REPORT FOR GENDER MAINSTREAMING WORKSHOP

Mainstreaming Gender in Primary School Curriculum

24th -26th June 2013

Participants of the Bujumbura Gender Mainstreaming Workshop

BUJUMBURA, BURUNDI

1. Introduction to ACORD

The Agency for Co-operation and Research in Development (ACORD) is a Pan African organization working for social justice across the continent. The overall aim of ACORD's programming in its 2011-2015 strategic plan is described as Coherent programming. The aim is to enhance the voice of the poor and the marginalized to enable them change conditions undermining social justice and development in Africa through participatory people-centred research, practical actions, civil society capacity building and advocacy.

ACORD's thematic priorities comprise the following: Livelihoods and food sovereignty; Gender and women's rights; Right to Health DS; Peace building and conflict resolution.

In relation to gender and women's rights, ACORD's strategic objective is to build knowledge on positive gender relations and effective ways of addressing gender inequalities with a view to improving women's status, development and influence. Interventions in the gender theme aim to maximize the impact of ACORD's work through more targeted and synergized programming at area programmes and pan-Africa levels.

In its Pan Africa Programme 2012-2014, ACORD has defined as one of its priority objectives to "support the rural poor, in particular women, youth and pastoralists, to have equitable access to and control of natural resources essential for their livelihoods and employment ensuring the protection of natural resources critical to peace and development in Africa". Two of the outcomes ACORD is pursuing under this priority objective are:

- Good quality investment in agriculture is increased, through CSO policy engagement, in particular small holder farmers and women, and their promotion of principles for food sovereignty, gender equality and ecological sustainability

- Increased civil society participation (particularly women) in implementation of gender responsive land, agricultural development, women's protection and reparations programmes, policies and services at national and REC level

2. Background to FLOW program

ACORD's FLOW programme is entitled "Pan Africa Programme for Women's Security to Bodily Integrity and Economic Justice" January 2012 – December 2015. Its implementation focuses on 10 countries in Sub-Sahara Africa, namely Democratic Republic of Congo (DRC), Burundi, Chad, Kenya, Mali, Mozambique, Rwanda, Senegal and South Sudan Republic and Uganda.

FLOW PROGRAMME OBJECTIVES AND OUTCOMES

The ACORD Pan Africa Programme for Women's Security to Bodily Integrity and Economic Justice Jan 2012 – Dec 2015 has two broad objectives:

i) Promoting security by combating violence against women and facilitating their participation in peace, security and reconstruction processes and

ii) Promoting economic self-reliance through women's involvement in food security, employment and property rights.

- The outcomes of the program include; Harmful cultural practices deterring women's land ownership, access to economic assets and resulting in sexual violence practices, alleviated in the targeted 10 countries

- Increased civil society (particularly women) participation in implementation of gender responsive land, agricultural development, women's protection and reparations programmes, policies and services at national and Regional Economic Community (RECs) level

- Mechanisms and services for women's access to justice for land and sexual rights violations instituted in target countries

- Increased ACORD and partner collaboration and organizational effectiveness in delivery of gender and women's rights programmes by 2015.

For more information on the Programme outputs, performance indicators, activities, refer to the ACORD Pan Africa Programme for Women's Security to Bodily Integrity and Economic Justice (FLOW) Jan 2012 – Dec 2015 document.

In June 2012, ACORD launched its FLOW programme in Nairobi Kenya and currently all FLOW programme countries have started implementing the FLOW programme.

3. Background and focus for the Workshop

3.1. Gender mainstreaming of national primary school curriculum

The workshop for mainstreaming gender in primary school curriculum was organized in line with Outcome 1 of the FLOW programme which focuses on "Harmful cultural practices deterring women's land ownership, access to economic assets and resulting in sexual violence practices, alleviated in the targeted 10 countries" and Output 1.2 on "Revised national school and university curriculum to include education on women and girl rights, empowerment and protection against gender based violence". The workshop brought together ACORD staff and partners from 5 FLOW countries, notably, Burundi, Chad, Mali, South Sudan and Uganda.

3.1.1. Workshop Outcomes

3.1.2. Session I: Workshop Opening

Participants introduced themselves by their names and a description of a mental image of a world they would like to belong to. This was a participatory exercise where each participant on arrival was required to select a specific colour of a ribbon based on a statement related with the position of men and women in an imagined world. Participants from each colour group converged and got to know each other by name and shared their reasons for the choice of that position. Later each colour group was required to share in plenary their views about the different mental images and colour choices.

Yellow group shared the following explanations: women should be on top of men since they are;

Figure 1: Participants

- More women in the context of gender mainstreaming, also more in terms of number in the development field.
- Women are responsible and they have since time immemorial been champions of peace.
- Women leaders are very organized and they represent a nation for instance their role in the Kony war in Uganda.

Green group these group was composed of participants who felt that they had no choice from the two images which did not represent their desired mental image of the desired world. The following were their explanations

- They desired a world where men and women are equal.
- Men and women have equal human rights and responsibility in society.
- Women have been given 30% in leadership in most government however 50/50 would also be acceptable. However it is important to note that it's not about numerical representation or a government policy. Rather it should be an issue of entitlements received.
- The world desired is that where there is genuine democratic processes, equal opportunity and access to service etc.

Red group chose the image where men are on top of women and gave the following explanations;

- Men are responsible and they can only be oriented by men.
- The picture also portrays that behind every man there are strong women.

The facilitators wrapped up the session by the following statements;
The activity was an ice breaker to present the world as it has been since 1948 when the declaration of human rights was done. Numerous conventions have been put in place thereafter but the situation has remained the same: the gap between men and women is still big.

The exercise was not intended to draw judgement on any one but to set the pace for thinking how this imbalance can be tackled.

3.1.3. Opening ceremony

The workshop was officially opened by the representative of Human rights and Gender affairs in Burundi. Before her message the Country director of ACORD in Burundi, the hosting program welcomes participants and gave a brief introduction about ACORD vision, values and principles. Later the Head Of Policy in ACORD Ms. Salina Sanou gave an introduction to ACORD's broader work in Africa in which she located the FLOW program as one of the initiatives under the gender thematic program; a support pillar of ACORD's food sovereignty work. The guest of honour shared Burundi government's achievements in working on women's rights issues, particularly in the implementation of the 1325 resolution which seeks to increase women's participation in peace processes. Burundi adopted the resolution in 2011. Women's issues have thereafter been effectively integrated in the national action plans 2012-2015 and the 2025 poverty eradication plan through the enforcement of good governance principles. Efforts have also been put in place to support the sector groups to implement the 1325 resolution. For instance the Ministry of Education designed tools and guidelines for adopting the resolution within the ministry.

3.1.4. Gender Managers communication and introduction to the purpose of the workshop

About the regional, Ms. Aminata Ndiaye located the workshop objectives within ACORD's direction on issues of addressing inequality faced by women. She further explained that the key focus for the meeting would be on stereotypes and prejudices that are rooted in socialisation processes within society. She emphasized that the meeting was intended to be consultative in nature and a process of cross learning and sharing from the different country experiences, in order to arrive at generic guidelines/tools for addressing inequities by tackling stereo types in communities so that they are effectively addressed within the ministries of education. The guidelines or manual will be an outcome contributed to by all stakeholders and actors represented in the meeting.

3.1.5. Discussion of the workshop schedule

While the workshop was initially designed to have a free flow and not stuck to a specific schedule, participants insisted on a schedule to guide the two days. This was later developed through a very participatory process. **See attached workshop program**.

3.1.6. Understanding mainstreaming and analysing the current trends

The facilitators moderated a discussion on participants understanding of mainstreaming and finally wrapped it up as a consistent approach from analysis through implementation and evaluation of specific issues.

Participants were provided with a background to addressing mainstreaming issues in the education sector through the following aspects;

- What is the internal processes tackling differences between boys and girls in relation to their education?
- Taking consideration of the poverty situations and its impact on access to education by both boys and girls.

- Source of gender equity whether it's an externally initiated or not.
- Resistance to universal declarations which are externally initiated?
- Extent to which the environment if supportive

Gaps still exist between men and women in the rural community meaning that the talk around equality is only reflected among educated women.
There is need to strengthen socialisation and involving men as key gate keepers in gender equality processes. Some of the questions raised by participants were;
- How to tackle the invisible curriculum that is handed down through socialisation in communities.
  Major entry points for changing the status quo.
- Who is responsible for this socialisation and how it is done?

Some of the key responses included;

- The need to identify the allies to ensure that they are utilised as entry points for changing the status quo.
- Establish the cultural , traditional and religious practices that affect the socialisation process,
- The need for self examination by actors before engaging with the communities; evaluating our own beliefs, prejudices and behaviours as actors.
- The need to locate gender disparities within the communities we work with and act on them.

To conclude the session participants noted that gender mainstreaming stretched beyond mere access to education by girls; or mere numbers of girls in school. The need to change the young generation was realised if the issues underlying gender inequity are to be tackled. It was agreed that primary school is the best entry and inclusive approaches / good communication skills need to be adopted to tackle these issues.

Session 2: Participatory Group Exercise

The facilitator introduced a practical exercise to demonstrate access to education by different categories of people within a community. The exercise involved participants being divided in groups representing different community members; boys and girls enrolment in primary education through to university level. Gradually the numbers of enrolment between girls and boys tended to reduce as the group advanced in school levels. Some were unable to join primary schools, while other dropped out in primary school, a few joined secondary schools and majority of them were boys but only one boy finally made to the university completed his course and got a job.

After the practical exercise participants were asked whether the role play was a reality in their communities and all of them said it was. The facilitator then asked individual participants to share their feeling about the situations and position they had taken in the role play.

- ➢ The group that was not enrolled in primary schools, expressed frustration that they had not been able to go to school. Questions on why more girls had failed to get enrolment into school registered the following responses;

- Cultural issues and beliefs – girls remain home to help their mothers with household chores.
- Stereo types and beliefs about roles and responsibilities in households.
- Resource limitations.
- Limited space at school or where conditions to not favour girls who are matured (menstruating)
- Government policy on UPE not being effectively implemented in some countries.
- Burden of economic activities.
- Economic beliefs that educated girls fetch less money since they have been exposed and defiled.
- Lack of role models to look up to among older girls and women.

Figure 2: Introductory, participatory exercise (Green

➢ The group that dropped out of primary school midway gave the following reasons;

- Increased household's responsibilities particularly for girls.
- Dropped out to get married.
- Cultural practices – circumcision
- Regional imbalances
- Gender parity
- Boy who made a girl pregnant and fears to be arrested.
- Girl who got a child and cannot rejoin school by policy.
- Girls with menstruation and services were not available for them
- Girls thinking that it's a waste of time.
- Girls changing body leading to bullying by male teachers and boys in school.

Session 3.0: Group work on the various national contexts and how the gender mainstreaming is addressed.

Participants were divided in professional groups (country directors, gender advisors, curriculum developers/advisors and partner NGOs) and they engaged in discussions around the experiences from the different countries on what the major issues are and how they can be tackled moving forward. The group discussions were guided by a discussion guide with selected questions tailored to the different groups.

3.1 Summary group feedback emerging issues:

Country Directors: Addressed the questions on current trends in gender mainstreaming in the curriculum; some forms of resistances or collaboration you could face in mainstreaming gender in primary school curriculum and strategies recommended for influencing effective gender mainstreaming in the curriculum of primary education.

Current trends the directors highlighted several trends and developments associated with gender mainstreaming in primary school education curriculum as highlighted below;

- Existence of political will (laws), that support the gender mainstreaming process.
- Gender trainings and monitoring for teachers going on in South Sudan and Mali.
- Review of curriculum, the manual and teaching methodology is ongoing in Mali
- Committees for teachers' capacity building have been established in South Sudan.
- Existence of a commission for monitoring the gender mainstreaming process in South Sudan but it's not operational. Gender mainstreaming in curriculum, through HIV issues

Forms of resistances or collaboration

Adoption of externally initiated and internal system of education: In countries like Sudan and Chad the education system is faced with challenges associated with the use of (2 Systems of education)
 Religion (lack of comprehension)
Resistance among teachers and curriculum designers
Allocation of resources

Collaborations: the key collaborators include Education and Gender ministries; traditional leaders and development partners engaged in the education domain.

Figure 3: Country Directors Group, from left (Sudan, Chad, Uganda, Mali) and Health thematic manager.

Recommended Strategies

Evaluation of the gender mainstreaming implementation processes in the different countries, Advocacy for bridging the gaps, strengthen skills among teachers, identify of key issues and actors; Reinforce the actions of IEC on the importance of education (using the successful models) and tackle the challenges that are created by religious principles and thinking (Christianity, Islam Language etc)

Summary points agreed upon

a) There is need to strengthen training in countries that have not been trained in gender mainstreaming.
b) A review of internal regulations is needed to ensure that they align with special needs of girls.
c) Need for personal changes among trainers will preach what they believe and act as role models.

Gender Advisors: This group discussion focused on the Types of actions and actors important for integrating gender issues in primary school curriculum.

Figure 4: Gender Advisors group

ACTORS	ACTIONS
Community leaders: chiefs, religious leaders, local government	This is a key entry point as the leaders are well positioned to Sensitize others about the value and rights of boys and girls in the education attainment. They can also Collaborate amongst themselves (governments and learning institutions), to ensure that the education systems meet the needs of both girls and boys and those children are going to school i.e. monitor and give essential support
Parents	Parent and teachers associations can advocate for mainstreaming gender in schools where they are Parents should provide sufficient resources to support girls and boys in schools Equal division of labour between children Facilitate change in cultural perceptions
Intellectuals: technocrats- to give guidance	Play an advisory role in the formulation of policies that lead to a gender sensitive curriculum Advocate government to implement the gender responsive curriculum Carry out research on gender issues pertaining to curriculum development
Gender advocates (both men and women intellectuals)	Advocate for design, implementation of gender sensitive curriculum Advocate for allocation of sufficient resources (human and financial) to the cause of gender sensitive education systems
Rural women masses	Sensitize and educate them on the value of girl child education Make sure they take action to ensure girls attend and complete school Change makers created among the masses
Teachers	Ensure that gender sensitive curriculum is taught in schools Eradicate gender based stereotypes from school settings Advocate favourable environment for girl's education in the schools where they teach
Community role models	Work with them to sensitize community about the value of education Support in fundraising for disadvantaged school children (both boys and girls)

Child peer educators	Act as role models within their school community and facilitate monitoring of gender sensitive education system. Hold meetings with pupils and students to discuss issues
Media	Popularize the relevance of a gender responsive curriculum, through print media, radio, television etc.
Government/ state	To ensure that gender policies favourable to enrolment and retaining of both girls and boys are passed and implemented.

a. Need for political will and commitment e.g. commitment to teacher's contribution.
b. The role of the civil society is critical and needs to be strengthened.
c. Development partners are critical for ensuring financial backup support for mainstreaming processes.

Implementing partners/ NGOs – The Current issues in effective participation of women in education, development and recommendations

Issues to address in effective participation of women

- Perpetuation of injustice and inequity of social norms
- Early marriage, genital mutilation, sexual violence, division of labour
- Social taboos associated with menstruations and sexuality among others.
- Gender stereotypes ("boys are more intelligent than girls") girls are not encouraged to participate as citizen
- Exclusion of women and girls in decision making processes.
- Inferiority of women at all levels, (access to school, rules in schools, salary, access to land, inheritance)
- Inequity and ineffectiveness of laws because of pressure from traditional norms
- Religious Influences.
- Violence in schools

Recommendations

- Identify successful role models
- Sensitize traditional and religious leaders, parents and girls.
- Advocate for improved implementation of equitable and effective laws. However Given that laws alone are not sufficient there is need for community engagement and education
- Mainstream gender in all level of education (parent, preschool, schools, university)
- Create private spaces for girls during period of menstruation.
- Build capacity for girls to report on sexual harassment
- Sensitise girls and boys on HIV and sexual reproductive health
- Encourage dialogue to fight silence around negative social norms
- Build alliance with men for defending women's rights
- Share experiences from different parts of Africa
- Involve African countries in social change in Africa.

Summary

a. Strengthened coordinated response in Africa
b. Need to integrate gender mainstreaming in co curriculum activities.
c. Tackle issues not in the curriculum to be handled as part of the advocacy engagements.

d. There is need to address specific issues that affect girls continuity in school like the school policies on reintegration of adolescent/youth mothers in school.

Government representative/curriculum designers

Figure 5: Salina Sanou, Josephine Bangurambona, Prime Rupiya

Political issues and progress in gender mainstreaming in primary education curriculum (teachers training and learning contents).

What innovations are integrated in teachers training, development and evaluation of the learning content?

Political issues and progress	Innovations
Burundi: National gender policy 2020. Gender mainstreaming in development programmes PSDF: Strategy for mainstreaming gender in education, elaboration of the strategy for gender equity in education. This strategy is connected to the PSDEF. The gender mainstreaming in curriculum is not effective. Teachers are sensitized but sporadically Technical programme: tools to be developed for gender mainstreaming	Access to school: Since 2005, free education has increased the rate of girl's enrolment and attendance in school Partnership between the ministry and FAWE Burundi, and a study on gender stereotypes was realized by FAWE
Uganda: Gender policy in education: gender mainstreaming in curriculum, use of gender sensitive language. Issue: Who is responsible of the gender mainstreaming? Is it teachers? Questions what are the others factors that influence the gender mainstreaming in curriculum? Why do we still have GBV and early pregnancies in school inspite of having gender mainstreaming in the curriculum? Issues of safety and sanitation for girls Language used in teaching: national languages are used first and then English. The question is how these languages deal with gender issues? Issue of having teaching material that are not gender stereotyped	Gender issues in teachers recruitment processes (men or women)
Mali There is fear that the context of war crisis could spoil the progress made so far	1990 girls enrollment in school 1997: the government nominated a gender advisor 2001: development of tools for gender mainstreaming which has been tested already
South Sudan Country has gained independence recently so there is	Positive discrimination 30% of women in all ministries

problem talking about gender mainstreaming in school because the context is on building and reconstructing schools	Existence of a law for the creation of a department of gender and social change in the ministry of education Tendency for neutrality instead of using he/she
Chad Political sector: access, equity and quality Interim strategy for education and literacy 2012-2015	2008: Department of promoting girls' education (in the country laws) Gender policy and policy for girl's education funded by partners (world bank, Qatar) National center for curriculum whose role is to develop, duplicate share, translate curriculum in Arabic

    a. Introduce accelerated learning curriculum for school drop outs especially girls who became pregnant.
    b. Need to tackle the issue of conflict curriculum within one country use of borrowed curriculum from neighbouring countries like South Sudan

4.0 Country presentation

This session focussed on country specific dialogue and planning; an opportunity for the country groups to collectively plan for their engagement after the workshop.

MALI

Challenges

- Retention of girls in school.
- Percentage representation of women in the education directorate.
- Insufficient female models.
- Internal conflict and war which has led to break down and closure of some of the schools.

General comments and responses

- The emphasis on an increased number of women in the directorate does not necessarily address the gender inequality issues.
- How monitoring and evaluation of the activities is undertaken.
- More clarity on the issue of dowry as a factor discouraging education- Dowry is a form of injustice since the young men are expected to pay.
- Roles of other structures in the process both at local and strategic levels - other actors include the other programs and initiatives for women education and employment, decentralisation sectors as well as technical departments.

Country priorities

Two priorities:

Issues of security

Solution: Rehabilitation of school infrastructures (separate toilets adapted for disables peoples)
Facilitating taking counselling and orientation for victim of violence

Capacity building for teachers in tackling violence against girls and women in school

Organise campaign on citizenship

Develop partnership with UNICEF and OCHA

Develop partnership with the group for budget tracking, focal point SCOFILLES and FONGIM for improvement of education budget.

Advocacy: To Ministry of education. MF, MFPFE and AN

Fighting socio cultural practices and maintaining girls in school

This priority in transversal

Solution

Sensitisations of communities for girls schooling

Training of teachers for equity between boys and girls in school

Provision of school lunch and learning materials

Advocacy for facilitating for mentorship programme

Sensitisation of communities on gender issues through the media with the collaboration of others NGO (save the children, GIZ, Plan International)

TCHAD

The presentation was made using the strength, weakness, opportunities and threats approach as follows;

Strength
- Holistic approach
- There is a systematic framework for the development of activities.
- 14 technical divisions in place including one for girls' special education.
- The government of Chad ratified the commitments which provide the institutional framework for action.

Weaknesses
- The country has a poor retention rate as girls drop out before completion of their education.
- There are deeply rooted mindsets about education for girls.
- No girls' protection in the community

Opportunities
- Government implemented a population policy (GM of 1995)
- The existence of a technical unit for education
- There are clear training modules which include gender as a specific topic.
- Long term funding
- Well structured civil society with many women's associations
- The first lady is committed for girls' education

Threats
- Political instability affects gender processes.
- Existence of sexual and gender based violence
- Insufficient funding
- Islamist

- HIV/AIDS

2008: Better knowledge of gender issues from different actors (parents, communities, teachers, religious leaders and parents associations)

Definition of objectives: fighting violence, eradicating all forms of discriminations against girls and women

Definition of a learning methodology for achieving the objectives

Production of the manual

Realisation: production of the manual, take experience from other countries for editing the manual and to validate it.

Printing of the manual

Training of teachers

Sensitisation of teachers, parents associations, labour organisations

Advocacy for education budget, by the civil society (ELIAF, AFJT, labours organisations, children parliament)

Key players: First ladies, members of national parliaments/parliamentary special committees, female ministers. Minister of finance, Ministers of planning and technical and financial partners

BURUNDI
General comments

Gender was considered as a new and externally introduced concept and it therefore took time to be accepted.

There are directorates however without women as leaders.

Strength
- The constitution of Burundi
- National gender policy (2011-2025)
- School sponsorship (free school)
- Positive discrimination
- Strategy for gender equity
- Provisional School lunch
- Revision of school rules

Weaknesses
- Girls increasingly abandoning maths and sciences
- Lack of resources
- Challenges of training all teachers

Opportunities
- Stereotypes at all levels
- Sanitation of top management
- Lack women's role models

Threats
- Traditional norms, stereotypes
- Poverty of the population

- Vulnerability of marginalised populations

Priorities:

Production of the tool for gender mainstreaming in curriculum

Gender training for curriculum designers for gender mainstreaming in curriculum

Gender training for teachers

Mapping of different actors and organisation of a workshop for planning for coherent agenda

Training for decision makers in ministries on gender sensitive budget

Advocacy for gender budgetizing line in ministry of education

Training for trainers on gender mainstreaming in curriculum

UGANDA

Strength
- Effective mainstreaming in school
- Adoption of action plan (2007-2017)
- Partnership with TFP, FAWE
- Gender department funded by partners
- Gender clubs in schools
- Publications
- Web site
- Gender monitoring
- Scholarship for girls
- Use of he/she

Weaknesses
- Girls dropping out of school (Karamoja)
- Insufficient effort for retaining girls in school

Opportunities
- Possibility for advocacy
- Opportunity for girls to be readmitted at school after giving birth
- Sensitisation for parents

Threats
- No budget for gender issues

Priority areas

- ➢ Conduct dialogues with stakeholders- NCDC, MOES to assess implementation of curriculum
- ➢ Carry out a desk review of the curriculum to identify key advocacy issues and gaps
- ➢ Join the TWG groups on education advocacy
- ➢ Education review process awareness
- ➢ Engage in reviews of secondary school and BTVET review

- ➤ Engage with MOE and NCDC staff on the issues of accelerated learning programme in partnership[p with MOGLSD
- ➤ Think of ways to fundraise for the project upscale (Teenage pregnancy issues)
- ➤ Identify ways of addressing key issues within other ongoing programmes supported in the Northern region.

MALI

General comments and responses

- Strategies for addressing the needs of girls who drop out of school because of pregnancy.- this is a critical issue yet to be addressed and it is directly linked with the high retention rate.
- The threat of Islamism and its effects on education of girls and gender in general- the question of the Islamic influence is more a concern of the ministry of defence and not education.

Figure 6: Hazara Ouedraogo, Mali Country Director

- The existence of two school systems/structures; French and Islamic, whether the Islamic school are under the jurisdiction of government- The existing national policy on education provides a framework intended to guide all schools.

SOUTH SUDAN

Achievements

- The curriculum has included a language that addresses both men and women/boys and girls in the education materials.
- The education policy has provided for alternative education system which provides an opportunity for the education of girls who drop out of school.
- A framework for mainstreaming gender in the education curriculum is in place.
- The involvement of the civil society organizations in the education processes is also strong and they emphasize the inclusion of social norms and practices.

General comments and responses

- South Sudan is faced with challenges associated with the fact that the country education systems depends on the neighbouring countries 'curriculum and therefore it is divided.
- There is a serious lack of peace dividends and rural populations continue to suffer poverty and lack of resources.
- There is a serious lack of other basic services including health, leading to very poor indicators all which affect the education.

Priority areas

- ➢ Staff capacity development- Increase the number of technical staff of curriculum and facilitate them.
- ➢ To facilitate gender responsive curriculum development and processes
- ➢ Lobby the government for sufficient resource allocation for curriculum development centre for; Staff salaries, equipment, stationary
- ➢ Civil Society where;
    - a) Deepen the research and baseline survey(e.g. social norms, informal structures, capacity of government staff)
    - b) Fundraising for research, advocacy, building government capacity and CSO
    - c) Strengthening the coordination of stakeholders through; CSO mapping, mobilizing relevant NGOs and other stakeholders, formulate a coordinating body, ensure no duplication, facilitate cross country learning.

Adoption of Tools

Challenges

- Inadequate resources from government and CSOs in terms of; Salaries, equipment, stationary, staffing, infrastructure
- Limited skills in gender responsive curriculum development and programming

Piloting Locations

Central

- a. Juba county in Juba Payam and Lobonuk Payam
- b. Terekeka County in Terekeka Payam and North Mangala Payam

West

- a. Maridi County in Maridi Payam and Nkogi Payam
- b. Mundri County in Mundri Payam and Lowi Payam

Budget for starting the work
Baseline and research
Meeting the government and informal leadership structures
Mapping NGOs and civil society

6.0 DAY ONE OVERVIEW
The following were the issues that arose in day one proceedings;
- A need to engage with our own conscience and beliefs as actors about gender i order to be able to influence change.

Discussions in groups on issues/trends/ recommendations and way forward provided rich information on;

- Design of the guidelines.
- Advocacy priorities and entry points
- Information on where there are skills and tools for facilitating cross learning and exchange.

Country presentations
- Existence of policies and frameworks which provide a good environment for action.
- Existence of lessons already generated in some countries which will also facilitate adaptation and cross learning.

Areas of commonality
- Need to tackle the "hidden curriculum" the education that is handed down in the communities that is not based on a written guideline.
- Issues of recruitment, retention and completion of education for girls are also common in all countries.
- Tackling gender based violence which also common in all countries although with varying intensity.
- Need to balance emphasis on number of girls in schools and the process or quality of education secured and its value for them.
- Need to tackle issues of resource allocation for all countries to ensure that leaders commit resources for education of girls.

Building a consistent and coherent message across the different sectors related to promotion of gender in education. In general the countries are at different levels of development in terms of mainstreaming gender within the curriculum and therefore these needs to be addressed in the guidelines to ensure that they meet the needs of all. The varying context also should be taken care of for instance the parallel systems (French / Islamic for the case of Chad)

Figure 7: Aminata Ndiaye Gender Thematic Manager and Nicelatte Niyongere, gender

DAY TWO:
The day was dedicated to group discussions among countries where the different countries with their partners. The group discussions focussed on identifying actions, targets for the actions and potential partnerships to be developed for this initiative. **See attached plans**

PLANNING PROCESS

Overview
Structurally all countries have already elaborated tolls for gender mainstreaming in school
All countries face a problem of maintaining girls in school.
All countries have targeted socio cultural norms and practices as barriers (early marriage, dowry)
Problem of budget common to all countries
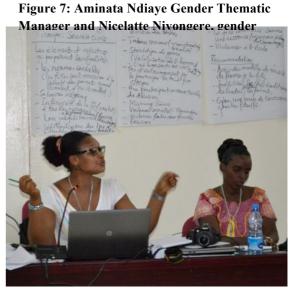Gender based violence
Parent's illiteracy
Poor implementation of laws

Solutions
Advocacy
Teachers training
Work with communities and parents for behaviour change

Cross country learning

Fundraising

Reviewing the existing curriculum: where are we?

Building gender clubs in schools

Use men as champions

Involve children (peer education, children champions)

Partners

FAWE
GIZ
UNICEF
UNWOMEN
UNFPA
UNESCO
RIGHT TO PLAY

7.0 CONCLUSION

The consultative workshop provided a very good space for ACORD to initiate work around the mainstreaming of gender in the primary school curriculum in the following ways;

- First and most important the workshop provided the baseline information required for the development of the guidelines.
- It provided an opportunity for the different partners in the target countries to interact and share experiences
- It gave an opportunity for the countries to establish collaborative linkages to enable them strengthen their work.
- Further clarified the nature of partnerships and actions to be undertaken in the different countries.

Moving forward the facilitators will develop a draft of the guidelines to be shared with the countries for inputs and revision.