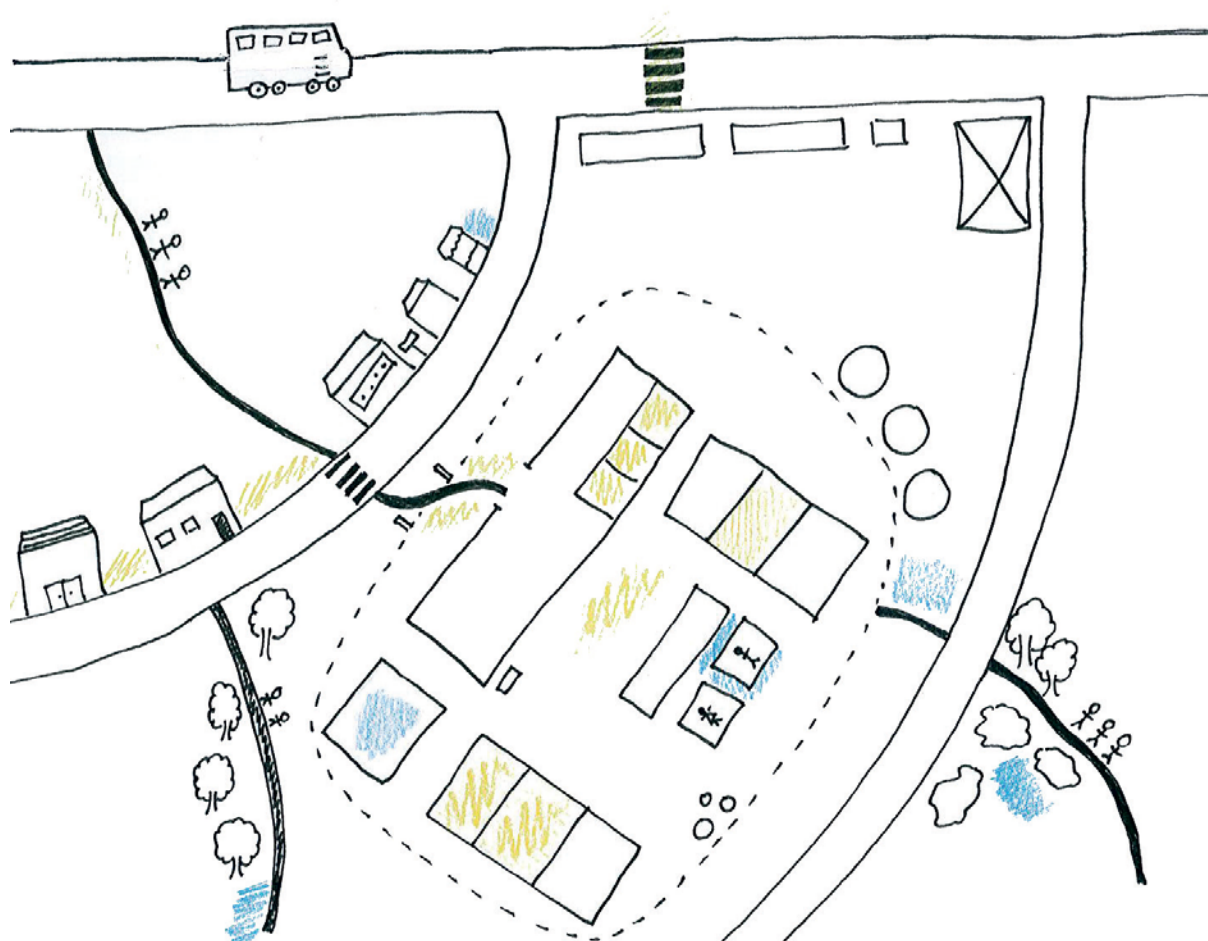
James is an 8th grade student. His classmates have started teasing him and telling him he is too much like a girl. When he went to play football on Wednesday as usual, his teammates told him they did not want him on the team anymore. Later he asked his friend if he knew what happened to make his friends turn against him. His friend told him that someone had drawn pictures of James dressed as a girl and showed them to everyone in their class.

### **Scenario 3**

Anna is 13 years old. She is very intelligent but has difficulty walking and talking because she didn't get enough oxygen when she was born. The school caretaker forced her into a storeroom and raped her. He told her not to tell anyone because they would not believe her: "Nobody listens to crippled people like you. People will only laugh at you." Somehow Anna found the courage to share the trauma with her sister, and the man was arrested.

## Activity 2.2: Mapping Gender-based Violence in Schools

Activity: Mark which places in and around school are safe for all students and which places students might see or experience violence (psychological, physical, sexual and verbal)



## Session 3: Psychosocial Well-Being

### Definitions

**“Psycho” is about psychology** – what happens in the mind and emotions. It includes thoughts, feelings, behaviours, and beliefs.

**“Social” is about relationships** like family, friends, and community.

**“Psycho” and “social” are connected.** Emotions and relationships can reinforce each other in positive and negative ways. For example, children with positive thoughts will likely contribute to their community. They will then feel a sense of belonging in the community, and will become even happier. A child with negative thoughts may struggle.

## **Activity 3.1: What is Psychosocial Well-Being?**

### **Activity: Maya's Story**

Maya is an 8-year-old girl in Primary Two. Her teacher noticed that Maya is very quiet. She doesn't like to take part in class activities, and she spends much of her time alone. Maya arrives late for school every day and usually leaves at lunchtime.

The teacher knows Maya is living in a camp for displaced people. She takes Maya aside and asks her if anything is bothering her. Maya says, "I am sad because my father makes me come to school for my education. But he has no job so he can't buy my uniform or give me money for lunch." Maya says she feels embarrassed that she has no food at lunchtime so that's why she stays away from other children.

When the teacher asks why Maya doesn't join in class activities, she says she is very tired. She doesn't get much sleep because her brother has had nightmares from the time he was a soldier. Sometimes she is afraid of him because he loses his temper and hits her. In the mornings, she has to help her mother. She says her mother is always sad because bad things happened to her.

## **Session 4: Knowing about Rights**

### **Definitions**

**Universal Declaration on Human Rights (1948):** Human rights are rights for all human beings, without discrimination, whatever our nationality, place of residence, sex, national or ethnic origin, religion, language, or any other status. We are all equally entitled.

### **International Conventions relevant to gender and social inclusion**

- UN Convention on the Elimination of All Forms of Discrimination against Women 1979 (Definition of Gender-based Violence, 1993)
- UN Convention on the Rights of the Child (CRC) 1989
- UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2006 (Article 24. Inclusive Education)

## Activity 4.1: Children's Rights

- **The right to an education.** Children have the right to go to school and get an education. They should be encouraged to go to school to the highest level possible.
- **The right to be protected from harm.** Some traditional practices are bad for children's health and against their rights, such as early and forced marriage, or being forced to have sex against their will. Children have a right to know about the danger of such practices and to be protected from them.
- **The right to be as healthy as possible and to get the best possible health care.** Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.
- **The right to privacy and confidentiality.** If children tell a medical person or teacher something they don't want anyone else to know, their privacy should be respected. However, if they have been abused, adults may have a duty to inform others who can protect them.
- **The right to freedom from abuse and exploitation.** No one, including parents, relatives or teachers, should physically, sexually, or mentally abuse children. The government should make sure that children are protected from abuse and must take action if they experience violence or abuse.
- **The right to take part in important life decisions.** When decisions are made about their lives, children have a right to take part in those decisions. Their feelings and opinions should be listened to and taken into consideration.
- **The right to freedom of association.** Children have the right to meet friends and form groups to express ideas, as long as no laws are broken. They have a right to ask publicly for their rights to be met. Some ways of doing this include meeting with their friends and discussing issues or forming groups.
- **The right to freedom of expression.** Children have the right to think and believe what they like, as long as it does not harm anyone else. They have a right to form their own views.



## Activity 4.2: Humanitarian Clusters

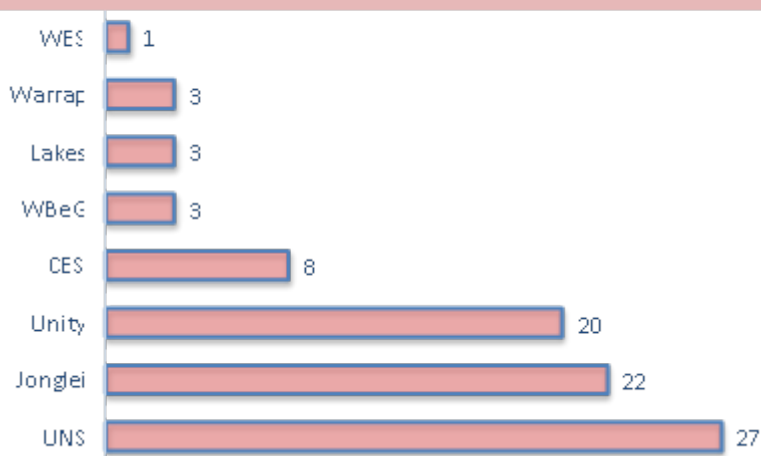
*Extract from South Sudan Education Cluster Dashboard: Results January to June 2016*



### 87 schools still used

**32 schools used by armed forces or groups; 55 used as shelter by Internally Displaced Persons (IDPs) in the most affected states**

#### # of schools used/occupied by armed forces/groups or IDPs



## **Notes**

## **Daily Evaluation Form**

What worked well today?

---

What did not work well today?

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Suggestions

# **MODULE THREE: ADVOCACY**

## **A. Training Agenda and Learning Objectives**

### **Session 1: Introduction to advocacy**

What is advocacy?

What is an advocacy campaign?

### **Session 2: Planning a campaign**

Example: Early marriage

Plan your own campaign

### **Session 3: Ideas for advocacy**

Advocacy in Conflict and Post-Conflict Environments

Advocacy ideas

Community dialogue ideas

By the end of Module 3, participants should be able to:

- Understand advocacy in a local and global context
- Describe the steps of a successful advocacy campaign
- Create plans of action to promote gender awareness and social inclusion in education

## B. Background Information, Illustrations and Hand-outs

### Session 1: Introduction to Advocacy

#### Definitions

**Advocacy** is an individual or group activity that aims to create positive change on an important issue

#### Why do we need advocacy?

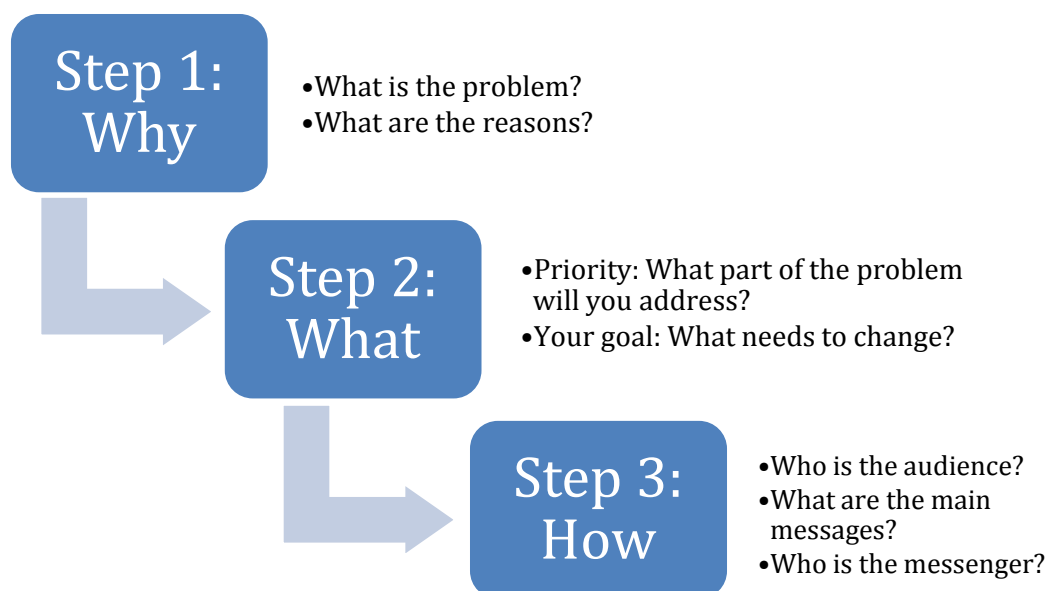
- To give people who cannot be heard by themselves a voice
- To help defend and protect rights
- To influence those who make decisions

## Activity 1.2: Advocacy Campaign Example



## Session 2: Planning an advocacy campaign

### Steps of Advocacy Planning



### Activity 2.1: Example—Early Marriage

#### Activity: Developing a campaign against early marriage

The problem: In South Sudan, 52% of girls are married before age 18. It is a violation of girls' rights—to a childhood, to an education, to good health, and to make decisions about her life. It can lead to unwanted pregnancies, ill health, and even death.

## Activity 3.2: Advocacy Ideas

### Idea 1: Public Awareness Campaigns

- Organize campaigns to teach parents, teachers, and learners the important benefits of education for both boys and girls
- Organize contests or performances for students to share cartoons, stories, songs, raps, or poems for other classes or for a school assembly.
- Invite students to design a campaign that spreads the message to promote a safe and friendly school. For example, they could make a poster promoting friendly behaviour to put up in the school entrance, or design a friendly school slogan or song.
- Ask students to make posters with positive messages (such as 'We can do anything!') showing that all people can strive for their passion, regardless of their sex.

### Idea 2: Community Dialogue Groups and Community-based Workshops

- Organize regular community dialogue groups with community leaders (chiefs, religious leaders), local government officials, women's groups, and youth leaders, including cattle camp youth leaders, to discuss what keeps girls and teenage boys from going to school and suggest ways to fix these issues.
- Organize community workshops and theatre so more people will know about teacher and student sexual misconduct, and not tolerate sexual harassment and violence.

### Idea 3: Policy Change and Running for Political Office

- Work with community leaders and local government authorities to write community bylaws to change cultural practices that keep girls and boys from going to school.
- Identify women and men from the community who are champions of gender and social inclusion to run for office and address the challenges that keep vulnerable girls and boys from getting an education.

### Idea 4: Forming or Participating in Formal Groups

- Join or form Parent-Teacher Association (PTA) committees to promote gender and social inclusion, and support them to be able to:
  - be voices of change in the community



- influence decision makers
- create and run advocacy campaigns, such as public rallies, media, and conferences
- Support them to advocate for gender and social inclusion by:
  - promoting inclusive education for all children—girls and boys, able-bodied and disabled, all ethnicities, all languages, all social and economic classes
  - monitoring inclusion in school development plans and school performance
  - promoting affirmative action policies in recruiting, keeping and promoting women teachers
  - raising community awareness about harmful cultural beliefs, such as early marriage
  - helping children with disabilities or other special needs connect with support and protection services
  - reporting and following up when there is school-related gender-based violence and other abuse of children and teachers

### **Idea 5: Supporting Community Groups and Community Actions**

- Get the community to take part in improving the school environment, such as building separate latrines for girls, boys, and physically disabled children, and other important infrastructure.
- Research which services in your community work on violence prevention or child protection. For example, if there is a service to counsel families affected by violence, invite someone from the service to give child-friendly information in the class or give posters or information to put up in the school.
- Help form female-centred youth groups to teach young girls and their parents about the value of female education, the benefits of avoiding early marriage, and the roles of females as decision makers in the community.
  - Changing the fixed ideas about early marriage and bride price is essential to helping girls be able to go to and stay in school
  - Helping young girls be stronger and more confident, and see the value of education can help girls, young women, and mothers push for girls to go to school. Teaching them about family planning, how to deal with menstruation, and how they can take part in civil society is equally important
  - Educating families on the importance of girls attending school, and changing the view that daughters are merely a way to gain wealth through her marriage will also promote girls' attendance in school.
- Encourage and develop youth associations in herding communities to promote peace among youth from different tribes and reduce cattle raids
  - Reducing cattle raids will lower the mental stress of insecurity and violence in the cattle camps

- Promoting examples of successful peace agreements reached among youth associations in Terekeka, Bor, and Awerial counties can help.

### **Idea 6: Acting as a Mentor for Learners**

- Share your expertise and experience with youth by volunteering to be a mentor. Mentors offer a safe, non-judgmental space for learners. They can be a role model, give advice to help children succeed, be as tutors or help children academically, and help girls understand puberty and adolescence.
- Nominate *friendly focal points*. These are adults or older students in the school that students can trust to ask for help if they are experiencing, seeing, or hearing about violence. Make sure the school trains these people.

## Activity 3.3: Community Dialogue Ideas

### Gender and Social Inclusion Community Dialogue Group Discussion Ideas

#### Topic 1: Sex, Gender, and Gender Awareness



*Source: Room to Learn Teacher Code of Conduct Kit*

**Discussion:** Differences between women and men and what they are expected to do in their communities.

- What do you see in this picture?
- Do you have people like this in your community?
- Describe who you think they are and what they are holding.
- What do you think about when you hear the word “gender”?
- What does it mean in your culture?

#### Sex and Gender

Sex is based on biology. It is about physical bodies. Sex is fact. Gender is based on a society’s beliefs. Gender is opinion.

“Male” and “female” are the words used for a person’s sex. A person’s sex is male or female. There are many similarities between the sexes, but there are also differences. Which sex you are determines whether you can have a baby. A female can give birth and breastfeed; a male cannot.

### **Discussion: Sex or Gender?**

Which of the following statements are based on sex (biology) and which on gender roles?

- It is good for women to marry men much older than they are?
- Men make better soldiers than women
- Female teachers teach better than male teachers
- Men and women can be good teachers
- Men's bodies grow larger muscles than women's?
- Women are talkative. Men are reserved.
- Women are not intelligent. Men are intelligent.

Gender beliefs have deep roots. Sometimes, we don't even see them. They can be seen as unchangeable, but they often do change because of events such as war, famine, and economic conditions.

For example, when South Sudanese men fled to other countries without their families, they had to do what women would normally have done for them, such as washing clothes and cooking food. And the South Sudanese women also had to change roles and take care of things men usually do.

## **Topic 2: Gender Roles**



Source: <https://paanluelwel.com/>

Read the story about when women owned cattle on page 8.

- What do you think about this story?
- Do women own cattle in your community?
- Do you think women are good at keeping family assets or cattle?

This story makes it seem that society's rule that women cannot inherit property is right because they are irresponsible. It reinforces traditional gender roles (cattle herding is for men; cooking is for women.) Stories like this are powerful barriers to change.



### Topic 3: Changing Gender Roles



*Source: Room to Learn South Sudan: Gender and Social Inclusion*

What do you see in the picture?

In some states of South Sudan (Northern Bahr el-Ghazal), only women build thatched roofs. In other states, only men construct thatched roofs. The difference between the two societies is gender roles, not what men and women can or cannot do. Just because a society assigns an activity only to men or only to women does not mean that the opposite sex could not do the activity.

Gender roles can change. Some roles are thought to belong to men or women only, but over time, they change and are accepted by that society as okay for both men and women.

In your community, what are some activities that only men do, but that women can also do? In your community, what are some activities that only women do, but that men would also be capable of doing?

*Examples:* Fetching water; cooking; herding cattle; picking vegetables; sweeping the home; washing clothes; fixing a vehicle; constructing a building; selling fruits

## **Topic 4: Social Inclusion**



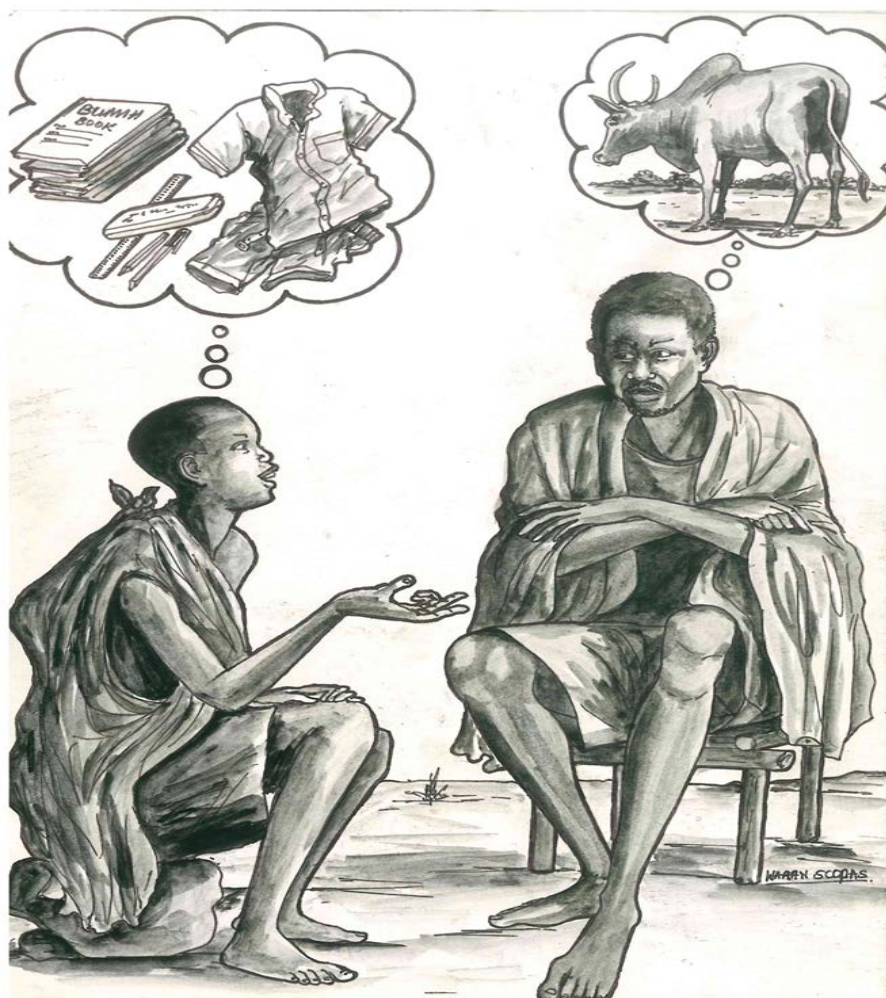
*Source: State Ministry of Education, Gender, and Social Welfare, Jubek-South Sudan*

What do you see in this picture? Have you ever seen this situation in any of the schools in your county?

Social inclusion means all children can get an education, regardless of sex, disability, class, ethnic group, religion, or language. One in 6 children in South Sudan cannot get to school or are not enrolled in school. They are not included.

- Schools should be accessible and safe for all children, including those with disabilities, and parents and guardians should support all children.
- The goal is to make sure no child in South Sudan is left out of education
- For all children, we need to understand why they are out of school; what gets in the way of their going to school (barriers).

## Topic 5: Barriers to Education



*Source: Room to Learn Project South Sudan*

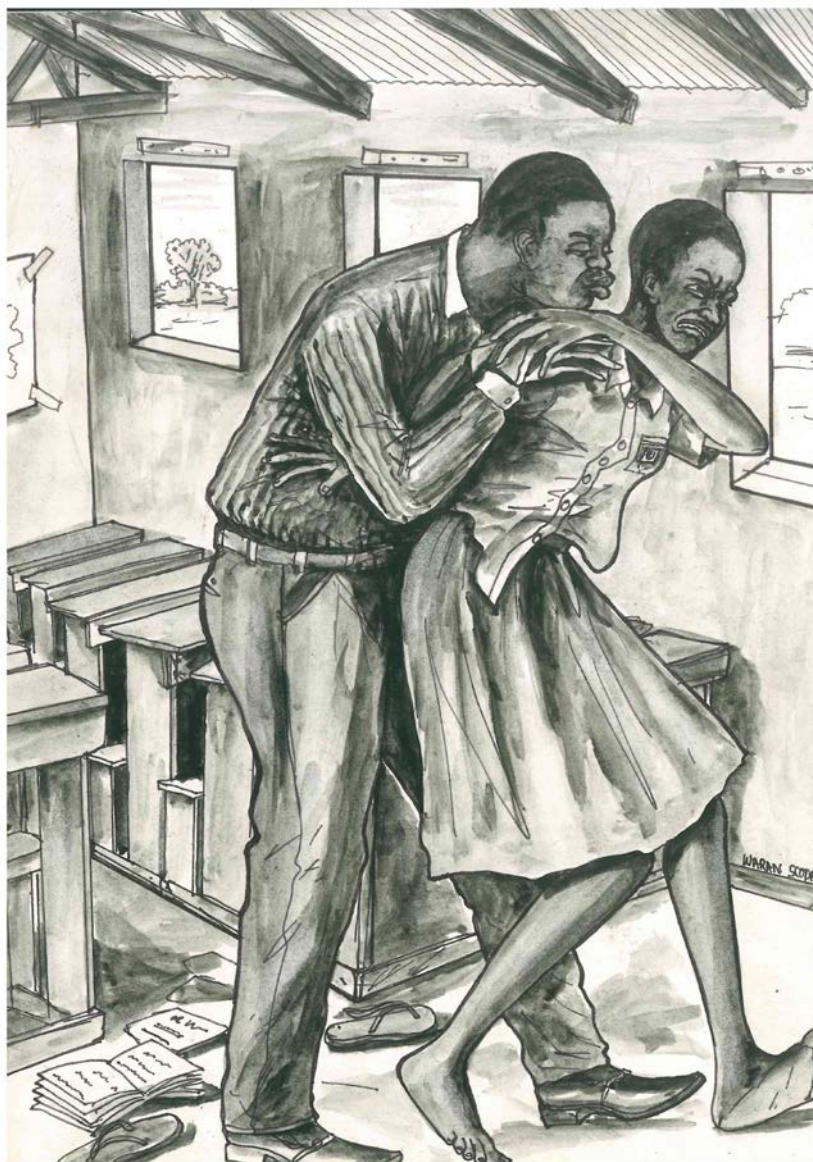
What barriers to education do children in pastoralist communities face? (Examples: communities don't value formal education; cultural practice of initiating boys into manhood takes attention away from school to focus on peer-group activities; cattle raising takes them far from school for months at a time; early marriage is common for boys and girls; girls have a heavy load of chores.)

Do all your children go to school? If not, why not? What are the challenges that other parents in your community face in sending all their children to school? What are some things your community could do to make it easier for all children to go to school?

In every society, certain groups of people or parents don't send their children to school, particularly girls, even if the school is near their home. However, education is a right for every child; and having educated children is very important for the future of South Sudan.



## Topic 6: Gender-Based Violence



*Source: Room to Learn Project South Sudan*

What is happening in this picture? Have you ever seen such a situation in your community? What is your view on such activities?

There are many types of violence—verbal, physical, and psychological. When violence and gender are connected, we have gender-based violence.

Although school-related gender-based violence is most often directed at girls and women, anyone (men, women, boys, or girls) can commit any type of violence, and anyone can be a victim. All types of violence hurt others, make someone unhappy and harm learners' education.

Those who commit violence in schools based on gender-based can be students, teachers, other school personnel, gang members, adults from the school neighbourhood, soldiers, and family members.

Can you give examples of school-related gender-based violence?

These can include:

- **Physical violence** –hurting the body or damaging or stealing what belongs to someone else. It includes beating, kicking, hitting, boxing, slapping, pinching. Examples include a husband hitting his wife for not having dinner ready when he wants it or a wife hitting her husband for not giving her feeding money. Teachers can be violent against students or students against teachers.
- **Psychological violence**—threatening, intimidating, provoking, scaring, humiliating, or shaming– so people they feel bad even though no one has touched them. Examples include a teacher threatening to give a student a bad grade if she does not do as he wants. It also includes trauma caused by witnessing war or death.
- **Sexual violence**—having sexual contact without the other person’s consent. This includes rape and other contact like touching private parts of the body. It can include saying sexual things about someone, telling stories, or posting sexual pictures of someone. Examples include a male teacher forcing a female student to have sexual contact with him against her wishes.
- **Verbal violence**—written or verbal name-calling, using sexist or derogatory comments in class, using words intended to humiliate or intimidate (‘slut’, ‘whore’, ‘bitch’, ‘slag’, ‘gay’ or ‘fag’), spreading rumours about someone, shouting and screaming at them, and trying to shun or silence them. Boys and girls can commit verbal violence directed at either of them.

# Workshop Evaluation

Items	Poor	Fair	Good	Excellent
Duration of invitation to the workshop	[   ]	[   ]	[   ]	[   ]
Timing of this workshop	[   ]	[   ]	[   ]	[   ]
How well did the leader explain the objectives?	[   ]	[   ]	[   ]	[   ]
How well did the trainer present the material?	[   ]	[   ]	[   ]	[   ]
Were materials and hand-outs helpful?	[   ]	[   ]	[   ]	[   ]
Did the material cover the objectives?	[   ]	[   ]	[   ]	[   ]
How useful was the workshop to your work?	[   ]	[   ]	[   ]	[   ]
Did both men and women attend the workshop?	[   ]	[   ]	[   ]	[   ]
How was the trainer's overall performance?	[   ]	[   ]	[   ]	[   ]
Was there broad participation in discussions?	[   ]	[   ]	[   ]	[   ]
How well did the trainer manage the time?	[   ]	[   ]	[   ]	[   ]
Did you feel welcome?	[   ]	[   ]	[   ]	[   ]
How would you rate the meeting place?	[   ]	[   ]	[   ]	[   ]

How was the quality of the food?	[   ]	[   ]	[   ]	[   ]
How were transport arrangements?	[   ]	[   ]	[   ]	[   ]
How well did the trainer maintain discipline during the workshop?	[   ]	[   ]	[   ]	[   ]

2. What did you like **most** about the workshop?

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3. What did you like **least** about the workshop?

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4. How would you recommend improving similar workshops?

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## Endnotes

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<sup>i</sup> Adapted from UN Women Concepts and Definitions

<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

<sup>ii</sup> Adapted from UNESCO Connect with Respect, “What is Gender-Based Violence?” (p. 72)

<http://unesdoc.unesco.org/images/0024/002432/243252E.pdf>