

# Social Survival skills training Report at Paidha Secondary School

**Date:** 3<sup>rd</sup> to 12<sup>th</sup> October 2016

Before the sessions started students were asked some information to enable the facilitators to understand the dynamics among the participants. The following information was captured.

Age	Persons in charge of the girls at home/stay with	What they want to be in future
<p>10 senior ones</p> <p>2 were 13years 2 were 14 years 3 were 15 years 3 were 16 years</p>	<p>The person they stay with</p> <p>10 girls live with only mother</p> <p>1 girl with only their father</p>	<p>21 girls wanted to become nurses</p> <p>3 girls teachers</p> <p>3 girls wanted to become accountants</p>
<p>13 senior two students</p> <p>7 were 16 years 4 were 17 years</p>	<p>4 girls with their father and step mother</p> <p>1 girl with a grand parent</p>	<p>1 air hostess</p> <p>1 doctor</p>
<p>19 senior three students</p> <p>4 were 15 years 5 were 16 years 7 were 17 years</p>	<p>4 girls with their uncle</p> <p>3 girls with their aunt</p> <p>2 girls with their sister</p> <p>1 girl with their brother</p>	<p>1 secretary 2 engineers</p> <p>1 musician</p> <p>1 politician</p> <p>1 chef</p> <p>1 entrepreneur 3 lawyers</p>

Generally most girls were between 15 and 20 years of age. It was also found out that most girls lost at least one parent at a tender age.

## Session one: The art of Social survival

The objective of this session is to enable participants cultivate survival skills that will enable them thrive in their environment/ society.

The facilitator paired the students and instructed them to introduce each other by asking the name of the other person, what they want to be in future and what they like about themselves. This enabled the girls to talk to someone they had not talked to before.

They then explored the self; "Me Myself and I". Girls were required to take deep reflections on who/ how they define themselves. What values they cherish and to ponder on some of the defining moments and what impact they made on their personal identity. The girls had an opportunity to share some of the stories inset.

### Girls' stories /defining moments

I want to become a nurse to help people because my parents died, so I wouldn't want other people to die

Brenda: my dad divorced my mother when I was one year. My father abandoned us and my sisters dropped out back here but my sister still pays my schools fees. This has taught me to be hardworking and kind.

Faith: I started my studies very well, my mother passed away in senior two and my father paid my school fees. Unfortunately last week on Wednesday my father passed away of school. Mother used to make local brew. My sister took me to mbale up to senior two. I was later brought

Gralious: My parents died, I got married and my husband brought me back to school after having two children. I was in senior three which I repeated when I resumed school. She wants to be a nurse

Jovia lost her father, she did not have anyone to pay school fees. She prayed for her mother to get a job and now she is paying her school fees.

I was studying in P2 unfortunately my mother passed away, then my dad took on the responsibility to pay my school fees. Unfortunately he passed away last week,

I have a sponsor from Australia who sponsored me up to P6, unfortunately my parents do not provide anything. But now my sponsor got married and she no longer does her part. It is my mother who is paying my school fees. My father who is a teacher does not want to pay my school fees

I studied my primary school very well but now when I reached p7 my father got another woman and now he no longer cares. I got a sponsor however he only wanted to pay for those with first grade. But because I perform very well the school is paying my school fees.

Most girls said that the experiences they have gone through have made them patient, courageous and hard working.

They also discussed the art of social intelligence and were given role plays to enable them further apply their social survival skills to different scenarios of life

## Day 2: Prejudice audit

The prejudice audit was carried out to find out the things girls like about their culture. The controversy however arose when the very things they liked about the culture are the very ones they hated on the other hand.

What they like about the Alur culture	What they dislike about the alur culture
Traditional dressing'	Witch craft
Traditional food	The alur mistreat their wives and men
Arrangement of the traditional marriage	Parents make the girls marry early
They are cooperative	The food taboos
The way they dress	Going to witch doctors
They greet each other while kneeling	Alur culture gives women too much work
Communal ownership of property	Girls do not inherit property when

Participants were then tasked to use critical thinking as a skill in order to question these controversies.

## Art of Mind mapping

This skill enables individuals to own their plans. In addition the map enables one to examine their strengths and weakness and how these can contribute to their future achievements.

## Day three: Human rights Ms Enid Nambuya

### Session on Human rights

This session enabled participants to reflect on the rights they have as children and human beings.

- They identified the following
- The right to a name
- The right to education
- Freedom of expression
- Freedom to worship

- Right to food
- Right to shelter
- Right to play

They were informed that all these rights are inherent, inalienable, universal, indivisible and universal. No right can be enjoyed in isolation or without the other. The facilitator then took students through their school rules and regulations. In groups of five the students discussed their rights at school and the responsibilities they have as students

- They are obliged to wear a full school uniform
- Reporting cases of sickness via absents from school without notice
- Ask for permission when one wants to be away from school
- Attending and participating in class

There was a general consensus that while observing their rights the students will ensure to meet their obligations and expectations of them while at school. This will lessen the chances of being punished for failure to meet their obligations

At the end of the session students summarized the lessons in songs that were captured on video.

## Peer pressure

This session enabled students to understand the influence they get from their age mates. They were able to identify the positive, negative, direct and indirect peer pressure.

They identified the common pressures as:

- Pressure to have boyfriends; the girls Out of 40 girls 35 girls had boyfriends most of whom are out of school. They said that these boyfriends give money, buy for them clothes, they listen to their problems and they help to relieve the sorrow they face at home. This however comes with the pressure to have sex.
- Pressure to steal many girls shared stories of how they went stealing food from peoples gardens
- Pressure to escape from school
- Pressure to lie
- Pressure to go to disco halls
- Pressure to fight
- Pressure to quarrel

The girls further identified the negative effects of negative peer pressure

- Rape and defilement
- Early pregnancy
- Early marriage
- Imprisonment

- Death
- Poor performance in class
- Parent neglect
- Prostitution
- Drug abuse

By the end of the session many girls reported that they will drop those friends especially boy friends who negatively affect their concentration in class. In addition there were confessions of girls willingly accepting to shun going to disco halls, disrespecting parents and teachers.

## Session on Sexual Reproductive Health: Dr Judith Ajeani

Definition of key words

### **Sexual rights/ sexuality**

Right to access information and services about their reproductive health in order for them to make right judgment and choices

### **Reproduction**

Health

State of complete mental, social, physical and emotional wellness in all matters related to reproductive system its function and processes not just the absence of disease. The following issues were taught

- Adolescent issues
- Common sexually transmitted diseases
- HIV/AIDS

### **Problems that girls face as young people in school**

- Early pregnancy
- Abortions
- Sexually transmitted diseases
- Dropping out of school because of early pregnancy
- Bullying
- Poor performance
- Poor personal hygiene
- Poor sanitation in the latrines

### **Discussion on puberty and adolescence**

Among other changes that girls experience as a result of puberty is the menstrual cycle among girls. The doctor explained how the cycle comes about. She later emphasized that it is very important for girls to keep good hygiene especially during the periods

- Regular baths with soap
- Regular change of pads
- Plenty of warm water
- Good nutrition

Group discussion; in groups of four students discussed

- 1 problems affected by young people
2. Mention any sexually transmitted diseases you know
- 3 Mention any sexually transmitted diseases you know
4. How do people with STDS feel and what happens to their boobs

### **Students were warned against**

- Alcohol use and abuse
- Tobacco abuse
- Violence including strikes and interpersonal violence

Common STIs

Chlamydia

Chancroid

Human Immune Virus

Hepatitis B

### **Urinary Tract infections**

1. What are the side effects of UTIS if not treated properly?
2. If you do not go through your menstruation do you release an egg?
3. Some people say that if you have sex during your periods you will not get pregnant is it true?
4. Are you allowed to stay with a pad throughout night during the period?
5. When some diseases like gonorrhea attack you, and it stays long and goes away is it because it has healed?
6. Is it true that if you have sex with an infected person for one day, you may not get infected?
7. I was told that washing private parts with soap causes cancer is it true?
8. Is it true that when use cotton wool during your period you can get cervical cancer?
9. How can I avoid rashes around my arm pits?
10. Why do some people urinate up to the age of 16?
11. Is it okay to menstruate for two weeks?

### **Some of the questions asked by the girls**

- Why is it that some people give birth to their first bones normally and then they are operated on for the next children?
- How will you know that you have HPV?

- Can't the female condom go inside the girl due to that force from the man?
- How effective is the ring as a FP Method?
- Do tea leaves aid in abortion
- Is it normal for a girl to vomit throughout their pregnancy?
- In case one is raped and they report to the police immediately, will they be able to detect HIV/pregnancy immediately?
- Is it true that when you have sex with your boyfriend and take Panadol after you will not get pregnant?
- Is it true that HIV/AIDS is not found in the sperm?
- Why is that if you are raped you get pregnant at once?
- There is a woman who gave birth at 70 how did this happen?
- Is abortion good for Christians?
- My uncle's wife had a pregnancy for two years how did that happen?
- Why are there boils in the vagina?
- Where does the reproductive system of a woman and digestive system meet?
- There is a girl who tried to abort, she used everything but the baby died in the womb, why didn't the child not come out and yet she tried everything?
- My teacher has given birth to three children by c section what advice would you give her?

## Gender awareness session with Boys of Paidha SSS

The facilitator asked, how many want to go to University. All the 40 boys put up their hands, he then asked how many would want their sisters to go to the university half the hands went up. They gave the following reasons

- Some girls become proud when they reach university.
- In order to reduce the competition for jobs
- So that we get the top collar jobs

Value clarification exercise

Why boys care for their sisters

- I want them to be disciplined I tell them not to be
- They can provide for me security in case of trouble
- They are the sign of wealth they bring in bride price

**It is fine to have a girl friend**

yes	No
<b>They are the source of happiness in our live when you have a problem, you simply call her and she will make you happy</b>	When you have a girlfriend you only think about her even in class
<b>When you have a girl fiend she consoles and gives you good advice. For example if your mother has hurt you it's better to go to another girl and express yourself</b>	It can lead to school dropout if you impregnate a girl
<b>For me I have a lot of girlfriends.</b>	You can get STIS
<b>When you don't have a girlfriend your life can be confused</b>	
<b>Sometimes girlfriends direct you on what and not to do</b>	
<b>Girlfriends are a source of learning for how your wife will be in future</b>	



It is fine to have a sexual relationship with your girl friend

“It strengthens the relationship between you and that lady. It is also good to practice before you get married. We play sex to gain more love and to satisfy our feelings.”

“Sex is much important to our lives; a boy cannot say he is perfect without tasting sex. When you have sex with a girl you will know whether she will produce enough. As they say practice makes perfect. We do sex to fulfil our desire that is why I make sure we have sex once a month and I love her very much.”

“I have encouraged a friend to have a sexual relationship with a girl because she did not have proper conning skills. When I encouraged him, he convinced the girlfriend and now they are happy.

This session was concluded with two messages

1. Should not involve in early sexual activity and not encourage fellow boys to do the same.
2. Boys will desist from encourage boys to lure other boys from having sexual relationship with men

The boys then discussed the biological differences between boys and girls, and why parents and teachers treat boys differently from girls.

- Teachers show love to boys than girls
- Teachers Sex desire for girls by teachers
- The girls are very weak
- Because some teachers are generally bright, the bright students are not punished as much as the dull students
- say boys are brighter than girls
- Girls are considered more disciplined

This session enabled the boys to appreciate the biological differences between boys and girls and the specific needs that arise out of the differences. For example some boys are not given any money by their parents and yet money is given to girls. The facilitator emphasized that girls need this money for their sanitary pads and bras to hold their breasts. The boys should not see this as ‘extra resources’ but it is given them to meet biological needs.

The same analysis was used for statements as girls are sources of bridal wealth. Boys should not cook food at their homes.

## Violence against girls

Un fair treatment to girls expressed to their emotions, physical, sexual organs and being denied the right to economic empowerment

The facilitator emphasized that corporal punishments including caning, kicking was out lawed by the government.

Boys suggested that they would rather be told to slash the compound than being caned.

In conclusion participants were tasked to think of ways that they will involve themselves in fighting violence against women and girls. Some of them are

- By observing the rights of both boys and girls
- By treating girls as equal partners
- Counselling victims of VAW
- Stopping the practice of touching girls' sexual organs
- Reporting known offenders of violence against women
- We should avoid bad peer pressure
- Follow rules and regulations of the school

## Violence against Girls session with Girls

Value clarification exercise with girls





<p><b>I don't care what happens to me</b></p> <p><b>No</b> I care because it is my nature</p> <p>It hurts to be abused It is my life am responsible for myself</p> <p>If someone denied me a chance to education it would hurt me</p>	<p><b>It is fine to have a boyfriend</b></p> <p><b>Yes</b> Some girls don't want to listen to problems yet boyfriends do</p> <p>You share weaknesses with your boyfriend</p> <p>Having boyfriend is important because boys keep secrets but girls are rumor mongers</p> <p>As long as you know what is</p>	<p><b>It is fine to have a sexual relationship with your boyfriend</b></p> <p><b>No</b> It may lead to early pregnancy</p> <p>Get HIV/AIDS</p> <p>Abortion and death</p> <p>Abandonment by the parents</p> <p>Death during birth</p> <p>Early marriage</p>	<p><b>I would not mind if another boy touches my breasts or bums</b></p> <p>It is my body</p> <p>Person will be lowering my dignity</p> <p>It is painful</p> <p>I am responsible for my body</p>	<p>I have encouraged another girl to have sex with her boyfriend</p> <p>All the girls had not done that</p> <p>It should be someone's choice</p> <p>Your friend can get pregnant and then blame you or even hate you</p> <p>May get HIV/AIDS and blame you</p>
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	<p>good for both of you</p> <p>No</p> <p>You can be thinking about the bf every time</p> <p>You may easily get pregnant</p> <p>You can't answer questions in class if you are in the same class</p> <p>May lead to poor performance</p>			
I cannot stay with a boyfriend who doesn't want to engage in sex	<p>A boy can do whatever he wants with me because am just a girl</p> <p>We are all equal</p>	Girls enjoy being touched		

### Why do teachers treat girls differently from boys

- Because they have sexual relationships with girls
- Some parent and teachers think we are of no value
- If the girl is better disciplined than the boy parents treat her better

## **Exercise;**

-  Brainstorm the meaning of violence against girls
-  Examples of violence against girls
-  What causes violence against girls in schools
-  Who commits this violence in; homes, communities, schools

### **Group work**

Participants were required to suggest different ways they are going to fight violence against women as group and as individuals

Some of the suggestions on this included the following:

### **Group commitments**

Girls said that they will compose songs and poems with messages of violence against women that they will sing at different stake holders,

### **Individual commitments**

I will advise girls to always be straight forward to the boys they do not like and to attend girls' meetings so that they get more information.

I will advise my friends to avoid bad peer pressure in order to prevent early pregnancy, I will also advise the girls not to walk in dark places alone.

I will advise girls who have sexual relationships to drop them or talk to a teacher who can give them guidance

I will encourage girls to abstain from sex and to avoid bad peer groups

## Girls' stories: what has changed after this social survival skills training?

I felt lucky being part of this training. The things I have learned have enabled me to become a good child. For example I could do things the way I like, not keeping time, but now I have learned to prioritize things in order to create time for revising for example. My dad is very happy because I am now very disciplined at home. Ivette S.1 Paidha

When I drew my mind map, I shared it with my father on Monday. He said he was happy with my future dream and he said he will do anything for me to achieve my dream. I am one of the prefect in this school. I am going to make sure that we deal with violence against girls. Selsa

I was a lazy girl and whenever I would go home I would change from my uniform and walk. But these days when I go home I help with domestic work and now my aunt is happy. I used the social intelligence skill.

Before this training I had a boyfriend who I got as a result of bad peer pressure. From the time we started the training, I have been dodging him I learned that this can lead to my poor performance, I now dropped the boyfriend and these days my mind is free. Judith

I used to walk at night more often, going to discos but since this training I have not gone to any disco hall.

I learned about family planning, because I have learned how to space the children I will have in the future. Gracious

I used to be a burden to my mother because whenever she would tell me to do some house chores I was always complaining. I have also dropped from the bad peer groups.

I was very lazy and was not attending classes. However, I know that this is going to change,

I have learned that having unprotected sex will expose me to sexually transmitted diseases like gonorrhea and syphilis.

In primary school when the teacher taught us about the woman's reproductive system she never showed us anything. But in the training the doctor showed us everything now I know all my reproductive parts very well. Gloria

I used to come late to school and disobey my teachers but now am sure I am not going to do this again. I am also going to encourage other girls to join the MEMPROW Girls club. Nakato

I have learned to love myself and I have learned to protect myself from bad touches.

I used to be shy and never wanted to appear in public. People would say look at that tiny girl but now I have learned to appreciate myself Sylvia.

For me I was a master of boyfriends but since you came to our school. I have changed. If anybody asks me to fall in love with them I tell don't disturb me I am a sister. Kevin.

I learned about school rules and regulations which we were made to read in the training. I am going to follow all of them

I have learned that bullying is bad. I used to like bullying people but now I have changed.

I have learned to abstain from sex. On Independence Day I was feeling pain so I told my aunt about it. She told me to go to my boyfriend and have sex citing that It will help to ease the pain. I told her I do not have a boyfriend. Even my sister told me the same thing and that I will die poor if I don't get a boyfriend. Now I told my sister if that boy wants me let him come and ask my aunt and uncle. So I ask the doctor that about my condition and he said that is a lie. My aunt is always talking about how to have sex.

I used to go a lot to discos and I had this issue of boyfriends. Now I have dropped the boyfriend . Sharon

After this training, I asked my boyfriend to come and talk to him, I told him that if you love me we have to stop this thing of having sex. It has also changed me from quarreling with my parents.

After this training, I went to my mum and talked to my mum about the right to own property since we are orphans. So the next days she went to my uncles in the village and granddad about our property. He revealed that he has given me one piece of land. Prisca

Before this training I was active in sex. But now they told us about STDS and now I want to say that I have changed, I should abstain from sex.

I had a boy lover and he is senior two. He would escort me every day. He would even come to our home and stay there. I warned him seriously that should he come again he will see. I am very sure am going to abstain in order to avoid the STDS that we learned. Brenda

Before this training I was very stubborn every teacher knew about me. One day a teacher accused us that we wanted to take away her husband and I even fought with her. But now I have changed.

In conclusion this session enabled girls to be in position to know how or what violent behavior is and how to fight against violence. As MEMPROW Girls they are going to be champions of VAW in their schools and community.

This training was ended on a high note, the Girls elected the leaders of the MEMPROW Girls Network and committed to carry out activities that will enable them to recruit and train more girls to the club. The boys were also given the mandate to be champions of girls' education in this school and community

**Boys of Paidha Secondary School that attended the Gender awareness Session**



<b>Name</b>	<b>class</b>
Jachan Stephen	S.1
Jawiambe Eric	s.3
Okwong Patricko	s.2
Rwothomio	S.3
Magezi Innocent	S.1
Warom Edimon	S.3
Iwutung Joseph	S.3
Rwothomio Alfred	S.3
Birwinyo Roy	S.3
Kumakech Osborn	S.1
Okwairoth Saviour	S.2
Jaryekonga Deo	S.5
Munguriek Geoffrey	S.5
Ongei Richard	S.5
Oyirwoth Deogracious	S.5
Awekonimungu Laurence	s.5
Munguriel John	S.4
Tobino John Brian	S.3
Opunjuru Richard	S.2
Okumu Francis	S.2
Onenarach Godwil	s.2
Ofoymungu Lawrence	S.2
Olarwoth Bosco	S/1
Mungujakisa Chedrick	S.1
Okurboth Saviour	S.1
Ofoyrwoth Emmanuel	s.2
Wakudi Polycarp	S.2
Parmu Jackson	S.2
Rwothomio Stephen	s.3
Okokcwhiny Stephen	S.3
Ocakacon Jeremy	S.1
Oseenduruu Bosco	S.1
Mungujacopo Victor	S.3
Oyirwoth Dan	S.1
Kumakech Daniel	S.2
Odongo Simon Peter	S.3
Oyungrwoth Swaib	S.3

Warom Fred	S.1
Obedgiu Samuel	S.3B



## Gender awareness session with teachers of Paidha Secondary School

Before this session, girls were asked to suggest or write messages that would the facilitator to share with their teachers. All most all the girls mentioned that their teachers abuse, slap, kick knock their heads and desperately want this to stop. In their own words they said the following:

My request to teachers is that they stop abusive words that make students to leave school. For example if someone gives a wrong answer and the teacher abuses them, it discourages the student

Some teachers despise us and it discourages us. For example the biology teaches abuses us so much.

Teachers should stop beating and kicking girls. For example some girls may be in their menstruation and if the teacher kicks her, she may drop her pad.

Our teachers should stop backbiting us in their staff room and over punishing us for simple mistakes.

They should stop abusing us for example a teacher said to me that I am a silly dog, we are also people like them

Teachers should stop falling in love with us their students

Teachers should stop kicking us in the private parts because it causes alot of pain

Teachers should stop abusing us for example a teacher can say that you are like a ghost which normally stay in the bush

Teaches should stop knocking our heads and slapping us because it is not a good punishment.

No of teachers 29	Years of experience	18 are teachers by choice	
	7 had 1-3 years of experience	5 are teachers by chance	
	8 have 4-6 years of experience		

	7 have -10 years of experience  3 have 11-15 years of Experience  3 have 16-20 years of experience  1 have over 21 years		

This session was attended by 31 teachers of Paidha secondary school. 18 teachers wanted to be teachers by choice while 5 teachers it was by chance. 16 of these were male while 6 were female

Teachers started by defining Human rights and aggregating the right of boys, girls, women and men. It was concluded that all human beings should enjoy their rights which are universal, inalienable, indivisible and

The teachers then pointed out their role or what they are expected to do. They mentioned the following:

- Impart knowledge to his/her students
- Mentor students
- Guide and counsel
- Assist in critical thinking
- assist in problem solving
- Shape the learners future

In groups of four teachers were asked to brainstorm on their rights on the rights of women and men. They were able to list the rights, in addition they discussed the school rules and regulations with the aim to understand them and if necessary look for ways of redefining extremely punitive clauses.

However their emerged major gender and patriarchal issues that need in depth discussion  
The teachers recommended a positive way of correcting

- Showing kindness
- Being patient with school fees defaulters
- Mentorship
- Appreciation
- Punishment with love/ kindness
- Extra classes and lessons for weak students

In conclusion the facilitator commended the teachers for their participation noting that all the information was generated by them. She reminded them of their duties and roles and suggested to them to refrain from unacceptable punitive ways.

In response teachers appreciated the exercise and had this to say:

### Comments from teachers

Teachers should own the constitution and be reminded of the rights of children.

Hand outs

It is true there are some things we take for granted and think they do not affect girls, but we should all agree that we have been reminded that these are very important issues

I would like to thank you MEMPROW for this training with staff. Because it has empowered us to know how to deal with our learners. We have been helped to understand the different kind of students we have

The teachers identified the following rights that should be enjoyed by their students

Right to life

Right to medical care

Right to education

Right to worship

Right to shelter

Right to food

Right to clothing

The teachers also observed that students are obliged to

Produce

- Observe culture and norm
- Collecting fire wood
- Washing utensils food
- Keeping the home clean
- Decent dressing
- Financing their education
- Willingness to undertake their education
- Contribute to family income
- Protect and sustain the family property
- To choose marriage partners
- Obligation to be submissive
- To cook and know which parts to serve the head of the family

Angal Primary Teachers

Obedgiu Kizito

0777627279

Difau Alice

0755756262

Oroma Beatrice	0779166958
Blcala Yovita	0772984068
Obedmoth Godfred	0774587998