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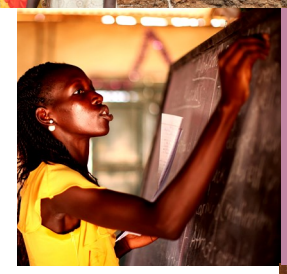
Gender & Social Inclusion



Manual for Facilitators

August, 2016

Winrock International developed this Gender and Social Manual for Facilitators 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.

Winrock International. 2016. Gender and Social Inclusion Manual for Facilitators. Created with the support of the United States Agency for International Development (USAID) for use by the Ministry of Education, Science, and Technology of the Republic of South Sudan.

CONTENTS

Acknowledgments

This training manual for gender and social inclusion was made possible by the participation of many individuals and groups. We would like to thank them for their tireless efforts in developing and finalising the manual.

The Ministry of General Education and Instruction would like to thank the Room to Learn program team—Winrock International and its partners FHI360 and Plan International—for leading development of this training manual, with support from the United States Agency for International Development (USAID). The workshops based on this manual will reinforce Ministry efforts to promote gender equity and social inclusion at all levels of education in South Sudan.

We wish to thank all those who participated in the review and validation workshop for the manual, particularly the Ministry of Gender, Child and Social Welfare; State Ministry of Education for Central Equatoria; Girls Education in South Sudan (GESS) program; Handicap International; United Nations Children's Fund (UNICEF); World Food Programme; Windle Trust International; and Management of Systems International (MSI) for their technical support. These partners provided useful information that shaped the manual.

—Honourable Michael Lopuke Lotyam
Undersecretary
Ministry of Education, Science and Technology
Republic of South Sudan

INTRODUCTION

Background

As the world's youngest nation, South Sudan has made great strides to develop an education policy framework and system. The Education Act 2012 has a goal of equitable access to education for all citizens and gender equality in education, including for teachers. It states that no child should be excluded from education because of gender, race, culture, language, ability, or social status. This act helped increase enrolment by 20% from 2012 to 2015.

However, many inequalities remain. Half a million school-age children are not enrolled in school.[i] Few can go to school, and many who are enrolled drop out before completing primary or secondary school. The government is committed to inclusive education, but accessibility standards are not met, and few teachers are trained to address special needs. Few schools are able to provide safe, accessible learning for all children. Learners from pastoralist communities and youth with disabilities are generally most excluded.

Continuing conflict has had a made it even harder for children to go to school. In 2015, an estimated 866,000 school-aged children were displaced, often to areas without schools, or where there are not enough resources and teachers can't handle more students. Around 400,000 children dropped out of school completely.[ii]

This manual was developed as part of the USAID-funded Room to Learn project to help the South Sudan Ministry of General Education and Instruction (education ministry) address gender and social inclusion. The plan was to field-test the manual at a workshop for ministry workers and revise it based on feedback. With the outbreak of violence in Juba in July 2016 and the end of the project in September 2016, this was not possible. However, Winrock International offers the manual and related handbook to the ministry, and hopes the ministry will be able to conduct this training at a future date.

Objective and Structure of the Manual

The goal of the Gender and Social Inclusion training program is to help people who work in education in South Sudan understand and make informed decisions about gender and social inclusion.

The target audience is government workers who are gender focal points—people who help raise awareness and understanding of gender issues. The training is not intended to train trainers. However, participants should be able to share knowledge and skills so local school community members understand gender and social inclusion in education.

This manual, for skilled trainers, has an accompanying handbook for participants. The manual gives step-by-step instructions for three days of training. The handbook has definitions, illustrations, and handouts, as well as suggestions for community advocacy. It is a reference for participants, not a complete workbook.

The manual is organized into three modules, with four sessions in each module:

Module 1: Gender and Social Inclusion
Module 2: Equity, Gender-based Violence, and Rights
Module 3: Advocacy

Each module starts with learning objectives and an overview of the sessions and activities, with approximate timing.

At the end of the manual is a glossary of terms and definitions, references, and suggestions for further reading.

Facilitator Instructions and Materials

Good preparation is essential to the success of your training workshop. These steps will help you prepare.

Step 1: Reserve a venue.

Organize the training in an appropriate learning space. If participants live nearby, the workshop can be held in short, individual sessions over more time. If participants come from different places, a workshop where participants can stay for the three days is preferred.

Let participants know the time and place at least a week before training begins.

Step 2: Schedule guest speakers.

As soon as you have set the date, ask local officials to take part in the opening session. Also invite senior officials at the county and payam levels to make brief remarks on the importance of gender and social inclusion. If possible, have at least one woman leader participate. Opening remarks by community leaders connect the topic to the community and set the tone for the workshop.

At least two days before the workshop, make sure the officials you've invited have the information they need for the opening session, including date, time, and purpose of the course.

Step 3: Arrange special assistance.

Find out if any of your participants need special help to participate fully:

- If your group includes anyone who has trouble seeing, use large print for materials, or prepare to read all materials aloud.
- If anyone is hearing impaired, hire a sign language interpreter.
- Give the workshop in local languages as much as possible for those with limited English.

Step 4: Review participant information and revise the curriculum.

Review your participant list 3 to 5 days before the workshop to see who will be there: advocacy group members, teachers, school administrators, and others. Depending on their background and needs, you may want to focus more on some topics.

You can adjust the curriculum as needed if you ask participants for their reactions each day. You can use the daily evaluation form or talk with participants. A discussion is often more useful as people are often more open.

Step 5: Create a schedule.

Using your proposed curriculum, determine how much time you need for each topic and activity. You can adjust the schedule based on your participants' needs. If you have more time, think about which activities to expand. If you have less time, decide which activities to shorten or leave out.

Once you have a schedule for each session, try to keep to it. Only go over time if the discussion is important. Otherwise, it is better to move on. Even with good planning, some activities may take more or less time than expected, so be prepared to alter the schedule.

Step 6: Gather materials.

Trainers will need these materials:

- Gender and Social Inclusion Handbook for Participants (one per participant)
- Writing utensils and markers (Post-it® notes, if available)
- Notebook for each participant
- Large flipchart paper and a means of sticking it to the wall

Prepare and organize materials before each session. Know the handbook so you can refer participants to the right pages for each activity.

Step 7: Prepare for each session

Before each session, make sure you review the activities. Write the objectives for each session on the flipchart and post it where participants can see it. If possible, arrange chairs in a circle to make it feel less formal.

Step 8: Start and end each day with a review and a preview

Let participants know what to expect in your introduction each day. After the first day, review the main points of the previous day and connect them with the current day. The introduction is very important when training days are not back-to-back.

Start each morning with:

1. Housekeeping (food, temperature, etc.)
2. Review of the previous day (after day one)
3. Preview of the day ahead
    - Objective of the module
    - Schedule for the day

At the end of each day, do a wrap-up of what was achieved. This can include the short daily evaluation, which is often more valuable to the trainer than the final evaluation. It helps you understand what participants like or do not like and what they understand or do not understand.

End each day with:

1. Participant summary of "what we've learned"
2. Trainer review of "where we've been"
3. Quick daily evaluation form or discussion
4. Indication of "where we are going" tomorrow

MODULE ONE: GENDER AND SOCIAL INCLUSION

Objectives

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

Day 1 – Module one: Gender and Social Inclusion	
Session	Total time: 7 hours 40 minutes
Session 1: Welcome and Introduction	***(45 minutes)***
Getting to Know Each Other	30 minutes
Training Goal, Objectives, and Ground Rules	15 minutes
Session 2: Sex and Gender	***(1 hour 20 minutes)***
Understanding Definitions	20 minutes
Sex or Gender?	30 minutes
Gender Awareness	30 minutes
Tea break	***(20 minutes)***
Session 3: Gender Roles and Stereotypes	***(2 hour 15 minutes)***
Where Do Gender Roles Come From?	30 minutes
Boys Do, Girls Do	30 minutes
Gender Roles Case Study	30 minutes
Debate – Education	45 minutes
Lunch	***(45 minutes)***
Session 4: Social Inclusion	***(2 hours)***
What is Social Inclusion?	10 minutes
Social Norms	20 minutes
Attitudes	20 minutes
Displacement	20 minutes
Living on the Streets	20 minutes
Tea break	***(15 mins)***
Gender-Specific Barriers	40 minutes
Day 1 Wrap-up and evaluation	***(10 minutes)***

Session 1: Welcome and Introduction

Activity 1.1 (30 minutes): Getting to Know Each Other

1. Introduce yourself, then pair off participants and ask them to introduce themselves and share something they hope to get from the training. If participants know each other, they can say their name and where they are from. This will save time.
2. Ask each participant to introduce his or her partner to the group. This should include name, community role, and one expectation for the workshop. As participants share their expectations, write them on a flip chart.
3. Invite each to share one thing they like and one thing they do not like about being a man or woman. Give your own example of one thing you like and don't like about being your gender. Make sure it reflects gender–something that can be changed.

   Examples:
   - I have to do all the housework.
   - I am always worried about providing money for my family.
   - My opinions are respected in the community.

***Facilitator's Note**: In this session, talk about participants' expectations. Some may think they will learn something the training will not cover. Others may not know you expect them to participate actively. Talking about expectations will prevent frustration and build a common understanding of the workshop's goals.*

Activity 1.2 (15 minutes): Training Goal, Objectives, and Ground Rules

1. Read the goal of the workshop:

   The goal of this workshop is to develop the skills and knowledge to make education available to all children, girls and boys, of every language, group, and social class.

   The objectives of the workshop are:

   1. to expand knowledge, attitudes, and beliefs about gender and social inclusion

   2. to plan and implement advocacy campaigns in schools and communities.

2. Lead participants in developing ground rules for the workshop. You may include examples such as participation, respect for different opinions, listening to both men and women, not interrupting.

3. As participants suggest rules for the group, write them on flipchart paper. Once you have a list, briefly discuss it. Mention that the rules are for everyone, including trainers, and everyone is responsible to monitor if they are being followed.

> ***Facilitator's Note**: Before each training day, post the rules where all can see them.*

Session 2: Sex and Gender

Activity 2.1 (20 minutes): Understanding Definitions[iii]

1. Ask participants: What do you think about when you hear the word "gender"? What does it mean in your culture? If there is no word for gender, acknowledge that and at the end of the session, see if participants can describe the concept in their own languages.
2. Explain that it's important to understand the difference between the word "sex" and the word "gender." They mean two very different things.
3. Write on flipchart paper:

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

4. Explain that "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 become pregnant. A female can give birth and breastfeed; a male cannot.

   > **Gender** refers to the roles and behaviours societies or groups assign to or expect of women and men.

5. Say that we want to talk about some of the roles and expectations that separate the behaviours and activities of men and women.

Activity 2.2 (30 minutes): Sex or Gender?[iv]

1. Take the participants to a large open space. Mark two places on the ground, one with a sign that says "Sex" and one with a sign that says "Gender."
2. Explain that you are going to read several statements, each of which is either a biological fact (sex) or a cultural belief (gender). **You will read them one by one when the activity starts. Do not read the answers.**

Sex or Gender?

- Women are better cooks than men. (Answer: gender)
- Men's voices change at puberty. Women's don't. (Answer: sex)
- Women are shyer than men. (Answer: gender)
- Women give birth to babies. Men don't. (Answer: sex)
- Boys learn faster than girls. (Answer: gender)
- It's good for a girl to marry young (Answer: gender)
- Men make better police than women. (Answer: gender)
- When a couple can't have a baby, it's because the woman is barren. (Answer: gender)
- Men's bodies grow larger muscles than women's bodies. (Answer: sex)

Part 1

3. Ask participants whether the statement is about sex or gender and to walk to the sign they agree with, or to stand in the middle if they don't know. Allow them time to decide.
4. When they have decided, ask volunteers to explain why they made that choice.
5. Ask: "Would anyone like to switch sides?" Allow them to move if an explanation has changed their view.
6. Reveal the correct answer. Talk as a group about which answer is correct.

Part 2

7. Ask participants to return to their seats. Divide them into small groups.
8. Ask each group to share ideas of other social beliefs about men and women. Make a joke of some examples: women are talkative, men are reserved; women are not intelligent, men are intelligent.
9. Give participants 5 minutes for this activity.
10. Ask the groups the **one** most interesting thing they discussed.
11. Ask these questions:
    - Were you surprised by how many social beliefs you named?
    - Have you challenged any of these beliefs in your community?
12. Emphasize that social beliefs are created by the community; they're not based on biological facts.
    - Gender differences in communities are so deep-rooted, we sometimes don't even see them.
    - Gender beliefs can be perceived as unchangeable, but they can change because of events such as war, famine, and economic conditions.
    - For example, when South Sudanese men fled as refugees to other countries without their families, they had to do some of the things women would normally have done for them, such as washing clothes, cooking food. When men left their families to fight, South Sudanese women had to do activities men would normally have done.

Activity 2.3 (30 minutes): Gender Awareness

1. Ask participants to form groups of four seated near each other. Ask them to talk about what they think "gender awareness" means.
2. Once they have had time to discuss, ask volunteers to share what they think gender awareness is.
3. Write the definition below on the flipchart and discuss each part with the group. Clarify any misunderstandings:

> **Gender awareness** means understanding traditional gender roles, gender discrimination, and stereotypes about girls, women, men, and boys.

4. Say that a person with gender awareness:
   - understands the different opportunities and challenges for females and males
   - believes that everyone deserves freedom and fair treatment
   - is willing to make positive changes in their own attitudes and behaviours
5. Explain that education reinforces what a society believes and that school plays an important part in creating and perpetuating gender roles.
6. In their groups of four, ask them to discuss this question for a few minutes:

   In school, do female and male teachers have the same opportunities? If not, what are the differences?

7. Ask what differences they found. (*This might include: women overwhelmingly teach the lower grades, men are more likely to be secondary school teachers, especially in math and science; men are more likely to be principals.*)

Session 3: Gender Roles & Stereotypes

Activity 3.1 (30 minutes): Where Do Gender Roles Come From?

1. Explain that a gender role is what family, community, and society expect people to do, based on their sex. Read this definition:

> **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.

2. Give some examples: women cook and do housework, men are the main breadwinners; women are nurses, men are doctors; women wear skirts, men wear trousers; men are assertive, women are not.
3. Explain that in this activity, we will look at one way societies create gender roles and stereotypes.
4. Explain that oral traditions—stories, proverbs, and riddles—reinforce a community's beliefs about what men and women should or shouldn't do. Traditional societies use stories to explain fixed roles for men and women.
5. Ask a volunteer to read the following tale from an African culture. (Or read the story yourself.)

Traditional Story: 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 to get some of the meat. In their greed, the women forgot all about their cattle. The women's cattle wandered off and disappeared. They became the wild animals we have today. The community lost half 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.

6. Ask the group to reflect on the story. Use the following questions to guide the discussion:

   1) According to this story, what are some characteristics all women share?

   2) What words would a member of this society use to describe women?
      a. *Examples*: Greedy, petty, selfish, irresponsible, focused on food

   3) What is the moral of the story? (The "moral" is the main message or purpose.)
   Possible responses:
      a. Women should not be trusted with managing property.
      b. Any property given to women will go to waste.

   4) What purpose does this story serve?
   Possible responses:
      a. Explains society's rule that women cannot inherit property
      b. Reinforces traditional gender roles (Cattle herding is for men; cooking is for women.)

8. Emphasize that this story helps the community explain why it prevents women from inheriting property. Stories like this create powerful barriers to change.
9. Ask participants to share their own examples of local proverbs, riddles, and stories that reinforce discrimination against women and girls. For each story, ask:
   a. What purpose does this story serve?
   b. How does this story strengthen traditional gender roles?

Activity 3.2 (30 minutes): Boys Do, Girls Do[v]

1. Show them the flipchart paper "Boys Do, Girls Do" with four sections:

Boys Do	Girls Do
Boys Don't	Girls Don't

2. Decide on a number of small groups (up to 6 participants) and have participants count off to form groups. Give each group paper and markers.

Part 1

3. Ask the groups to come up with as many messages as they can remember: **when you were a child, which messages were you given about what boys and girls SHOULD or COULD do or be? Should or could NOT do or be?** They can make their own chart.
4. When the small groups are finished, have them tape the flipchart paper on the wall and walk around the room to view each other's work.
5. While they stay in their small groups, ask participants:
   - What do you see in these charts?
   - What things are common?
   - Did anything surprise you?

Part 2

6. Explain that in this and earlier activities, you identified some gender stereotypes. Write the following definition on the flipchart:

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

7. In their groups, ask them to discuss from their chart:
   - What can we say about stereotypes for girls?
   - How would you characterize the messages for boys?
   - What happens to boys and girls who don't conform to these messages?
8. Point out that messages for girls and boys can empower or pressure them not to fulfil their own ambition.

Activity 3.3 (30 minutes): Gender Roles Case Study

1. Remind participants that social beliefs, like gender roles and gender stereotypes, are not based on fact.
2. Read this example:

In some states of South Sudan (Northern Bahr el-Ghazal), women are responsible for thatching roofs. In other states, only men build roofs.

3. Refer participants to the illustration *Can Women Build Roofs?* in the GSI Handbook.

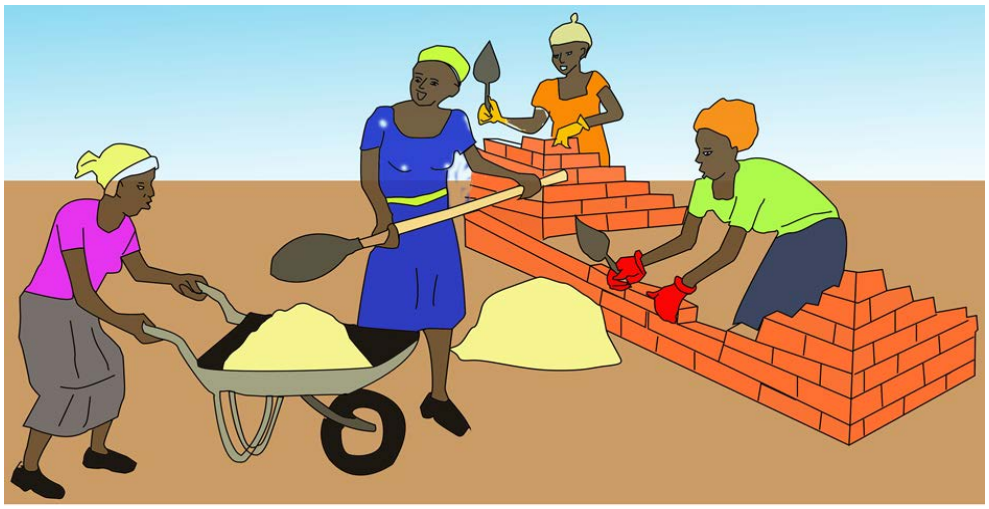
4. Ask participants what this drawing shows. Make sure the discussion includes these lessons:
    - Women and men can both thatch roofs.
    - The difference between the two societies is based on gender roles, not what men and women can or cannot do.
    - Just because a society assigns an activity only to men or only to women doesn't mean that the opposite sex cannot do it.
5. Ask participants to think about the gender roles in their communities. Ask:
    - In your community, what are some activities only men do, but women could also do?
    - In your community, what are some activities only women do, but men are also able to do?

    Examples of activities: Fetching water; cooking; herding livestock; harvesting vegetables; sweeping the home; washing clothes; fixing a vehicle; constructing a building; selling fruit
6. Explain that a community's gender roles can change. In many societies, women now do things once done only by men, and men do things once done only by women.

7. In a large group, ask participants to list 5 activities once done only by men or only by women, but are now done by both sexes. They can think about how different they are from their parents and grandparents.

   Possible responses: working in an office; cooking; caring for children; hunting; playing football; herding animals; fetching water

8. Show participants the illustration *Women Building* (see GSI Handbook) that shows roles that have changed over time.
   - Ask them to describe what they see.
   - Ask them to explain whether both men and women in their communities are performing such activities.



Activity 3.4 (45 minutes): Debate—Education

1. Explain that you will now hold a debate on gender roles. Debate is a great way to learn about a topic because it forces you to think of arguments you might not agree with. In a debate, you may have to argue for something you don't believe in. This is hard, but it helps you understand opinions that are different from yours.
2. Say that each team's job is to make the best argument possible, not to share its members' own views. After the debate, you'll have a chance to discuss your own feelings about the topic.
3. Split the group into two teams. Tell them they will debate for and against this statement:

   Women and men should take equal responsibility for educating children.

4. Explain how the debate will work:
   - One team will argue for the statement, developing arguments that support (it.
   - The other team will argue against, developing arguments to disprove the statement.

5. Point to the debate format on the board or flipchart. Explain the order the teams will speak in, and how much time each will have to speak.
6. Before the debate begins, give the teams 10 minutes to prepare.

Sample Debate Format

Debate	Side	Time
Opening Statement	Affirmative	5 minutes
Opening Statement	Negative	5 minutes
Rebuttal	Negative	2 minutes
Rebuttal	Affirmative	2 minutes
Questions	Affirmative	2 minutes
Questions	Negative	2 minutes
Break (to prepare responses)	BOTH	5 minutes
Closing Statement	Negative	2 minutes
Closing Statement	Affirmative	2 minutes

***Facilitator's Note**: During the debate don't allow participants to yell or make negative remarks. Remind them that the purpose is to learn and make good arguments, not to make the other team feel bad.*

7. When the debate ends, ask how it felt to discuss the topic:
   - Which arguments were most powerful?
   - Did you have to make arguments you don't personally agree with?
   - Did you learn anything new or change your opinion as a result of the debate?
8. Lead a short discussion about why societies assign more responsibility for children's education to women than men.

Session 4: Social Inclusion

Activity 4.1 (10 minutes): What is Social Inclusion?

1. Explain: Now we will move to the topic of social inclusion. Show the definition on a flipchart:

> **Social inclusion** means equal access to education for all children, regardless of sex, disability, economic status, ethnicity, religion, or language.

2. Note that according to UNICEF (2016), 1 in 6 children in South Sudan cannot go to school or have not enrolled in school. They are not *included*.
3. Ask:

- What is the situation in your own community? Are children out of school for any of these reasons? (Make sure each reason is mentioned: sex, disability, social class, ethnicity, religion, language).
- Are there any other reasons why children cannot go to school (conflict, displacement)?

4. Explain the goal of social inclusion:

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

5. Explain that to *include* all children in education we need to understand why they are not in school. So we will now look at what gets in the way of children going to school.

Activity 4.2 (15 minutes): Social Norms

1. Post a large version of the *Boy with a Baby on His Back* picture (see GSI Handbook) for everyone to see. Point out that the boy is at school. Explain that the boy's parents make him take his younger sibling to school. In the picture, the boy has left the classroom because the baby began to cry.

2. Explain that **children responsible for caring for siblings face a barrier to education**: when a child must care for a younger sibling, that child can't get a good education.

3. Ask participants how much they think this has to do with economic need and how much with attitudes that the child's education is not important.
4. Show participants *Pastoralist Boy Talking to Father* illustration (in GSI Handbook).

5. In the large group, ask:
    - What barriers to education do children in pastoralist communities face?

    (*These may include*: communities don't value formal education; cultural practice of initiating boys into manhood takes focus away from school to 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).

Activity 4.3 (15 minutes): Attitudes

1. Read the story of Yolanda:

> 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.

2. Ask participants: What are the attitudes about disability in your area?
3. Ask what other barriers we can identify from Yolanda's story. Divide into small groups to discuss:
    - Barriers related to school infrastructure (buildings, classrooms, compound)

- Barriers related to teachers (attitudes, skills, time)
- Logistical barriers (distance, safety)

4. Ask each group to name **one** barrier at a time, and keep going around until there are no more examples. Write the barriers on a flipchart.
5. Explain the term *inclusive education*. It means *includes everyone,* but is often used to refer to including disabled students.

> **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.

6. Using the same groups, ask them to discuss this question:

> **"Inclusive education happens when children with and without disabilities learn together in the same classes. Is this realistic in South Sudan?"**

Activity 4.4 (20 minutes): Displacement

1. Read Parach Mach's true story[vi]:

> 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 internally 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 teachers are playing a key role in emergency education centres. "While each learning space is designed for 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 some of the children are traumatized and cannot concentrate in class. Some are aggressive, especially those who have been recruited into armed groups.

2. Ask participants in the large group if they have experience providing education to displaced children. What are the issues they face?
3. Break into four groups and give each group *one* of these issues to discuss:
   - Attitudes of local people
   - School capacity
   - Teacher capacity
   - Local education authority capacity
4. Ask each group to state 1 to 3 barriers. If practical, they can write one barrier per sticky note and put them on flipcharts. You can then group common barriers.
5. Conclude by summarizing new barriers (in addition to childcare and social and cultural norms). These are likely to be **teacher ability to manage large classes, teacher ability to teach students with learning problems due to the effects of**

psychosocial trauma, physical capacity of the school and classroom, lack of policy from the local education agency.

6. Mention that there are:
    - **supply-side barriers** (from the education provider: ministry, local authority, school), and
    - **demand-side barriers** (people's attitudes and beliefs, lack of money).
7. Note that half of displaced children do not go to school for a combination of these reasons.

Activity 4.5 (20 minutes): Living on the Streets

1. Say that we will now look at another group of children excluded from school. Give them a handout showing research on street children (Activity 4.5 in GSI Handbook). Tell them these are research results from 2015 by the Department of Community Medicine in the University of Juba with the Ministry of Health.[vii] They studied children in the 5 major markets in Juba city: Konyo Konyo, Jebel, Juba, Custom, and Suk Libya.

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

2. Make new groups and give them this task:

Identify the barriers to education for street children.

3. Give them flipchart paper to summarize the barriers. Ask them to try to put the barriers under 'demand-side' or 'supply-side.'
4. In the large group, identify any new barriers (for example, children are very mobile and hard to reach).

Activity 4.6 (40 minutes): Gender-Specific Barriers

1. Say that we will end this session by looking at **gender-specific barriers**—those that affect only boys or only girls.
2. Show participants *Early Marriage – Girl Passing Former Classmates* illustration (in GSI Handbook).

3. Note that early marriage is one barrier that nearly all girls in South Sudan face in completing their education. Ask participants to list some reasons why early marriage is prevalent in South Sudan. (*These might include: community and girls are socialized to view themselves as wives, caregivers and child bearers; belief that dropping out of school to marry is more secure than pursuing an education; perception that girls are viewed as "assets" and that a delay in marriage will decrease the value of their bride price).*

4. Ask participants to talk to the person next to them and name one barrier that only applies to girls and one barrier that only applies to boys. Explain that these should be new barriers, not ones we have already named (early marriage, childcare, work).
5. After a couple of minutes, ask one of the pair to move to the left of the room with the 'boys' example and the other to move to the right with the 'girls' example. Give the two new groups a few minutes to make a list, being sure that the issue applies only to boys or girls.
6. Ask them to present the gender-specific barriers to the whole group. *(These might include toilets for menstruating girls; pregnancy; pressure to join gangs.)*
7. Ask participants if they know the term 'discrimination.' Explain that it is unfair treatment of a person or group of people. It can be a barrier to education. It is similar to social norms and attitudes, but it is different because it is often linked to power of one group over another.
8. Read the definition below:

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

9. Note that discrimination can be based on many things, such as sex, ethnicity, tribe, or religion:
    - Communities of a majority tribe may not allow other tribes to participate
    - Some tribes or ethnic groups may be favoured for government jobs
    - Police may harass members of one religion or sect
    - Disabled people may not be able to get to services in some buildings
    - Displaced children may not be allowed in school
10. Read the definition below. Make sure participants can describe gender discrimination in their own words.

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

11. Explain that gender discrimination has many negative consequences. One is a lack of power to make decisions. Another is lack of access to resources, such as education, land, rights, credit, or a job.

Day 1 Wrap-Up (10 minutes): Gender Advocacy Song

1. Ask participants if they would like to share any overall impressions from day 1. Provide each participant with a copy of the *daily evaluation form* (in GSI Handbook).
2. End Day 1 by singing the gender advocacy song together:

Gender Advocacy Song
A girl child can do what a boy child can do (repeat 3 times)
If only given a chance (repeat 2 times)
A woman can do what a man can do (repeat 3 times)
If only given a chance

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

Objectives

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

Day 2– Module two: Equity, Gender-Based Violence, and Rights	
Session	Total time: 6 hours 30 minutes
Review of Day 1	**15 minutes**
Session 1: Equity in Education	***(1 hour 40 minutes)***
Understanding Equity	10 minutes
The Fox and the Crane	20 minutes
Equity and Resources	40 minutes
Gender Equity	30 minutes
Tea break	***(20 minutes)***
Session 2: Gender-based Violence	***(1 hour 40 minutes)***
What is Gender-based Violence?	40 minutes
Mapping Gender-based Violence in Schools	45 minutes
Tips for Staying Safe	15 minutes
Lunch	***(30 minutes)***
Session 3: Psychosocial Well-Being	***(50 minutes)***
What is Psychosocial Wellbeing?	30 minutes
Providing Support	20 minutes
Tea break	***(15 mins)***
Session 4: Knowing about Rights	***(45 minutes)***
International Legal Rights	15 minutes
Example—Humanitarian Clusters	30 minutes
Day 2 Wrap-up and Evaluation	***(10 minutes)***

Activity (10 minutes): Review of Day 1

1. Review the first training days' topics: gender, sex, gender awareness, gender roles, gender stereotypes, gender discrimination, and gender-based violence. If it has been a while since that training day, ask participants to define each of the key terms. Ask participants if they would like to share any thoughts, insights, or experiences they have had about gender since that training day.

Session 1: Equity in Education

Activity 1.1 (10 minutes): Understanding equity

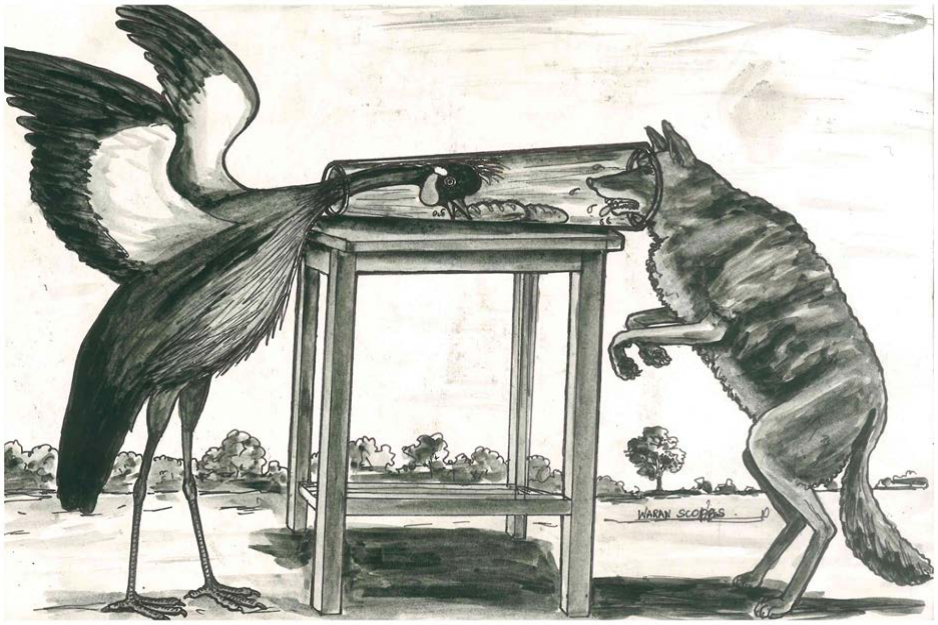
1. Remind participants that we have looked at barriers that *exclude* children from school. If we want to *include* all children, we need to think about equity.

2. Say that equity is different from equality. This can be confusing, but we will do an activity to make the meaning clear.

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

Activity 1.2 (20 minutes): The Fox and the Crane

1. Show participants the illustration *The Fox and the Crane* (in GSI Handbook). Tell participants you will read a story that shows the difference between equality and equity.



The Fox and the Crane

One day, the fox invited the crane to dinner. The fox served the food as he always did, on a large, flat dish. The crane—with her long, narrow beak—could not eat.

The following week, the crane invited the fox to dinner. She served the food as she always did, in a tall, narrow vase. The fox—with his short, wide face—could not eat.

2. After reading the story, ask participants:
    - What was each friend trying to get? (Food)
    - What barrier kept the crane from eating? (She couldn't eat from a flat dish.)
    - What barrier kept the fox from eating? (He couldn't eat from a tall, narrow vase.)
3. Ask participants how the story relates to equity and equality. If they aren't sure, use the information below to explain:
    - The two friends offered each other equal amounts of food.
    - But at each dinner, a barrier prevented one from eating. The crane's long, narrow beak was a barrier to eating from a large, flat plate. The fox's short, wide face was a barrier to eating from a tall, narrow vase.
    - There was no equity because the fox and the crane need different things to eat the food. The crane needs a tall, narrow vase, and the fox needs a large, flat plate.
4. Ask participants to think about the different groups of children discussed. Ask for examples from their own experience of a school situation where two students (or groups of students) need different things to be able to learn.

Activity 1.3 (40 minutes): Equity and Resources

1. Explain that equity is most often used when talking about resources. Equity has two parts[viii]:

    - **Fairness**—making sure a child's ability to reach his or her educational potential is not determined by his or her 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

2. Write on a flipchart three factors of equity:

    1. **The design of the education system.**
    2. **What happens inside and outside the school.** Classroom practices and relationships of schools, parents, and communities. Student learning benefits from an effective school–home relationship, but weak support at home can hold poor children back.
    3. **How resources are allocated.** (teachers, materials, and money)

Step 1

1. Tell participants to imagine they are the Minister of Education. They want all schools to be equal so they will give them all exactly the same amount of money. Separate participants into groups of 4-5 and ask them to discuss:

    - Will the head teachers be happy?
    - Why will some head teachers think their schools should get more than others?

2. After a few minutes, ask for responses. Write the main answers on a flipchart.
3. Conclude by asking whether they agree with the concept of equity—that some schools need more resources than others so they can give their students the same quality education as others. (This will tell you whether they understand the concept.)

Step 2

1. Say that we will now consider equity for individuals. Read Logor's story, or ask a participant to read it.

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 sees his disability as 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 them will sit near him or talk to him. They say Logor doesn't belong. 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 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.

2. Ask participants:
    - What makes it hard for Logor to get an education? (answers should include: midyear transfer, attitudes about disability, language, bullying, isolation)
    - Which relate to his disability? (time to walk to school, self-esteem)

Step 3

1. Put participants in groups. Tell them:

    You are a committee responsible for improving equity among learners. What advice will you give the head teacher about how to help Logor learn better?

    (*This might include messages for the teacher, classmates, and father)*

2. Ask each group to talk briefly about the following with the whole group:
    - Do you think the head teacher can apply your recommendations?
    - What resources are needed?
    - If your recommendations are accepted, will Logor be the only one to benefit?
    - How might the changes help other children?

Activity 1.4 (30 minutes): Gender Equity

1. Summarize where the group is in the discussion about equity. Say that we have talked about Logor's case, which included disability and being part of a different language group. We've said that equity is about allocating resources so all children can reach the minimum standard. In some cases, all children will be treated the same. In others, different individuals or groups need different care.
2. Explain that we will now talk about gender equity. Start by reminding them why education is as important for girls as for boys. Remind participants of the definitions of equity and equality, and point out how these are relevant when talking about gender:

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.[ix]

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.

3. Refer participants to the GSI Handbook and allow them a few minutes to read about the advantages of education for girls (see below).

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.

4. Explain that you'll now read Aisha's story.

Aisha's Story

> Aisha lives in a cattle camp with her brothers and sisters. She attends school in a nearby village with her brothers and sisters and dreams of becoming a veterinarian one day.
>
> When Aisha is in S2 level, her father tells her 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 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.

5. In the large group, ask participants these questions:
    - How does Aisha's chance for an education compare with that of her brother?
    - How typical are they of the boys and girls in the cattle camps?
6. Ask participants to form new groups and give them this scenario:

> You are the head teacher in Aisha's school. You have been asked to make a presentation at a national conference on Equity in Education next week. All ministries involved in child development, including Education; Gender, Child, and Social Welfare; and Health will attend. The title of your presentation is 'Achieving gender equity in education: case study of a cattle camp.'

    - What challenges do you face in providing equal opportunities for boys and girls in your school?
    - What is your main message to the Ministry of Education?
    - What is your message to other ministries?
7. Ask participants to write their two main messages on sticky notes (one message per note) and put them on flipcharts on the wall. Gather all participants and discuss the messages. Ask them to nominate the best ones.

Session 2: Gender-based Violence

Activity 2.1 (40 minutes): What is Gender-based Violence?[x]

1. Remind participants there are several types of violence—verbal, physical, sexual, and psychological. Explain that when the terms violence and gender are put together, we get the concept of gender-based violence.
2. Give the following definition of gender-based violence.

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.[xi]

3. When gender-based violence takes place in and around places of learning, it is called school-related gender-based violence.

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.

4. Note that while 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 and harm learners' education.
5. Explain that people who commit school-related gender-based violence can be students, teachers, and other school personnel, gang members, adults from the school neighbourhood, soldiers, and family members.

6. Ask participants to give examples of school-related gender-based violence. Try to get examples for each category: physical, psychological, verbal, and sexual. (Examples below.)

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.

7. Ask for three volunteers to read each of the scenarios below. They describe a form of gender-based violence that might happen to young people in or around a school. After each scenario, lead a discussion with participants using the questions following the scenario.

8. **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 legs as she walked past.

9. Ask the group:
    a. What type of gender-based violence is happening in this scenario? (*possible answers*: *verbal, sexual*)
    b. How might this affect Mary?
    c. What needs to change to prevent this from happening?
    d. What needs to change so that effective responses are made if this does happen?

10. **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 with James dressed as a girl and showed them to everyone in their class.

11. Ask the group:
    a. What type of gender-based violence is happening in the scenario? (*possible answers*: *verbal, psychological*)
    b. How might this affect James?
    c. What needs to change to prevent this from happening?
    d. What needs to change so that effective responses are made if this does happen?

Scenario 3

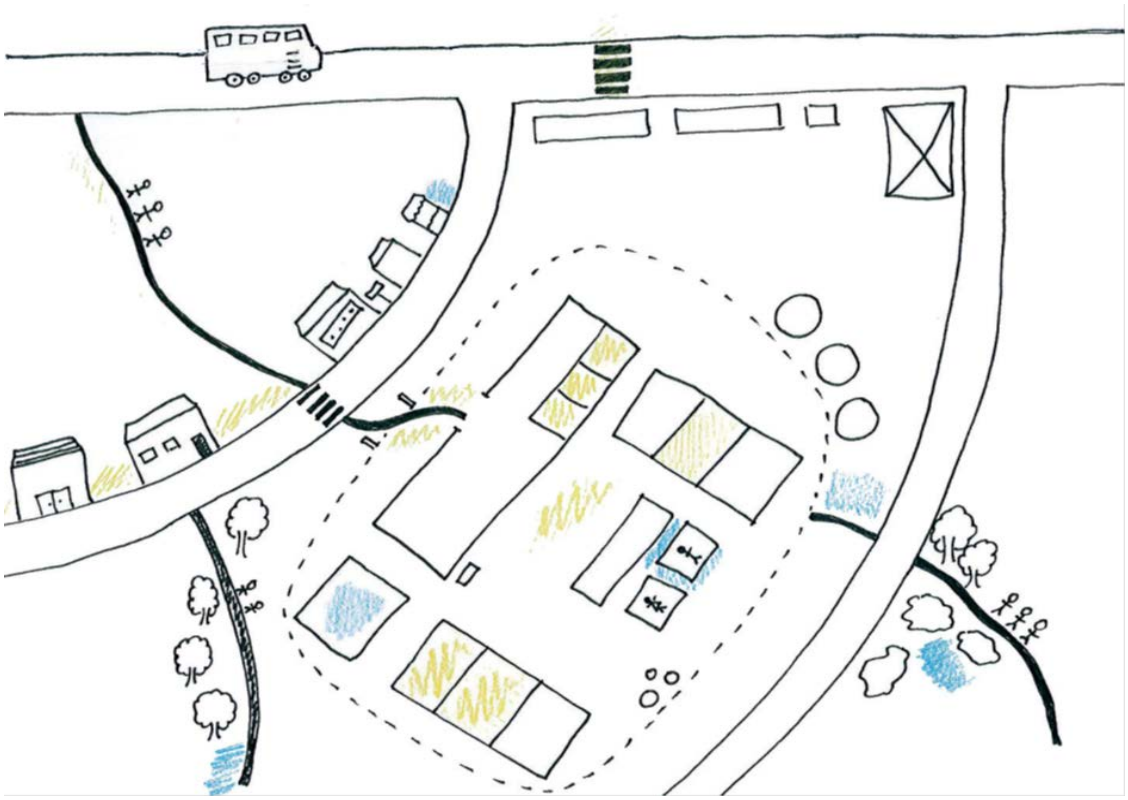
Anna is 13 years old. She is very intelligent but she has difficulty walking and talking because she did not get enough oxygen when she was born. The

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.

12. Ask the group:
    a. What type of violence is happening in the scenario? (*possible answer: verbal, physical, psychological, sexual*)
    b. How might this affect Anna?
    c. What needs to change to prevent this from happening?
    d. What needs to change so that effective responses are made if this does happen?

Activity 2.2 (45 minutes): Mapping Gender-based Violence in Schools[xii]

1. Show participants *Mapping gender-based violence* illustration (see GSI Handbook, Activity 2.1). Explain that it's important to understand the types of violence that occur in and around schools, where that violence occurs, and who experiences or sees the violence.



2. Divide participants into small groups. Give each group a simple map of a school, including the streets, paths, and buildings around the school.

3. Ask groups to draw lines for the routes students take to school and the types of transport they use. (For example, a dotted line could represent the walking route and a thick line could show the bus or motorbike route.)
4. Tell participants to look at their maps. Now ask: Which places in and around the school are safe for all students?
5. Tell groups to mark these places in green (or another colour of their choice).
6. Now ask: Where do students see or experience violence?
7. Tell groups to mark these places in red (or another colour of their choice).
8. Say that now you will mark the places where the different types of violence occur. Ask participants to name the four types of gender-based violence that were discussed in the previous activity (verbal, psychological, physical, and sexual).
9. Write the key below on the board or flipchart:

    P Psychological violence

    X Physical violence

    S Sexual violence or sexual harassment

    V Verbal violence

10. Ask participants to mark the red parts of their maps—the places where violence occurs—with the letters for the types of violence that happen there. If needed, give an example:

If the school toilets are not separated by sex, mark the school toilets with an "S" for sexual violence. Since toilets are closed from view, sexual violence is more likely to occur there.

11. Ask one or two groups to present their drawings to the class. Use the following questions to guide discussion:
    - Do girls and boys experience violence in the same places in school?
    - Where is violence most likely to occur?
    - Why do people get away with violence in these places?

Activity 2.3 (15 minutes): Tips for Staying Safe

1. Explain that even though the victim is never at fault, there are things girls and boys can do to protect themselves.
2. Ask participants to help make a list of suggestions for girls and boys to stay safe in their schools and in their broader community. Write each idea on the flipchart.
3. Make sure the list includes:
    - When going to fetch water or walk to school, always go with a friend or in a group and stay on well-lit paths.
    - Be aware of your surroundings and trust your instincts: avoid people or situations that do not "feel" safe.
    - Try not to be alone with a teacher or any adult you do not trust, both at school and at home.

- If a teacher or adult asks you to be alone with them, tell a trusted adult (like a parent).
- Do not accept gifts from teachers or adults you do not know well.
- Be assertive. If someone touches you in a way you do not like or hurts you, yell, "No!" and move away. If you cannot escape, defend yourself physically and yell for help.

Session 3: Psychosocial Well-Being

***Facilitator's Note**: Participants may be survivors or family members of survivors of the recent violence. In this course it is not possible to support someone who has an intense reaction. For this reason, the session is limited and aims only to give information. If participants wish to share their stories, they may, but the trainer should not encourage sharing.*

Activity 3.1 (30 minutes): What is Psychosocial Well-Being?

1. Explain that children live in families and communities. Some have stable, loving, secure relationships that provide a good foundation for learning. Others may have experienced conflict, displacement, family separation, and loss of relatives. When children come to school, they bring these experiences with them. For this reason, we need to understand how trauma and distress can affect children's ability to learn.
2. Say that you will now explain the term "psychosocial wellbeing."
3. Draw a rough outline of a girl on the board or flipchart.
4. Explain that "psychosocial" is made up of two words: "psycho" and "social."
5. "Psycho" is concerned with psychology—what happens in the mind and emotions. It includes thoughts, feelings, behaviours, and beliefs. On the picture, draw arrows to the inside of the head and heart.
6. "Social" is concerned with relationships like family, friends, and community. Point to the area outside of the girl.
7. "Psycho" and "social" are interconnected. They can strengthen each other in positive and negative ways. For example, children with positive thoughts will likely contribute to their community. Then they will feel they belong in the community and will become even happier. A child with negative thoughts may struggle.
8. Point to the drawing on the board and explain that you are going to read a short story about a learner.

Maya's Story

Maya is an 8-year-old girl in Primary Two. Her teacher has noticed that Maya is very quiet. She doesn't like to participate in class activities with her classmates, 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 and that's why she stays away from other children.

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

9. Divide participants into groups. Ask them to talk about the following (10 minutes):
    a. What are the psychological issues Maya is experiencing?
    b. What are the social issues?
10. Ask the groups to write their comments on the board, inside the drawing of Maya if they are internal (psychological) factors and outside the drawing if they are external (social) factors. *Examples may include:*

Internal problems (psychological)

- Suffers trauma from being displaced
- Feels sad for her mother, fears her brother
- Feels embarrassed in school
- May feel hopeless about the future
- May lack trust in others

External problems (social)

- Family responsibilities
- Physical and economic insecurity
- No friends in school
- Limited opportunities, such as inability to spend the full day in school

11. Note that there are ways to identify learners with psychosocial distress. Ask participants to name as many as they can and write them on the board. *Examples may include*:

- Sucks thumb
- Clings physically to friends
- Fidgets, is very restless
- Loses track of time
- Acts out the traumatic event
- Bites fingernails

- Talks with a stutter
- Appears unable to pay attention in class
- Misses many days of school
- Seems unhappy most of the time
- Becomes annoyed easily
- Appears withdrawn (quiet, preoccupied)
- Chooses to work and sit alone
- Has few interactions with peers
- Is rebellious or disobedient
- Complains often of physical problems (headaches, stomach aches)
- Appears uncooperative, lazy or unmotivated

12. Explain that children are very resilient—they can cope with bad situations—so not all learners will have these behaviours. Some may show some, or only one. We need to understand that they behave this way because their needs have not been met because of trauma.

13. Ask participants: what do you think are some simple strategies that teachers and educators can take to accommodate learners affected by psychosocial trauma and displacement? *Examples may include:*

    - providing an agenda or summary of daily activities before each class to increase predictability
    - letting learners regain a sense of control by allowing them to make decisions over simple things in the classroom, such as where to sit and asking for volunteers rather than calling out students to answer questions
    - repeating when possible for students who have trouble focusing or paying attention
    - leading learners in short breathing or physical activities to calm them and refocus their energies

Activity 3.2 (20 minutes): Providing support

1. Explain that the aim of psychosocial support in schools is to minimize the risks children like Maya face and to increase their coping skills. The emphasis is on maintaining or restoring normal development, so children can reach their potential and become successful, productive adults.
2. Note that all children are different. Sometimes they can recover quickly. But sometimes the effect on their well-being is long term. Unresolved trauma can lead to violent behaviour. It is a barrier to trust, resolving conflicts, attending school, and holding a job. These are the very elements needed for a country to recover from cyclical violence and to provide youth with opportunities.
3. Protective factors shield children from the worst effects of trauma and help them cope. Some of these relate to the child's characteristics, assets, or resources. These include intelligence, positive self-esteem and confidence, a tendency to look to the future rather than the past, and structure and meaning in their life, which could be provided by religious belief.

4. Ask whether participants have heard of psychosocial counselling. Evidence suggests that most people do not need one-on-one counselling to recover from trauma. Instead, they heal through support, usually from individuals that they trust, such as members of their family and community.
5. Ask participants if they have psychosocial support in their schools to help children like Maya. If not, do they see any opportunities for teachers and head teachers to promote the psychosocial wellbeing of learners? These might be community members or groups.

Session 4: Knowing About Rights

Activity 4.1 (15 minutes): International Legal Rights

1. Write the definition of human rights on flipchart paper:

> **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.

2. Remind participants that we have discussed gender and social inclusion. Ask if they know about rights for these groups. Show prepared flipcharts on:
   - **UN Convention on the Elimination of All Forms of Discrimination against Women** (CEDAW) 1979 (Definition of gender-based violence 1993)
   - **UN Convention on the Rights of the Child** 1989
   - **UN Convention on the Rights of Persons with Disabilities** 2006 (Article 24—Inclusive Education)
3. Give participants the handout *Children's Rights* (see GSI Handbook, Activity 4.1). State that South Sudan has signed the UN Convention on the Rights of the Child, which includes the right to:
   - life, survival, and development
   - protection from violence, abuse, or neglect
   - an education that enables children to reach their potential

> 1. **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.
> 2. **The right to be protected from harmful practices.** 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.

3. **The right to be as healthy as possible and to be able to access the best possible health care services.** 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.
4. **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.
5. **The right to freedom from abuse and exploitation.** No one, including parents, relatives or teachers, should physically, sexually, or verbally, or psychologically abuse children. The government should make sure children are protected from abuse and must act if children experience violence or abuse.
6. **The right to take part in important life decisions.** When decisions are made about their lives, children have a right to take part in them. Their feelings and opinions should be listened to and considered.
7. **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 friends or forming groups and discussing issues.
8. **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.

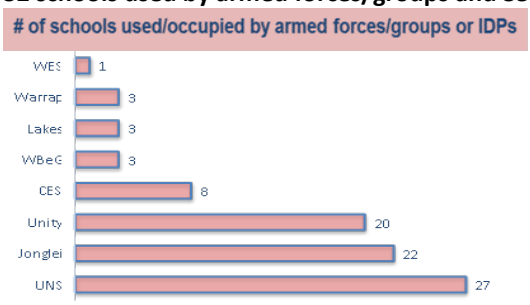
4. Note that children's rights are a special case, because many have to be provided by adults or the state. Ask participants what barriers they see to providing these rights.
5. Explain that if we want to defend rights, we need a mechanism—a way or a structure—to do it. Ask if they know about or take part in any mechanism for children's rights.

Activity 4.2 (30 minutes): Example—Humanitarian Clusters

1. Explain that the UN cluster system is one way to organize groups (including the government) to defend rights. There are several clusters. Two are relevant to this workshop: Education and Protection
2. Here are two examples of the work these clusters have been doing.
    - Protection: Dissemination and discussion of CARE International's report "The Girl Has No Rights': Gender-Based Violence in South Sudan"[xiii]
    - Education: mapping Education in Emergency activities; monitoring schools closed because of conflict
3. Refer participants to the extract of the Education Dashboard in the GSI Handbook, Activity 4.2

87 schools remain occupied/used

32 schools used by armed forces/groups and 55 used as shelter by IDPs in the most affected states



4. Focus attention on the section "87 schools remain occupied/used." Form small groups and give participants 10 minutes to discuss. Ask each group to state *one* thing they found interesting. (*There is no right or wrong.*)
5. State that another way of defending rights is to use internationally developed guiding principles. An example is *IASC Guiding Principles for Preventing and Responding to Gender-Based Violence,* which is used by the gender-based violence sub-cluster.
6. Another way is through a response network. Write these three on a flipchart:
    - **Reporting systems**—for victims and their advocates to report crimes.
    - **Referral systems**—to direct students to the services they need, such as emotional support and counselling, medical treatment and services, and legal aid for victims and their families (if available).
    - **Direct support**—so students can talk to anyone they think might be able to help them, such as a trusted community member.[1]

Day 2 Wrap-Up (10 minutes)

1. End Day 2 by asking participants to sit in a circle (if they are not already).
2. Explain that the centre of the circle is a stew pot that will soon be filled with all the ideas they will share. The stew pot can be thought of as a reflection of the workshop.
3. Encourage each person to offer a phrase or word that best describes his or her feelings, insights, or discoveries at the end of the workshop. You may guide the discussion with open-ended questions, such as: "Respond with a word or phrase that describes your feeling at this very moment," or with more specific prompts, such as: "Add a word or phrase to the stew pot that relates to your favourite activity from the day and how you might use it in the future."
4. After each person has added a phrase or word to the stew pot, ask each to mime using a spoon to dip into the stew pot and take a sip.
5. Once every participant has had a chance to share, thank participants for their ideas.
6. Pass out and then collect the *daily evaluation form* (see GSI Handbook).

[1] From Doorways II page 161

MODULE THREE: ADVOCACY

Objectives

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

Day 3 – Module three: Advocacy	
Session	**Total time: 6 hours 10 minutes**
Review of Day 2	**10 minutes**
Session 1: Introduction to Advocacy	***(1 hour 30 minutes)***
What is Advocacy?	30 minutes
What is an Advocacy Campaign?	30 minutes
Tea break – 20 minutes	
Session 2: Planning an Advocacy Campaign	***(2 hours 30 minutes***
Example – Early Marriage	1 hour 10 minutes
Lunch – 45 minutes	
Plan Your Own Campaign	1 hour 20 minutes
Session 3: Ideas for Advocacy	***(1 hour 15 minutes)***
Advocacy in Conflict and Post-Conflict Environments	15 minutes
Advocacy Ideas	30 minutes
Community Dialogue Ideas	15 minutes
Day 3 Wrap-up and Training Program Evaluation	**(30 minutes**)

Activity (10 minutes): Review of Day 2

1. Remind participants of the terms and concepts they learned in the previous training day: social inclusion, equity vs. equality, disability, barriers, discrimination, and school-related gender-based violence. If it has been a while since the previous training day, ask participants to define each of the terms.
2. Ask participants if they would like to share any thoughts, insights, or experiences about social inclusion, disabilities, or any of the other topic discussed in the previous training day. If these are significant, spend 5 to 10 minutes discussing.

Session 1: Introduction to Advocacy

Activity 1.1 (30 minutes): What is Advocacy?

1. Tell them that today they will learn about how advocacy can help change schools to be more inclusive for all children.
2. Ask participants what they think "advocacy" means. Discuss as a group.
3. After you've finished, write the following definition on the flipchart:

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

4. Explain why we need advocacy. Show these 3 reasons on a flipchart
    - To give voice to people who cannot be heard by themselves
    - To help defend and protect rights
    - To influence those who make decisions
5. Put participants in small groups and ask them to discuss:
    - Have you ever spoken up for others? Why? In what circumstances?
    - Have you ever wanted to speak out but haven't? Why not? About what?
6. Together, write a list of reasons why it's hard to speak out. Note that in conflict and post-conflict situations, such as in South Sudan, the government may be resistant to acknowledging issues such as gender-based violence. Some approaches to conducting advocacy in this setting are included in the activities below.

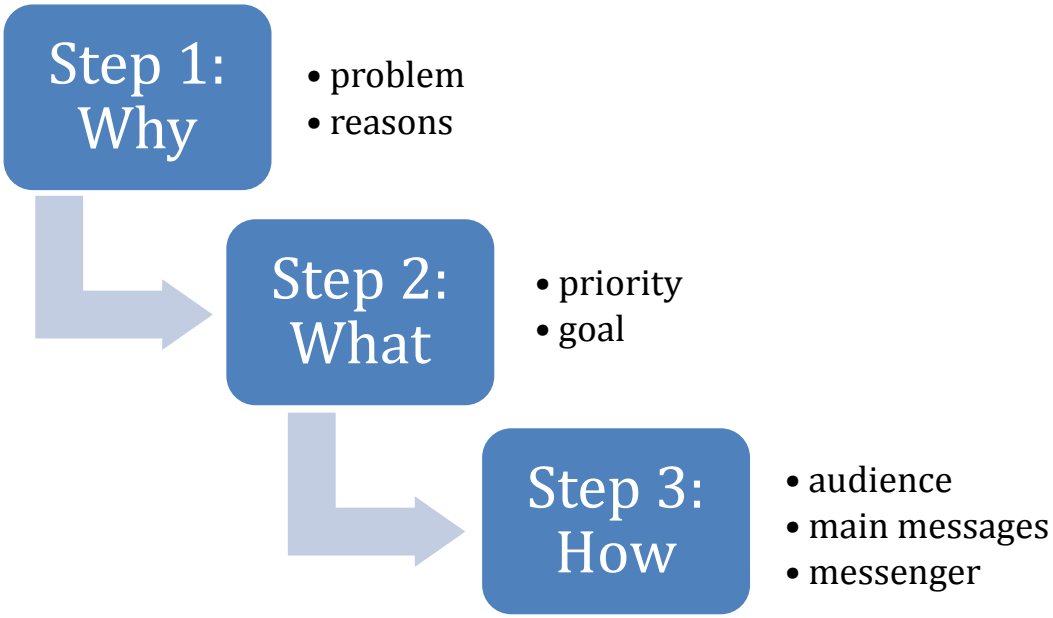
Activity 1.2 (30 minutes): What is an Advocacy Campaign?

1. Note that there are a few key factors in conducting a successful and effective advocacy campaign. For example, the **International Campaign to Ban Landmines** began as coalition of six groups with similar interests that agreed to cooperate on a

common goal. After five years of advocacy, the coalition and its founder were jointly awarded the 1997 Nobel Peace Prize for their efforts to bring about the Mine Ban Treaty. The campaign was successful because it included the following components:

- **A Clear and Simple Message**: ban landmines.
- **Credibility**: the campaign used experts, politicians, and celebrities to promote their message.
- **Broad Partnerships**: the campaign brought together nongovernmental groups, the Red Cross, UN, and governments. These groups didn't always agree but they had a consistent message.
- **Ordinary People Organized**: local and global campaigns had close ties to each other.

2. Explain that a successful campaign follows a process. Use a prepared flipchart to show the graphic outlining 3 steps.



3. Discuss each step.
    1. Say **WHY**
        a. Define the broad problem
        b. Talk about some of the reasons
    2. Decide **WHAT**
        a. Prioritise—what part of the problem do you want to address?
        b. Set your goal—what needs to change?
    3. Plan **HOW**
        a. Who is your audience?
        b. What are the main messages?
        c. Who is the messenger?
        d. What opportunities do you have?
        e. What are the risks?

4. Show these examples of clear and simple messages. It's not important what the messages mean, only that they are eye catching. Ask participants if they have examples of their own (on any subject)
    - Violence against women—it's against all the rules
    - This girl can
    - Know me for my ability, not my disability
    - Celebrate the heroes and the she-roes
    - Without education there is no development
    - Girls, not brides
5. Show the image of the *UNGEI/UNiTE campaign on SRGBV* (refer participants to GSI Handbook). Ask them what they like or dislike about the design.

Session 2: Planning an Advocacy Campaign

Activity 2.1 (70 minutes): Example—Early Marriage

1. Explain that in this exercise we will develop a campaign against early marriage, following the steps from the previous session. Then, participants will plan their own campaign on their own topic.
2. **Step1: WHY (10 minutes)**

   a. 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.

   b. The reasons:
   - Poverty, conflict, instability—girls and families often think they can escape by marrying young
   - Low literacy and gender gaps in education
   - Lack of a strong legal framework and poor enforcement of existing laws

3. **Step 2: WHAT (20 minutes)**
   Divide the participants into groups and ask them to write on flipchart paper:
   a. **Priority**—decide what part of the problem you want to address
   b. **Goal**—identify what needs to change
4. Ask groups to put their pages on the wall and present. Discuss similarities and differences. (10 minutes)
5. **Step 3: HOW (20 minutes)**

   Have them return to their groups to discuss:
   a. Who is your audience?
   b. What are the main messages?
   c. Who is the messenger?
   d. How can we get the audience to hear the message (delivery)?
   e. What resources do we have?

6. Ask each group to write the main messages (1 or 2 only) on the flipchart page and put it on the wall. Ask each participant to vote for the one they like best. (Put a tick on the chart next to the message). Ask participants to say what they liked or didn't like about particular messages. (10 mins)
7. Explain that there are two more elements to Step 3 (opportunities and risks) and you will discuss those when they plan their own campaign.

Activity 2.2 (80 minutes): Plan Your Own Campaign

1. Ask for ideas for campaigns. If there are a lot of ideas, get a show of hands to see how many participants are interested in which campaigns. If there are a manageable number, ask participants who offer ideas why they want to develop this campaign.
2. Ask those with ideas to stand in different parts of the room and ask the other participants to go to the campaign they would like to help develop. (If groups are too big, they can subdivide. It is important that they are interested in the campaign and the group is small enough that everyone can take part).
3. As participants develop their plans, move around the room to listen, and offer ideas when requested.
4. After about 40 minutes, ask each group to present its advocacy campaign plan. Encourage participants to respond to each other's plans.
5. Together, discuss **Step 3**.
    - What opportunities do you have to put your campaign into practice?
    - What are the risks? How can you lessen them?

Session 3: Ideas for Advocacy

Activity 3.1 (15 minutes): Advocacy in Conflict and Post-Conflict Environments

1. Remind participants about the earlier activities on advocacy campaigns. Introduce **Global Coalition to Protect Education from Attack**.[xiv] Its activities include:
    - Campaigning to keep soldiers out of schools and universities and publishing a report, *Lessons in War: Military Use of Schools and other Education Institutions during Conflict* in 2012
    - Publishing a ground-breaking report, *Education under Attack*, in 2014
    - Developing a *Safe Schools Declaration*, signed at a conference in Oslo in 2015 by 54 countries
    - Publishing the report, *What Ministries Can Do to Protect Education from Attack and Schools from Military Use: A Menu of Actions* in 2015
2. Ask participants whether they think this is relevant for South Sudan. Are schools in their areas affected? Is anyone monitoring the situation?
3. Note that in conflict and post-conflict situations, governments may be resistant to acknowledging issues such as gender-based violence and military presence in schools. In these settings, security issues must be taken into account when developing advocacy strategies. In those cases, alternative advocacy approaches should be used, such as: advocacy through a coordination mechanism; strategic partnerships with trusted advocacy organizations/individuals to confidentially

share sensitive information to the international arena; compiling existing information that has been already published by credible organizations; confidentially providing journalists with information; and educating international donor organizations on the issues.

Activity 3.2 (30 minutes): Advocacy Ideas

1. Note that there are many ways participants can let people know about the importance of increasing gender and social inclusion in South Sudanese schools.
2. Refer participants to the GSI Handbook *Advocacy Ideas* (Activity 3.2). Give them an overview of the six kinds of ideas on how they can support gender and social inclusion in their communities:
    1. public awareness campaigns
    2. community dialogue groups and community workshops
    3. policy change and running for political office
    4. forming and participating in formal groups
    5. supporting community groups and community actions
    6. acting as a mentor
2. Count them off into six groups and give each group one of the ideas to talk about. Allow 15 minutes for discussion to identify:

    One idea they think would work well in their community

    One thing they think is impossible
3. Ask each group to present their two points to the whole group. If appropriate, discuss the difference between something that is truly impossible (because of conflict or logistics) and something that is difficult (such as sensitive talks about early marriage).

Idea 1: Public Awareness Campaigns

- Organize campaigns to inform parents, teachers, and learners of the importance and 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 to promote a safe and friendly school. For example, they could make a poster promoting friendly behaviour for the school entrance, or write a friendly school slogan or song.
- Ask students to create posters with positive messages (such as 'We can do anything!') showing that anyone can strive for their passion, regardless of sex.

Idea 2: Community Dialogue Groups and Community-Based Workshops

- Organize regular community dialogue groups of community leaders (chiefs, religious leaders), local government officials, women's groups, and youth

leaders, including cattle camp youth leaders, to discuss what blocks girls' and teenage boys' participation in education and suggest ways to fix that.
- Support community workshops and theatre on teacher and student sexual misconduct and on not putting up with sexual harassment and violence.

Idea 3: Policy Change and Running for Political Office

- Work with community leaders and local government authorities to form community rules on cultural practices that hinder girls' and boys' 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: Formal Groups

- Join or form Parent-Teacher Association gender and social inclusion committees and help them:
    - be voices of change in the community
    - influence decision makers
    - create and run advocacy campaigns, such as rallies, media coverage, and conferences
- Support groups to advocate for gender and social inclusion by:
    - promoting education for all children—girls and boys, able-bodied and disabled, all ethnicities, all languages, all social and economic levels
    - monitoring school development plans and school performance for gender and social inclusion
    - promoting affirmative action policies in hiring, keeping, and promoting female 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: 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.
- Do research to find out which services in your community work on violence prevention or child protection. For example, there may be a service that provides counselling to families affected by violence. A counsellor can offer child-friendly information in class or provide posters or information for display in the school.
- Build female-centered youth groups to teach young girls and their parents the value of female education, the benefits of avoiding early marriage, and the importance of having women decision makers in the community.
    - Changing cultural views on the value of early marriage and bride price is essential to help girls be able to go to and stay in school
    - Giving young girls confidence to claim their rights, letting them know the value of education and family planning, teaching them how to deal

with menstruation, and encouraging them to participate in civil society can help girls, young women, and mothers advocate for girls' education
    - Teaching families the importance of girls attending school and changing the view that their daughters are merely a way to gain wealth through their marriage will also promote girls' attendance in school.
- Encourage and develop youth associations in herding communities to promote peace among youth from different tribes to reduce cattle raids
    - Reducing cattle raids will lower the mental stress of insecurity and violence in the cattle camps
    - Promoting successful peace agreements such as those reached by youth associations in Terekeka, Bor, and Awerial counties can help.

Idea 6: Mentor or Friendly Focal Point for Learners

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

Activity 3.3 (30 minutes): Community Dialogue Ideas

1. Refer participants to the *Gender and Social Inclusion Community Dialogue Group Discussion Ideas* in their handbook (Activity 3.3) and included below).
2. Explain that we will not discuss these, but participants can use the ideas in an advocacy campaign.

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

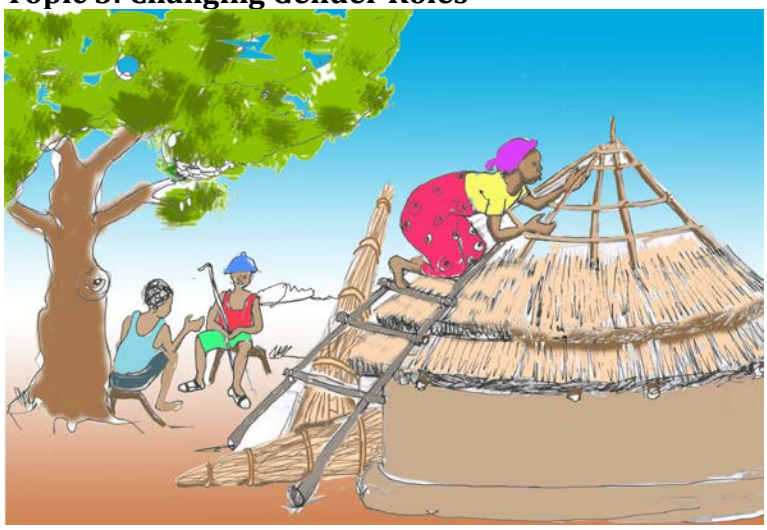
Source: https://paanluelwel.com/

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

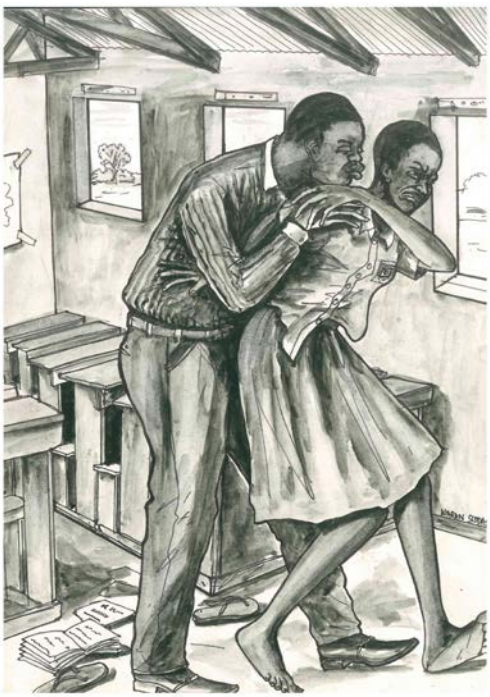
Source: Room to Learn Project South Sudan

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 as 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.

Session 4: Wrap-up and Training Program Evaluation (30 minutes)[xv]

1. Congratulate the participants for their hard work, attention, and participation.
2. Address the very important role they play in the community, in the school, and in the lives of young people. What they do will help more girls and socially powerless children enrol and stay in school.
3. Go around the room and ask all participants share their "I will..." statements. Write these on flipchart paper. Participants can repeat the same statements; put a tick each time a statement is mentioned.
4. Remind them of their action steps. Connect what they have learned to some of the steps they have listed.
5. Use this final session to evaluate the workshop. You can use the evaluation form in the GSI manual or another method, such as asking questions or drawing pictures on a flipchart showing emotions (Smiling face for good; unhappy face for poor, asking participants to check the appropriate face).
6. Collect all forms and give them to the appropriate person on the training team.
7. End with any closing details and other important items.

Appendix 1: Terms and Definitions

Advocate: Person who raises awareness about important issues in their community, such as gender and social inclusion in education.

Civil society: A community of citizens who work together to achieve a common goal.

Community advocacy campaign: Enabling groups of people in a community to express their views and concerns about a particular issue and have their views and wishes genuinely considered when decisions are being made about their lives.

Culture: The past and present way of life for a group of people. Culture includes language, customs, traditions, and stories.

Discrimination: Treating a person or group of people unfairly because of their ethnicity, religion, sex, or other defining characteristics.

Early marriage: Marriage before the age of 18.

Ethnicity: A social group that shares a common culture, religion, language or background.

Facilitator: Person who organizes and leads training sessions.

Gender: The social meanings given to being female or male. Gender can also refer to the economic, social, political, and cultural traits and opportunities of being male or female.

Gender awareness: Knowledge and understanding of gender discrimination, traditional gender roles, stereotypes, and how these beliefs and practices hurt women and girls as well as men and boys.

Gender-based violence: Any action or behaviour meant to control, manipulate, or hurt another person physically, sexually, emotionally, or psychologically because of their sex or gender.

Gender discrimination: Unfair treatment of a person or group—male or female—based on gender.

Gender equality: A situation where both men and women can make life choices free of stereotypes, specified gender roles, or discrimination.

Gender equity: It implies fairness in the way women and men are treated. Under gender equity, the different life experiences and needs of men and women are taken into consideration and compensation is made for women's historical and social disadvantages.

Gender focal point: People who serve as contact and resource points in an organization to help raise awareness and understanding of gender and gender-related issues.

Gender roles: A characteristic, job, or quality assigned to either a man or a woman that is considered either "masculine" or "feminine."

Gender stereotypes: Fixed ideas about a person based on sex or gender.

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.

Internally displaced person: Someone who is forced to flee their home but remains within his or her country's border.

Psychosocial support: Support to protect or promote an individual's wellbeing, including the connection between psychological aspects of our experience (our thoughts, emotions, and behaviour) and our wider social experience (our relationships, traditions and culture).

School-related gender-based violence: Violence or abuse that targets students because of their sex or gender. This type of violence causes sexual, physical, or psychological harm to girls and boys.

Sex: Physical attributes that make a person biologically male or female.

Social inclusion: Providing rights to all individuals and groups in society. Ensuring that all members of society can find jobs, housing, health care, education, and training regardless of their sex, religion, ethnicity, disability, or other social class.

Appendix 2: References

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