



Sustaining women's leadership



**SOCIAL SERVIVAL SKILLS TRAINING PROGRAM AT OTURGANG GIRLS PRIMARY SCHOOL**

**3<sup>RD</sup>-8<sup>TH</sup> DECEMBER 2018**

**ACTIVITY REPORT**

The training was facilitated by Ms. Sara and Lillian; 3rd – 8th December 2018 at Oturgang Girls primary school in Paidha. A total of 40 Young girls, 30 boys from Oturgang Boys P/S and 40 staff members from the two schools attended the training on social survival skills.

The main methods of delivery included sharing real life experiences, group work approach, competitive participation and question and answer approach.

### **Day Three**

#### **Activity 1: Menstrual hygiene**

- What is menstruation?

Menstruation is monthly shedding of blood through the vagina

- Menstruation is normal and very healthy for women and girls
- Experiencing menstruation poses one to chance of pregnancy
- Every girl should be careful during that period to avoid chances of early pregnancy
- Advised all the girls to be careful and first finish school at least till university to get married

Participants were asked about what needs to be done during menstruation period. In response, the participants mentioned the following,

- Put on New panties(can be locally made)
- Use pads( change at least after every six hours, especially during school where one cannot bathe four times a day)
- Protect oneself and stay away from sexual activities
- Bathe four times a day.
- Do not have sex during or even after menses is not hygienic and poses one to higher chances of pregnancy.
- Do not wash your inner vagina with soap during but instead only the outer labia. The girls were advised not to let anyone touch their vagina, it is their treasure.

NB; Most schools do not provide special uniform for the girls which pose the girls to stigma, since everyone gets to realise that the person is in her menstrual period.

#### **Activity two: Cycle of periods**

Table of normal menstrual cycle of 28 days



Microsoft Office  
Word Document



Microsoft Office  
Word Document



Microsoft Office  
Word Document

#### **Activity three: Making local/made pads**

Required materials: Cotton wool and Gauze

##### **Procedure**

- Cut a piece of gauze and cotton wool
- Place the gauze on a flat clean ground and place the cut piece of cotton wool on top of the gauze.

- Then roll the cotton wool with the gauze



Bitmap Image

#### **Activity four: HIV AIDs/STIs**

##### **What is HIV?**

- ✚ HIV in full is human immunodeficiency virus that weakens the body and can kill.
- ✚ Human immune virus that affects/ consumes the private parts of the body.
- ✚ HIV reduces the body immunity which poses one to the threat of contracting several diseases
- ✚ It is hard to identify those with HIV in the current days ,hence most people fall victims of attracting the disease

##### **How does HIV /AIDs Spread?**

###### *Participants'' response*

- ✚ Having sex with an infected person
- ✚ Blood transfusion from an infected person
- ✚ Sharing sharp objects like razor blade, needles, safety pins, nail cutters
- ✚ If you fail to test for HIV
- ✚ If fight and bite someone who is infected
- ✚ Having sex without condoms
- ✚ Sharing panties
- ✚ Marrying a man before testing
- ✚ Blood contact during accidents
- ✚ Mother to child infection

##### **Prevention of HIV /AIDs**

- Avoid sex with an infected person
- Always abstain from sexual
- Resist from getting money from men in exchange for sex
- Always test with partners before getting into sex even if its oral or anal sex.

**DAY 4: 6<sup>TH</sup> /12/2018**

#### **Activity 1: VIOLENCE AGAINST WOMEN**

- What is violence?
- What term do you use for violence in the local language

##### **Responses;**

- Unfair treatment
- Mistreatment
- "Punishment"
- Any act that causes or threatens someone's' physical, sexual, emotional and economic well being

### **Types of violence**

- Physical violence
- Emotional violence
- Sexual
- Economic violence

### **Activity two**

Participants were asked to recall all forms of actions they faced while at school, home that made them feel violated against. Furthermore, they were asked to give examples of the threats and who contributed to it.

Generally, participants were faced with several threats and forms of violence, i.e. threatened to be chased away from home, beaten, and emotionally broken down under the pretext of punishment.

### **Examples of violence**

Participants were asked to give examples of the different forms/types of violence faced today

<b>Sexual violence</b>	<b>Physical Violence</b>	<b>Emotional violence</b>
Forced marriage, Rap, Forced sex, Coercing, Defilement	Beating, Burning, Biting, Stoning, Killing, Pinching/slapping, Kicking	Abusing/Insulting, Quarrelling, Divorce from parents, Being chased from home

### **Abuses by teachers**

- You have traffic jam on the face
- Small buttocks
- Resemble monkey
- Stupid “cabbage and water”
- Big breasts like for a dairy cow
- Animals / Safari ants
- Sexual addicts
- Big for nothing, has nothing in the brains

### **Abuses/Threats at Home**

- You are big ,go and marry
- Stepmother ,abuses a participant that she is as stupid as her mother

### **Activity 4**

- ✚ In group of three, participants were to discuss and develop a short skit on ; -
  - a) Sexual Violence at home
  - b) Physical Violence at school
  - c) Emotional violence in the community

## **Gender awareness session for teachers**

### **Activity one**

- ✚ In a group of two participants were asked to rate and explain as teachers where they are most likely to locate their examples when in class



*A group of teachers participating in group work*

### ***Key lessons from the presentation***

- ✚ Every human being is doing constant research, which is done at different angle of life, men, women and the old. Therefore it's important to encourage the young girls to become ambitious in life and search for new things.
- ✚ Engagement of girl child in sports is limited because of the male dominated example and prejudice that limits girls' socialization in the sports world.
- ✚ The examples of head teachers given in text books and by teachers' influences the choice of children, they learn from what they see.
- ✚ Most female presidents in the world have gotten into trouble, just because they were not expected to be in that office. High purity is demanded from them just to showcase the world how bad women are in being presidents.
- ✚ The woman mp is not there representing the women only but the entire district however they influenced by the constituency leaders who are men dominated and limits their operation.
- ✚ There should be provision to allow the influential women scientists, lawyers to visit schools, so that the girl child ambitions are raised to pursue such courses.
- ✚ Teachers should explain properly to pupils that cooking can be a business that can be taken up by both men and women while giving examples of professional chef. They should also teach the children to understand that the world is better than what they see.
- ✚ It's the things we do, and say as teachers that determine who the girls become in the future

### **Activity three**

- In two groups participants were to discuss the kind of work that boys and girls do while at school
- How does the work impact on the lives of the boys as they grow up (group 1)
- How does the work impact on the lives of the girls as they grow up (group 2)

### ***Key lessons from presentation***

- ✚ Most children fail to balance other school work (discussed above) and reading which contributes to retardation in performance and drop out.
- ✚ Emphasis should be put on when and how the extra school activities are taught to the children.
- ✚ Instill respect and love, appreciation of skills being taught to the children
- ✚ Children need as many skills as possible to survive, skills should not be distributed basing on the fact that some activities are for either men or women.
- ✚ Teachers should take notice of what they feel is necessary for the school or children when teaching the different skills since most girls are already loaded with house chores which make them not to concentrate.

### **Activity four: stereotypes**

- List the stereotypes attached to boys and girls in schools by teachers

- What are the dangers of these stereotypes to especially the girl child?

### Group one

Boys	Girls	Reasons
Big for nothing, big headed, bent legs, broken and cracked teeth, bold muscles	Big for nothing, dull and ugly, big breast, bold/sunken eyes, shapeless body	<ul style="list-style-type: none"> <li>✚ Express disappointments</li> <li>✚ Reduce our anger</li> <li>✚ Change bad behavior of pupils</li> <li>✚ Refrain from mistakes</li> </ul>

#### Impacts

- ✚ School dropout/absenteeism
- ✚ Drop in performance
- ✚ Low self esteem
- ✚ Isolation
- ✚ Discouragement
- ✚ Trauma
- ✚ Lead to suicide

### Group two:

Stereotypes are opinions, conceptions about an idea or a person.

Boys	Girls	Reasons
Easy to teach ,good at sciences and mathematics, stubborn, effective in leadership, physically strong, assertive, also considered as future leaders, more abusive	Take time to understand, physically weak, weak at science and math, humble, not assertive, size	<ul style="list-style-type: none"> <li>✚ Create fear</li> <li>✚ Abusive (teachers)</li> <li>✚ Avoid competition</li> <li>✚ To show strength</li> <li>✚ Boys are more committed than girls</li> </ul>

#### Impacts

- ✚ Discouragement
- ✚ Teenage pregnancy
- ✚ Drop out of school and not completing education cycle
- ✚ Hatred and Laziness and give up on life
- ✚ Reduction in enrollment and retention in school
- ✚ Poor pupil-teacher relationship

### Key lessons

- Language/words are very powerful. Something that is said to a child can never be forgotten (especially negative words).
- Most stereotypes said by teachers are to nurse their ego, anger and it's at the benefit of the teacher
- Children with disability need teachers to show them that they can survive in a world where other children have been labeled 'normal'.

### Why teachers abuse pupils in schools

- When you are short , you show characters to get respect and space
- When you are abused/hurt by your boss/spouse

- Fidgeting with difficult topic and a child is disturbing in class i.e. playing in class
- Abusive language as substitute for corporal punishment

***What teachers need to do to avoid hurting children at schools?***

- Respect and appreciation of our work
- Political leaders' perception of teachers
- Self control
- Ask self question on areas that need improvement
- Use other alternative means of disciplining children than resorting to corporal punishment

***7/12/2018: Children's Act***

***Teacher pupil session***

***Activity one: Violation of rights***

- Corporal punishment
- Early child marriage
- Name calling and other emotional abuses in schools/homes

***Key deductions from facilitator***

- Marriage age in Uganda under the constitution is 18 years and above. Anyone who marry off a girl below the age of 18 years exposes her to continuous defilement by the 'husband' .this action results into;-
  - a) For a girl of 16-18 years, perpetrator faces life imprisonment
  - b) 15 years below, perpetrator is charged with aggravated defilement(punishment is death ,if guilty)
  - c) Child to child sex ,both will be arrested at taken to remand homes
- Name calling and other emotional abuses have been addressed by the domestic violence Act. This has taken different forms such as physical;-slapping, sexual;- defilement, incest, rape, indecent assault, Emotional and economic violence.
- In our culture and mentality, when a girl is raped, it's always their fault.

**Activity 2: Gender based violence**

- Is abusing someone's right because of his/her sex.
- GBV- violations because you are a woman or man
- It is most common on women and girls

This violation is addressed by the constitution of Uganda,

- Article 20; freedoms are inherent
- Article 21; equality before the law
- Article 33; women shall be accorded full and equal dignity with men
- Article 34;Interest of children be observed

*The participants (pupils) were asked to identify the kind of violations they have seen at home.(Examples of GBV)*

- Denying them safe recreation, health



- Committing domestic violence(physical)
- Girls should only do housework
- Violating right to leisure which is not harmful

### ***What is being done about GBV?***

- The Parliament of Uganda is currently discussing issues related to GBV
- President of Uganda –talked about it on 6<sup>th</sup> /12/2018
- The ‘UBIMO’(KING) Philip Olarker Rauni III talked about it and clearly stated that violence against women and girls is high because of high rate of drug abuse, exposure to pornographic images/videos on internet
- Police investigate arrest, prosecute and jail. If the police fail to act, the public can complain about them through the police Act (s.70)
- The CDO/Probation and welfare office who deal with children
- The human rights office in Arua
- Parents/guardians(every child has the right to have and belong to a family)
- Teachers(have to help children to study and remain in school, promote children’s’ right especially to education)

### **Activity; Main violators**

- a) Who are the main violators of their rights?
- b) How do they violate their rights?

Parents – Deny school fees especially the girl child and Deny medical care

Teachers – Excessive punishment, torture and psychological violence

### **Duties of a Citizen**

***Qn what are your roles as children***

### ***CHILDREN:***

- Obey and respect parents and other people who give positive Advise
- Follow rules and regulations of schools and especially the laws of Uganda
- Report wrong doers and help one another

### ***From the Law/Constitution (duties of a citizen)***

- 🇺🇬 Should be patriotic
- 🇺🇬 Engage in gainful work for the good of the community, and the country
- 🇺🇬 Promote responsible parenthood
- 🇺🇬 Learn what is written in the constitution of Uganda

### **Commitments**

### ***Commitments by Learners***

1. Stop nicknaming teachers & other staff members, colleagues
2. Respect elders
3. Start reporting teachers who violate children’s’ right



4. Continue with education
5. Marry between 25 and 30 years

#### ***Commitments by Teachers***

- ✚ Defend the rights of our learners by:-
  - Giving good advice
  - Reporting violence
  - Follow up of cases of violations
- ✚ Teach and promote holistic growing up and development of children/learners.
- ✚ Teachers and parents to have regular meetings to help girl child remain in school

#### ***Appendix 1: Individual letters explaining benefits of MEMPROW Training***

