Workshop Guide
Gender Dynamics in Teaching and Learning in Contexts of Crisis, Post-Crisis, and State Fragility

A training module for teachers, administrators, communities, and education authorities

Introduction to the Training Module

This guide presents the Healing Classrooms Initiative theme of "Gender Dynamics in Teaching and Learning in Contexts of Crisis, Post-Crisis, and State Fragility" for an audience of teachers, administrators, communities, and education authorities. You will find a basic outline with generic activities and resource material to be adapted and supplemented depending on the specific group you are working with. As presented, the workshop will take about two days, but the time may be shortened or extended depending on your context and participants.

General Objectives of the Workshop:

- To raise awareness of the critical role of gender in the experiences and perceptions of students and teachers
- To raise awareness of the potential for interventions that address gender inequalities, gendered vulnerabilities, *and* promote gender equality
- To help participants understand the relationship between gender and student well-being
- To build commitment to supporting gender equality through initiatives, such as safe schools

Day 1:

1. Welcome, Introductions
- Welcome participants
- Opening remarks by community leaders, etc.
- Introduction to the workshop

2. Background on the workshop
Provide the participants with some background on the workshop. This may include:
- Why it is being organized now
- What the IRC has been doing to support gender equality in education
- What other organizations have been doing
- MoE policy on girls' education/gender equality and education
- Any other local developments/issues – e.g. increases in teen pregnancy, sexual violence, etc.
- A brief background on the IRC global HCI – where the ideas have come from – e.g. from listening to teachers' and students' voices in a number of different countries

Explain to participants the objectives of the workshop (adapted from above).

3. Other preferred warm-up activities

For example, ground rules and workshop expectations.

4. Small group brainstorm: What is gender and how does it affect our lives?

As an initial activity, have participants work in small, mixed groups. Ask each group to brainstorm on a large sheet of paper the role of gender in their own lives and in the community in general. As you clarify the activity, make a clear distinction between gender and sex – participants should be thinking specifically about the gender roles of men, women, boys and girls rather than the sex characteristics. Depending on the level and experience of the group you may need to spend additional time on this issue. Use the definitions in Module 4 to help you.

Once in small groups, particular attention should be paid to how the roles of man, women, boys, and girls may have had to adapt to the circumstances. Prompting questions can be asked of the groups as they work, such as:

- Compare the expectations you have for your son with the expectations you have for your daughter.
- If they are different, why?
- How have the roles and activities of men, women, boys, and girls in the community changed in the lifetime of the participants?
- Describe how gender expectations and roles have changed in your own family, over a few generations. (Can you compare your grandmother's childhood to your daughter's?)
- What are some positive aspects of gender identity? What are some negative aspects?

After about 20 minutes of small group discussion, the groups should present their brainstorms to the group. Follow up the group presentations with some general group discussion. Focus on any ways in which the participants feel about the changing/changed roles and activities of men, women, boys, and girls. How have the roles of teachers had positive or negative impacts for child protection and the psychosocial well-being of children in general? As you facilitate the discussion, be sure to check that there is a clear understanding of the distinction between gender and sex.

The following notes may also be useful to explain how gender stereotypes may operate:

- Gender stereotyping begins early and constitutes a set of beliefs about the identities and characteristics of women and men. In many societies, even before birth, the boy-child is viewed as more important (for example, as the future head of the household, the bread winner, etc.). So even from a young age, the boy may be given more attention, authority and power than his sisters. Because he represents the future of the family, more resources may be invested in him for school fees, good food, etc.
- Meanwhile, girls are often viewed in relation to their preparation for marriage, motherhood, care-giving, and being a good housewife, but in another family (that of her future in-laws). Because a girl is not seen as asset to her family, fewer resources are invested in her. She has the responsibility of tasks that will prepare

her for her future, (for example, taking care of younger siblings, and doing household chores).

- Through gender stereotyping, traits are often assigned to men and women based on sex differences. (e.g. males are considered to be strong and "natural" leaders.)
- Roles are then assigned based on these assumed traits. Often the lower status attributes (such as being good at caring for young children) are assigned to women and girls.
- "Transgressions" of gender stereotypes may lead to harassment and abuse, as for women who might choose to study in male dominated fields like math, agriculture, etc. and for men who might chose to become kindergarten teachers.
- Power is often distributed according to gender. In relationships between men and women, men often exert power over women. A husband's power within the family (making decisions for the whole family, for example) is reinforced by the fact that society recognizes his work outside the home and he is able to participate in the community. When women and girls have low status and little influence outside the family, they may also find it difficult to assert their ideas and opinions within the family. Women's decision-making power may be limited to basic family issues such as food preparation.

5. Small group brainstorm: How does gender affect schooling and education?

Start with a large group brainstorm on some of the ways in which gender affects the different aspects of schooling and education. Depending on the level of the group you might want to talk about the difference between "supply" and "demand" and have the participants organize their responses on two large sheets of paper, one labeled "supply" and the other "demand."

Remember:
- Supply factors are those associated with the actual schools, learning spaces, and education system as it exists (including, for example, teachers, curriculum, uniform, facilities, etc.)
- Demand factors are those associated with parental, community, and students' perceptions as well as an interest and participation in education.

After an initial brainstorm, move the participants into small groups. These groups should be different from the previous activity for them to engage with different people and perspectives. Now they should think about how gender affects education in general and schooling in particular.

Taking a gender perspective in education, or doing gender analysis in education requires an examination of all the different elements of education in relation to gender roles, relationships, expectations, and especially power dynamics. Using the categories of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction Contexts will help. Depending on the experience level of your workshop participants, you may or may not want to talk specifically about the Minimum Standards. Also, depending on the

number of participants, you may want to assign each small group one or more of the Standards categories to work on.

     If the group is not familiar with the Minimum Standards, and you don't have the time to integrate a full introduction into the training, then just briefly introduce each category and what it covers. Perhaps you could include a brief reference to the Minimum Standards framework for quality education in emergency, chronic crisis, and early reconstruction contexts.

Community Participation – Gender issues include:
- In what ways are male and female community members involved in the life of the school?
- In what ways are male and female students involved in decision-making in the school and have their voices heard by the teachers and school management?

Access and Learning Environment – Gender issues include:
- Are there equal numbers of male and female students? At every grade level through the school?
- Is the building equally "friendly" and accessible to boys and girls? (i.e. is it located close enough to girls' homes for their parents to allow them to walk there)
- Are there separate male and female latrines? Are they appropriately located?
- Do boys and girls feel equally safe in all areas of the building and the campus?
- How are the relationships between male and female students?
- What school-based activities are boys and girls involved in?
- What school chores do boys and girls do on a regular basis?

Teaching and Learning – Gender issues include:
- What topics of subject learning are covered?
- Which "heroes" (writers, discoverers, inventors, etc.) are celebrated? Are they male and female?
- Do the textbooks and learning materials include equal representation of men, women, boys, and girls?
- What relationships do they portray between men, women, boys, and girls?
- Do examples used (in math or grammar exercises, for example) equally relate to boys' and girls' lives and experiences?
- Are the teaching methodologies used by the teachers equally encouraging to boys and girls?

Teachers and other Education Personnel – Gender issues include:
- What roles do men perform in the school?
- What roles do women perform in the school?
- What specific tasks do male and females carry out on a daily/weekly basis?
- What is the relative status of these roles and the specific tasks?
- How would you describe the relationships between the different men and women in the school?
- What are the power dynamics of the relationships? (Who is in charge? Who makes the decisions? Who follows directions?)

Education Policy and Coordination – Gender issues include:
- Is there a gender equality policy in the school?
- Are there gender-specific policies that address boys or girls (such as expulsion for pregnancy)?
- What is the impact of other apparently gender-neutral policies on boys and girls (for example, a uniform policy)

After about 30 minutes of group discussion, have the groups present their discussions, with each group presenting one category in turn and the other groups adding any other issues they have come up with. With the inputs of the different groups, try to build up as comprehensive and detailed a gender analysis as possible.

In the group discussion, review this gender analysis and the implications of the issues that have been raised. Consider the ways in which the gender dynamics of the school may positively impact the experiences of the students and be a force for protection and well-being. Also consider the positive and negative impacts. Sexual harassment of girls by older boys in the school, for example, is a negative impact. Male teachers preparing tea and cleaning the staff room may model positive male behaviors for the male students. Likewise, single-sex classes may enable both girls and boys to feel more comfortable in their learning.

Key points for understanding gender equality issues in education:

- Even when girls can access education and attend school, the school environment often perpetuates and reinforces societal preconceptions about girls' limited potential and girls' stereotypical roles and responsibilities.
- Teachers often have different expectations of girls than boys, especially in relation to certain subjects.
- School cultures often reinforce the domestication of young girls. In boarding schools and even teacher training colleges, different tasks are often assigned to male and female students. Certain chores such as cleaning staff offices, carrying of water for staff members, and serving of food to staff, are assigned to women and girls. In some situations, junior students are made to do the laundry of staff members or to cook and clean for tutors.

Such activities are degrading for girls *and* they take time away from important studies and extracurricular activities. They also put girls in situations in which they are at risk of sexual harassment, exploitation, or even rape (e.g. being in teachers' homes).

Wrap up the session with a brainstorm of ways in which negative gender dynamics may be addressed through interventions including, teacher training, parental involvement, and student activities. Discuss ways to strengthen gender equality.

Remind participants that schools are in many ways a reflection of the communities in which they are situated. However, can think about schools as places in which we can create change and in which we can promote positive values, attitudes, and behaviors which, in time, may be transferred into the community as a whole.

6. Group activity: Introducing gender and student well-being

Introduction

Begin the session with a brief introduction to the participants on what we mean by student well-being and why attention to student well-being is particularly important in contexts of crisis, post-crisis, and state fragility. Brainstorm with the group the different elements that make up student well-being and how schools can help or hinder it. Then organize the participants' suggestions into the categories presented in Module 2 of the eLearning Program (Also found in the *Creating Healing Classrooms Guide for Teachers and Teacher Educators*). The elements of student well-being include:

- Sense of Belonging
- Sense of Control
- Feelings of Self-Worth
- Personal Attachments
- Relationships with Peers
- Intellectual Stimulation

Safety is also an important element that cuts across these categories and is in most cases even a pre-requisite to achieving these well-being objectives. In order for children to feel they really belong, to be able to trust their peers or their teachers, they need to feel safe, at ease, and free of fear of violence and other risks. Physical violence is not the only form of violence. Other forms of violence that are highly damaging to children include verbal harassment, including bullying by other students and insults and negative comments from teachers. (See additional activity sheets on violence and gender-based violence if the group wants more information and time to work on this topic.)

Corporal punishment is a sad reality for many children in schools. Teacher-inflicted violence causes more than physical pain for children. Children often feel humiliated, shamed, and embarrassed when they are punished, and especially if this happens in front of other students. The subject of corporal punishment is often one of great interest to workshop participants and you may want to allocate time for further discussion. There may be individuals who offer different justifications for corporal punishment. Reminding the group about children's well-being and children's physical, social and emotional needs is often a good way to gain consensus on the importance of finding alternative classroom management strategies.

Gender and Student Well-Being

Gender plays an important part in student well-being. There may be activities that girls enjoy and which bring them pleasure and comfort in any of the categories above which do not work in the same way for boys – and vice versa. There may be opportunities that girls or boys have for activities that promote well-being that the other sex is not able to enjoy. At the same time there are also risks that girls and boys may experience differently.

Corporal punishment, we know, has multiple negative impacts for student well-being. There may also be different gender-power dynamics at play between the student and teacher. Some of these dynamics may be familiar to the participants, for example:

- A male teacher who needs to assert his power and male dominance over boys in the class, is abusive to the boys
- A male teacher, who is jealous of the relationships boys in the class have with girls, wants to humiliate the boys in some way
- A female teacher who feels out of control and disrespected in the classroom wants to assert her authority through physical power, but she only beats girl students who she knows will not challenge her

In the group, brainstorm some examples of the following:

1. Gender-specific education activities that promote well-being
   - For example, girls taking a single-sex class on reproductive health with a teacher they know and trust and feel comfortable with

2. Education activities which might promote well-being but which are only possible for either boys or girls (in your specific context)
   - For example, boys playing sports such as football together; male teachers taking a group of boys to visit the mosque

3. Gender specific risks/threats to well-being in education
   - For example, girls being harassed on the way to school by male students and other local men and boys; boys being stopped and harassed at army checkpoints on the way to school

Wrap up the discussion by stating that although there are risks for boys in education, because of the positions of women and girls in society, girls are at greater risk. Gender-based violence (GBV) affects girls and women far more than men and is prevalent in many different countries and contexts. Ironically, although we have seen some of the ways in which schooling can support well-being and protect girls, the reality is that it also creates risks.

Small group activity: Schooling offers girls protections and risks

Working in different small groups again, have the participants take one sheet of paper, divide it into two columns, and then brainstorm the different ways in which schooling may constitute both protection and/or risk for girls.

In what ways does schooling protect girls?	In what ways does schooling put girls at risk?
E.g.	E.g.
E.g.	E.g.

After about ½ hour of group work, again have one group present its work in one column (protection) and then the subsequent groups add to it. Then another group presents the column on risks as the other groups add additional points or challenge what has been suggested by offering alternatives.

In the subsequent group discussion, brainstorm ways in which the participants might be able to act to strengthen the protection and well-being elements in schools and to address the risks. The focus for this discussion will depend on the participant group. For example, a group of parents will be able to do different things than a group of education administrators. Teachers themselves will have a different range of possible actions).

7. Wrap up

Wrap up the day by summarizing the key points that have emerged from the work so far. Highlight the fact that the group is coming to a deeper understanding of how gender can be both a negative and positive force in quality education. Education can work to protect students, but unfortunately education can also to put students at risk. This understanding is necessary in order to promote gender equality in education and to ensure that education can promote gender equality in the community and society. Let participants know that on Day 2 they will identify ways in which they – and other stakeholders – can provide meaningful interventions to build on positive gender dynamics, and protect against and address negative ones.

Depending on the group, you may want to give the participants a couple of short activities to do at home. These are short exercises that they may find quite enjoyable and might want to engage with their family members, colleagues, and friends.

Homework Activity 1:

With a partner (family member, friend, colleague, etc.) each participant should briefly discuss two things they like about being a man or a woman and two things they dislike about being a woman or a man and why. They should make notes on the key points each of them made and any further points from their subsequent discussion to share on Day 2.

Homework Activity 2:

Provide each of the participants with a copy of the handout sheet and ask them to review it with a partner (family member/friend, colleague, etc.) and to complete it according to their opinions. They should bring back their completed sheets and any notes on the key points each of them made where there was any disagreement, as well as any further points from their subsequent discussions to share on Day 2.

Day 2:

Ask for two volunteers to summarize the key points that came out of Day 1's activities and discussions. Summarize the key points and explain the plans for the second day.

Activity 1: **Feedback and Discussion from the Homework Activities.**

Have a few participants share the different gender likes and dislikes and the reasons for these, and then invite any comments/questions for further discussion. You might ask the participants if the likes and dislikes are related to sex roles and differences, or related to gender roles and differences. You should make the point though that gender roles are not necessarily "bad." It is fine for women to enjoy traditionally female activities such as knitting and sewing, and for men to enjoy traditionally male activities such as mechanics or sports. But these gender roles, and the expectations society has of how men, women, boys, and girls behave, become problematic when:

- Those expectations and roles limit girls, boys, women, and men and do not allow them to try the things they would like to.
- Those expectations and roles constrain women and girls to activities within the home and deny them of education, interaction with others, or opportunities to participate in the community.
- More status and prestige (and often pay) are given to traditionally male activities, such as being a secondary school teacher, as compared to women's activities, such as being a kindergarten teacher. Women's household activities are usually completely undervalued compared to men's activities outside the home.
- Traditional male activities and behaviors often promote aggressiveness and even violence.

Allocate a short amount of time for a brief discussion of Homework Activity 2.

Activity 2: **Small Group Role-Play – What Are the Gender Realities for the Teachers?**

In small groups, the participants should discuss the realities of teachers' lives from a gender perspective. This discussion could be introduced with reference to the overall HCI framework and its three interconnected themes. Make sure that Day 1's flip charts are available for participants so they can refer back to their initial brainstorm on the gender dynamics of the community, with specific reference to how some of these factors play out in the lives of the teachers. For example, do female teachers have to take their infants to school? What about the male teachers with small children?

Participants should then consider the ways in which these gender dynamics have positive and negative impacts, a) for the well-being of the teachers themselves and b) for their capacity to support the learning, protection, and socio-emotional needs of the boys and/or girls in their care. Encourage the groups to think critically and deeply about the situations.

After the initial group discussion, the groups should then develop a short role-play in which they try to demonstrate some of these issues. Remind the groups that they do not have to present school or classroom scenes – they could think about other locations in which these dynamics play out, such as in the teachers' homes.

Once the groups are ready, have them present the role-plays in turn.

In a group discussion session, consider some of the common features of the gender dynamics – both positive and negative – that affect the well-being of the teachers, *and* their actions and behaviors in school. Draw out some of the different issues for different groups of male and female teachers. For example, in communities where sexual harassment is prevalent, younger female teachers may be more affected than older women. What are other issues for male or female teachers of minority ethnic, religious or other groups, for example?

Activity 3: Actions for gender Equality and Gender as a Positive Force in Teaching and Learning

In this section, the training moves towards concrete actions to improve gender equality and to promote the empowerment of women and girls. You will look at changes that can be made *in* education and *through* education, i.e. you will consider the concrete changes that we can make at the school level. You will also consider how we can work out from the school in order to create change at the community and societal level.

To create a conducive and safe learning environment, teachers, other educators, girls' empowerment officers, and classroom assistants can work with each other to develop ways of preventing sexual and gender-based violence. With the support of the parent-community bodies (PTAs, SMCs, or similar), program managers and trainers can help to develop and implement policies and procedures for dealing with these forms of violence in schools. Teachers can work as agents of change to help community members understand the attitudes and structures that promote gender-based violence and the ways in which their behaviors can contribute to the problem.

This discussion aims to identify different ways for students, teachers, and parents to promote gender equality and gender as a positive force in education. Ask participants to share activity examples from their own experience. You can also share some examples from the HCI pilot projects (for example, the Classroom Assistants in Guinea and Sierra Leone). If there are participants who have very specific examples of work that you know is worth sharing, ask them in advance to prepare a short presentation. When all the examples are shared, try to draw out the complementary roles of the different actors involved – head teachers, teacher educators in a teacher education institution, local NGOs, parents, senior students, etc., as well as any specific factors for success which could be identified.

Share the example of "creating safe schools." Point out that when the school community (teachers, students, parents) works together to address issues of safety and security by ensuring that:

- The learning environment is free of risks
- The routes to and from school are safe (as far as possible)
- The well-being of all students, and girls in particular, is enhanced

The school may develop a "safe school" policy and activities, with clearly spelled out measures spelled for any misconduct by teachers or students. Teachers may develop and sign a code of conduct, and parents may commit to taking turns to escort students to and from school. Community involvement may also address the right of female teachers' to be able to work in a safe environment that is conducive to learning.

Depending on the level of the participant group, you may want to discuss "strategic protection" initiatives (see the discussion of this in Module 3 of the eLearning Program) rather than measures which may appear to protect girls, but which in the end serve to perpetuate certain assumptions about girls, and limit them to certain places or activities. For example, participants may suggest that it is better if girls are educated in boarding schools because then they will be safe and will not be able to move around and risk getting pregnant. Questions should then be raised about whether such an approach will address the attitudes of the men and boys who might pressure schoolgirls for sex if girls are free to be out and about in the community. Similarly, if participants suggest that there should be all girls' classes, then ask the participants to consider how the teachers might perceive all girls versus an all boys class. In which class might the teachers prefer to teach? How might the teachers' assumptions and expectations of the male and female classes be addressed?

At the end of this brainstorming activity you might want to distribute copies of the INEE Gender Task Team tools: *Gender Strategies for Education in Emergencies*. Strategy sheets have been developed on the topics of female teachers, gender responsive school sanitation and health, and preventing and responding to GBV in education in emergencies.

Activity 4: **Action-Planning for Gender and Education**

In this final activity, the participants should work in small groups to develop concrete plans for increasing gender equality, protection, and the well-being of male and female students. Small groups may be organized in a way that helps them to develop specific plans customized to the different stakeholders with whom they are able to work. Alternatively, you may want to have all the participants from the same school working together.

Depending on the group, such plans should include the identification of the different actors involved and their different roles and responsibilities. Highlight the ways in which the different actions of each groups can be mutually reinforcing. Emphasize the need for very clear communication of information, ideas, vision, etc. Whatever the focus for the planning, the small groups should try to develop, as concrete and realistic plans for gender equality initiatives in schools as possible. These plans should address the negative issues discussed earlier in the

workshop and build on/strengthen the positive issues. Groups should be encouraged to be as specific as possible, and to make sure that their actions are **SMART.**

SUITABLE: How will the action make an impact? How can we ensure that it really addresses the right issue? In what ways might it cause other problems?
MEASURABLE: How will we know when this action has been completed and if and how it has worked? How will we evaluate the impact?
ACHIEVABLE: Are we able to achieve our goal in the time we have allowed for, the resources we have, and the skills and knowledge that we have? What might we need to make sure it works? Who will ensure that it does happen?
REALISTIC: Is this action – and what we hope to achieve through it – something that is realistic for the context in which we are working? In what ways?
TIME-BOUND: What timeline is there for this project? How long will it take to get started? How long will the action last?

Once the groups have completed their action plans, each plan should be shared with the whole group for feedback and further suggestions. If required, some additional time should be provided to finalize the action plans and plan the next steps, based on the feedback received.

Activity 5 – Workshop Wrap Up and Next Steps

Wrap up the workshop with a final summary of the key points, with reflection on the progress made towards the objectives outlined at the beginning of the workshop and confirmation of the next steps. Remind participants of the roles and responsibilities they all have for making their action plans happen. Also be sure to let participants know about follow-up workshops, meetings, visits, etc., for revisiting these action plans. Participants and facilitators should not just forget the action plans!

Personal reflection: My role and actions as an agent of change. Give the participants time to think about and then write out what they, as individuals, might be able to do in their own family, school, and community in order to promote safe and gender-aware learning environments for girls, boys, men, women. If they choose to, they can share these with a colleague, or they might prefer to keep them to themselves. They should be encouraged to link their individual action plan to what was worked out by the group. Likewise, they should include in the plan the particular roles and responsibilities they will take on in the group activity.

Homework Activity 2: **Handout for Participants to Work on at Home– Challenging Statements about Women, Men, Girls, and Boys**

Statements about Men, Women, Boys, and Girls
For each of the statements place G (a gender-related issue) or S (a sex-related issue)

1. Women can get pregnant and men can't ( )
2. Little girls are gentle, boys are tough ( )
3. Boys are often encouraged to be strong and decisive, as they sometimes must represent their fathers at family and community level events. ( )
4. In many contexts, women do much of the farm-work, as well as the household maintenance and childcare, although their efforts are not recognized by society ( )
5. Women can breastfeed babies; men can bottle-feed babies ( )
6. In many societies, organizations, and institutions, men occupy the majority of the high-level key positions ( )
7. In many societies women cannot inherit property and men handle family business ( )
8. Men's voices break at puberty; women's voices do not ( )
9. In some cultures, men bring home the firewood and women do all the cooking and household activities ( )
10. According to UN statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income ( )
11. Women are often the last to go to bed and the first to wake up in the morning ( )
12. Men are often assumed to be good at sports and activities such as car maintenance and working with computers. ( )
13. In most countries, pre-school and early years primary teachers tend to be women while high school teachers tend to be men. ( )

Additional Possible Activity: **Gender Stereotyping**

Objective: To explore gender stereotyping and its impact on career choices and opportunities for girls and boys

Work in pairs. With one chart per pair, think about and then fill in the skills and qualities needed to successfully function in different occupations.

Occupation	Skills and Qualities	Male or Female?
Nurse		
Head teacher/Principal		
Mechanic		
Teacher		
Medical doctor		
Gender focal person/ Coordinator		

In a group discussion, discuss which jobs have been assigned to women and which to men – have all pairs done the same? Answer these questions:

- What are the skills and qualities listed beside the occupations that have mostly female workers?
- What are the skills and qualities listed beside the occupations that have mostly male workers?
- Could both men and women have the skills and qualities needed to do any of these jobs?
- Why does society think that men and women have to do different jobs or should be assigned different roles?

Additional Possible Activity: **Different Forms of Violence**

Physical violence	Psychological violence (often verbal)	Sexual violence	Exploitation
Physical assault Slapping Beating Kicking Burning Breaking Cutting Tattooing/Marking Biting Self-Mutilation	Insults Forced marriage Ostracism Threats Teasing Defamation Humiliation Isolation Neglect	Rape Statutory rape Marital rape Attempted rape Gang rape Incest Sodomy Forced prostitution Pimping Sexual harassment Sexual exploitation Female genital mutilation (FGM) Sexual assault	Withholding of money owed Exchanging sex for cash or materials such as food or firewood Exchanging sex for protection or other "services" such as good grades

Gender-Based Violence (GBV)

Gender-based violence can take any of the above forms. The common feature behind the violence is a gendered inequality in terms of power and status or gendered vulnerability (usually a lower status and vulnerability of a female compared to a male). Gender-based violence is an unfair treatment directed against another person because of his/her gender or sexual orientation. While gender-based violence is often sexual, it doesn't have to be. GBV can also be, for example, an assault against a gay man or a wife-beating. Sexual violence involves the sex organs and is always gender-based (i.e., it is always an expression of contempt, resentment etc for, or power over an individual's male or female identity or sexuality).

Additional Possible Activity: **Gender-Based Violence in Schools**

In schools around the world, gender-based violence is a serious problem and the increase in sexual violence in insecure situations (war, political turmoil, tension, and chronic refugee crises) is now well recognized and an issue of serious international public concern. Although boys and men can be the target of gender-based violence, it is more often women and girls. In

"normal," stable situations, rape and sexual exploitation are forms of gendered violence that can affect girls and women of all ethnicities, classes, and religions. However, because of factors such as increased presence of military men, and economic desperation, girls and women affected by emergencies or instable conditions are even more vulnerable. Sadly, these realities are then often reflected in the school setting.

Activity: **What does it look like? What does it sound like?**
What are some of the forms of sexual and gender-based violence in this community?

Participants should work in small groups to make a list of any form of gender-based violence they can think of. The list should be as specific as possible, for example, using the actual words that might be used to tease women in the local language. After small group discussions, the facilitator should pull together the responses, and clarify some examples of sexual and gender-based violence with the groups. The resource document on different forms of violence should help.

Activity follow-up: What does it look like? What does it sound like?
What are some of the forms of sexual and gender-based violence that take place in and around our schools?

Participants should continue work in small groups to make a list of any form of gender-based violence they can think of that takes place in or around the school. The list should be as specific as possible; if there is harassment and teasing, for example, what sort of words and phrases are used? Are all girls equally vulnerable, or some more than others? The more specific and detailed the responses are, the easier it will be to develop an action to address the issues.

After small group discussions, the facilitator should pull together the responses with a group discussion.

Additional Possible Activity: **Reflecting on Our Own Roles as Agents of Change**

We often talk about gender roles and relations as if they happen "out there," and that we can observe them in a neutral way. Neutral observation is not possible. We are all male and female staff members. We live in families, in communities, and we are all very much involved in gender relations, patterns, and dynamics. As may be demonstrated in the activity on things we like doing which are typical and atypical for our gender, we are all subject to the gender expectations of our families, communities, societies – whether we like it or not! Some of these gender expectations we can challenge and reject; others we will go along with. Maybe we enjoy a certain activity, it is comfortable for us to do, or we know it would cause too much trouble to refuse. Rather than resisting all gender expectations, we may just choose to fight our battles one at a time.

All participants are all potential agents of change. Through this workshop they are developing some new perspectives and familiarizing themselves with concepts and tools to help them assess and act on gender issues. However, as stated above, gender is not only a professional issue. In order to make an authentic and sustainable impact, these new insights also need to be integrated and lived out in our own lives. We have to think about how we can each model some of the behavior and attitude changes we want to see in our partners and our beneficiaries. Modeling this type of behavior also helps us to understand how difficult it can be sometimes to make gender-related changes.

Activity: **Always, Sometimes, Never**

Participants should be given some time to read the sentences on the left had side of the chart and then to put a cross in the box they feel is most appropriate. Once completed, they should turn to the person next to them to discuss their answers. The pairs will then be asked to share with the group anything they would like to from their discussion, for example, where the partners had similar responses and where they had different responses.

While debriefing the activity, ask participants if they feel there are patterns, activities, etc., in their own lives that they think they could change in order to create more gender equality, and also to model alternatives to traditional gender roles. What do they think the impact might be if the men modeled helping with the household chores, or tending for a sick person? How about if they helped their wives to participate in a large community meeting?

Activity: **Always, Sometimes, Never**

Working alone, read the sentences on the left had side of the chart and then to put a cross in the box with the response that fits the best with your opinion/experience. Once complete, turn to the person next to you to discuss your answers. You will then be asked to share with the group anything you would like to from your discussion, for example, where the partners had similar responses and where you had different responses – and why you think this is.

	Always	**Sometimes**	**Never**
In my family it is the women who do the cooking and cleaning			
My daughter studies her school books in the evening			
My sons also help wash dishes and clothes at home			
When someone is sick in my family I will go to care for them			
It is understandable for teachers to tease the girls a little, especially when there are so few of them in the class			
Girls should make sure that the classroom is regularly swept and is tidy			
I am offended by pornographic material that I see lying around in the office			
It is okay for a female field-worker to have a local boyfriend while she is away from her family			
It is okay to send colleagues a couple of risqué, sexist jokes by email			