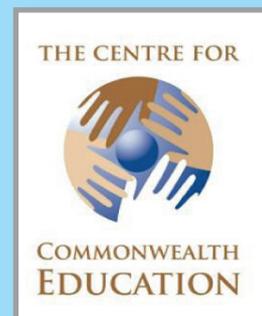
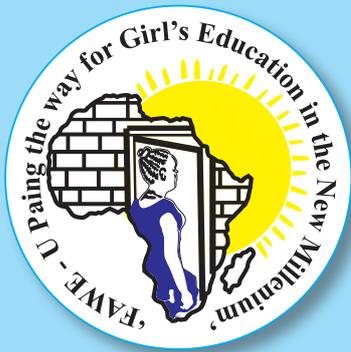


STAY IN
SCHOOL,
Complete at
least P.7.



Mentoring Handbook

Guidelines for Secondary
School Peer Mentors for
Mentees in Primary School

July 2012

ACKNOWLEDGEMENTS

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Background to Cambridge University/FAWE Mentoring in Uganda

Between 2009-2012 a longitudinal research project by the Centre for Commonwealth Education, University of Cambridge, was initiated in primary schools in Uganda with the main purpose to document the factors which keep girls in school against the odds. These primary schools were selected from districts in Uganda which were known to have challenges and hardships which might prevent girls from attending and continuing with school. Organisations such as FAWE-U, UNICEF, Makerere University and the Ministry of Education provided valuable information and helped to identify the study areas.

Researchers carried out in-depth interviews in the selected primary schools with girls who were ‘against the odds’ and who came from poor backgrounds and from communities where schooling is undervalued. The interviews were targeted at finding out the reasons why girls endure and stay in school despite the many challenges and problems they face at home, at school, and in the community which threaten their completion of primary school. One of the main findings of the study was the lack of role models and mentors. This handbook aims to fill the gap and to encourage peer mentoring.

The following list summarises the key challenges that were found to influence girls’ completion of education in Uganda:

- Undervalue girls’ education by caregivers and community. Educating a girl is not seen as a good investment or a priority because girls will eventually marry and leave the family.
- Domestic Responsibilities: Girls are expected to take care of younger siblings in the home and this competes with their study Time. Girls are responsible for the majority of household chores, so they either do not go to school or do not have time for their homework.
- Early Marriage: Girls are married at a young age because of cultural practices; girls are unlikely to return to school. Even when they want to return after giving birth they are discouraged.

- **Poverty:** Families lack financial resources to support girls' education. in the form of lack of enough food to pack for lunch, lack of scholastic materials and school fees, lack of money to buy sanitary pads.
- **Danger:** There is a lack of safety for girls at school for example men in the community sometimes sexually abuse the older girls in their school.
- **Lack of Role Models:** most uneducated family relatives do not attach any importance to education and do not encourage children, especially girls, to go to school.
- **Health Issues:** HIV/AIDS (some girls are orphaned at an early age and forced to live with harsh uncaring relatives who do not support their schooling)
- **Abuse:** Mistreatment by relatives like step-mothers, and extended family
- **Menstruation Management:** some girls do not go to school when in their menses or they do not have sanitary wear or special bathrooms at school where they can freshen up from.
- **Pregnancy:** Unwanted and early pregnancy
- **Violence:** Sexual and physical violence
- **Hunger:** Lack of lunch served at school
- **Distance:** Walking long distances to and from school

This research was driven by an ultimate desire to improve the quality of children's lives, to enrich the quality of their teaching and learning, and to improve the well being of children and youth within and beyond the school. To achieve this, mentoring was identified as a key solution that could help solve some of the challenges girls are faced with so that they are given a chance to further their education despite the many challenges they face. During the research it emerged that girls aspire to become like their role models in the community and at school. The mentoring system that is going to be used as an intervention is structured along the mentoring model that is used by FAWEU Uganda (FAWEU). Whereas FAWEU conducts mentoring in secondary schools where students are mentored by accomplished women role models, the Cambridge University-FAWEU mentoring model will involve secondary school students mentoring primary school pupils.

Who is this training guide for?

This resource is for secondary school pupils willing to mentor primary school pupils. It provides mentors with information and resources about a variety of topics highlighting the challenges faced by their mentees in Kyenjojo, Ntoroko, and Bududa districts in Uganda. It also provides information about the mentoring process and skills to mentor others.

Outline

1. Rapport/ ice breaking
2. Introduction to the Key findings
3. Preferred Intervention: Mentoring
4. Develop an action plan for the intervention
5. Appendices

SESSION 1a: Getting To Know Each Other

Time allotted: 20 Minutes

Objectives:

- Participants to get to know each other
- Participants discuss entry expectations and fears

Key Definitions

- Facilitate:** To lead activities and discussion in a workshop or teaching session
- Facilitator:** Someone who leads activities and discussion in a workshop or teaching session
- Participants:** people who attend a workshop or teaching session

Recommended Materials

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- Registration form for participants' to register their names and contact information

Activity 1:

Arrange participants in a circle. Each participant should say their name and an adjective that describes them. The adjective should begin with the same letter as the person's first name. For example, the first person may introduce herself as "Energetic Esther!" or "Fantastic Fatima!" The next person has to repeat the first person's name and adjective and add her name. Every participant repeats the name of the people before her, then adds her name. (To take the pressure off the person who has to repeat the names, have the entire group repeat the names together.) This is a guaranteed way to remember names and to learn how your friends describe themselves!

Activity 2:

Ask participants to share their expectations and any fears

SESSION 1b: Barriers to girls' education

Time allotted: 1 Hour

Objectives:

- Brainstorm of the barriers to girls' education which inform the intervention

Key Terms:

Intervention:

An attempt to solve a problem identified after research

Recommended Materials:

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- Handout 1 with information on the history and findings of the research

Activity 1a:

- Divide Participants into 2 groups and give the following questions to the groups.
 1. What problems do girls face during their education?
 2. What are the possible solutions to these problems?
- Once this is done, invite the participants back into plenary to present for discussions

Facilitator expounds and explains each of the responses and summarizes it with the activity below.

Activity 1b:

Ask 1 or 2 participants to share/volunteer telling real life stories about their primary school experience in which they encountered one of the challenges discussed in the findings and tell us how they overcame it.

SESSION 2: Preferred Intervention: Mentoring

Time allotted: 2 hours

Objectives:

- To explain to participants the idea of mentorship
- To identify the characteristics of a mentor
- To provide the rationale for mentoring as the preferred intervention

Key Definitions

Mentor: A mentor is an individual, usually older, always more experienced, who helps and guides another (usually younger) individual's development.

Mentee: A mentee is someone who receives guidance or instruction from a mentor.

Recommended Materials:

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- VIPP cards
- Markers
- Masking tape
- Copies of Table 1
- Handout 2: Why Mentor?

Activity 2a: What is Mentoring:

This is;

- A planned activity, a process
- Done by an older, mature, or more experienced person called a mentor
- to guide, support and role model a younger, inexperienced person called a mentee
- to bring them to a higher level of experience, knowledge and maturity
- to discuss selected aspects of life e.g. how to relate with boys, how to manage menstruation, how to cope with challenges outside the school (home, peer pressure), and how to study hard to complete school.

Activity 2b: Who is a mentor?

- Give each participant a VIPP card
- Explain to them that each card must contain only one idea. If they need to convey more ideas they should get more cards. They should write legibly. It should be possible to read what is written on the card from a distance of 8 metres.

- Ask them to write a word or phrase that defines the term 'mentor'
- Invite each participant to shout out what they wrote and bring the card to the front
- Using masking tape, pin the card on the chalk board
- As a whole group but with the facilitator's guidance, PROCESS the cards. Cluster those closest to the definition of mentor; you should end up with a visual description of mentor and mentoring.
- Discard the cards that are off the mark.

Activity 2c: Why mentoring

Facilitator congratulates participants for having been chosen to mentor primary pupils, emphasizes the process of mentor identification, and discusses why these particular students have been selected.

Facilitator can encourage a group or pair discussion/brainstorming on the following questions.

1. Now that you know who a mentor is, do you want to become one? Why?
2. What skills and experiences do you have that will make you a good mentor?
3. What do you think you will gain from being a mentor?

Handout: Why Mentor?

As young children grow up, there is a tendency to look up to the people they admire. These could be parents, powerful politicians and businessmen in their community, musicians, film/radio/TV stars or even peers. These people serve as a standard that the young people will want to attain.

Mentoring is one way of motivating young girls to withstand the challenges they meet at school so as to be as successful as their mentors.

Mentors are role models, when you mentor you do not have to give the person money or any nice things. Mentoring helps you to help others achieve success from following your example, from sharing with your mentee the problems you faced in school and how you overcome them or persisted amidst those problems so as to reach where you are now.

Mentors help young girls stay in school, they help them achieve their goals in life, and they help them avoid unsafe activities

Mentors help mentees improve their self-identity, self-esteem, physical, emotional and mental maturity.

Provide girls with information and guidance that allows them to make good decisions.

Enable and empower mentees to accomplish their goals and dreams

SESSION 3: Qualities of a Mentor and characteristics of a mentor

Activity 3a: Group Work

Divide participants into two groups

Ask them to identify a comfortable location where they will work from

Each group to nominate a moderator, a secretary and a reporter

Group one works on the following questions for 20 minutes

Question 1: What qualities must a mentor have?

1. Think of the person who you think is your mentor at home, at school, in the village.
2. Is the person a male or a female?
3. Is that person younger than you or older?
4. Who are they to you? E.g. parent or teacher or friend?
5. What do they mentor you about?
6. What things do they do when they are mentoring you?
7. What kind of things can your mother tell you that your father can't?
8. What kind of things can your teacher mentor you on that your parents cannot?
9. What things can your friend tell you about that your parents, teachers can't?
10. What qualities would you want to see in a mentor?

Group 2: What are the Characteristics of a mentor.

The facilitators should walk about and ensure that the groups have understood the task and are answering the questions.

After 15 minutes of group activity, invite each group to present their work. After all groups have presented, allow 10 minutes for questions, clarifications and new challenges.

For group 2, the following list of characteristics could be added incase some are not brought out by the participants

Characteristics of a good mentor:

- Listens to mentee's concerns and doesn't do all the talking
- Asks questions (without making the mentee uncomfortable)
- Doesn't judge (but provides constructive feedback or advice)
- Doesn't pick favorite students among mentees
- Respects the mentee's confidentiality; does not repeat what is said to them.
- Encourages mentee in her schoolwork and goals
- Empowers mentee to make good decisions and supports her
- Helps mentee find solutions to her problems, but doesn't tell her the answers
- Respects the mentee's decisions
- Helps develop mentee's strengths and skills
- Refers mentee to other people or resources when necessary, such as health or social workers
- Acts as a positive role model
- Respects the mentee's ethnic and religious background

- Shows interest in the mentee's life, activities, and thoughts
- Arrives on time for all mentoring activities
- Talks on a level that the mentee can understand
- Shares experiences with mentee (when appropriate)
- Advocates for the mentee at school, at home, and in the community

Activity 3b: Assessing the capacity of new mentors

Distribute the following questionnaire to participants to respond to the items individually.

Question 3b

	True	Undecided	False
I listen to mentee's concerns and do minimal talking			
I can ask questions (without making the mentee uncomfortable)			
I do not judge (but I provide constructive feedback or advice)			
I do not pick favorite students among mentees			
I respect the mentee's confidentiality; I do not share what is said to me with other people			
I can encourage the mentee in her schoolwork and goals			
I can empower my mentee to make good decisions and I support her			
I help my mentee find solutions to her problems, but do not impose on her the answers or solutions			
I respect my mentee's decisions			
I help develop my mentee's strengths and skills			
I am able to refer my mentee to other people or resources when necessary, such as health or social workers			
I am a positive role model			
I respect my mentee's ethnic and religious background			
I show interest in the life, activities, and thoughts of my mentees			
I arrive on time for all mentoring activities			
I talk in such a way that the mentee can understand what I mean			
I can share my experiences with mentee (when appropriate)			
I am able to advocate for the mentee at school, home & the community			

The responses above can then be analyzed by the facilitators and follow-up activities developed to suit the different categories of mentors.

Note: The more the UNDECIDED and FALSE responses the more the need for careful training in mentoring skills.

Activity 3c: Consolidating Understanding

A buzz group activity as a follow-up on activity 2b.

Facilitator checks with participants who answered True to the listed characteristics in the checklist.

Assigns each characteristic to an individual to explain why they answered yes and how it can be done.

Activity 3d:

At the end of this discussion the facilitator can return to the list and go through it together with the participants to ask them what may happen if the mentor did the opposite of these characteristics? E.g. if she didn't listen, if she judged the mentee, if she picked favorite students among mentees, etc. Try to show the participants that successful mentoring depends heavily on these characteristics.

Activity 3e: Summary brainstorming session empowering them to be mentors following the table below

The facilitator and the participants (together) complete the table below by matching the characteristics of a good mentor discussed above with the right adjective in column 1. Add 2 other adjectives in the last two rows that you consider to be represented in the list of characteristics

Table 2

Adjective	What kind of things do they do?
Resource	provides opportunities to do new things - introduces you to new people, places, interests, or ideas - encourages you to approach other people as resources - Suggests new sources of information
Friend	
Role model	

Counselor	
Guide	
Adviser	
Teacher	

Activity 3f: Synthesizing the duties of a girl's mentor

Handout: Duties Of A Mentor

- Acts as her role model
- Helps girls cope with changes at school, at home, or with their personal or physical development. For example they advise what to do when you start menstruating, when breasts start forming, when pubic hairs begin to grow.
- Serves as link between her mentees, teachers, parents, or caregivers
- Assists girls in dealing with problems (e.g. academic, with friends, with family, men who want to engage in sex, early marriage, and who give gifts to girls expecting sex from them, pregnancy, rape, etc.)
- Promotes girls' confidence and self-esteem. A confident girl will always know what she wants and will stay focused until she achieves her goals.
- Provides resources for girls (if she can afford)
- Provides advice in making decisions
- Organizes activities for girls, such as a career day or a HIV/AIDS discussion

- Exposes and refers mentee girls to new ideas, places, or people as alternative sources of support
- Advocates for girls' education and girls' rights; encourages the girls, their parents, and community members to promote girls' education
- Is aware of the referral processes and confidently brings them to the attention of the mentee for additional services

Activity 3g: How a Mentor can conduct the Mentoring Session

There are two ways of conducting the mentoring: group mentoring or one-to-one mentoring

a. What is One-to-one mentoring?

One-to-one mentoring involves two people, the mentor and the mentee sharing experiences

b. What is group mentoring?

Group mentoring is where the mentor(s) mentor their mentees as a group. One mentor can mentor a group of mentees at the same time or several mentors may mentor a group of mentees at the same time about several different topics which the mentees want to talk about.

Activity 3h: How a Mentor can communicate with the Mentee

- (one-on-one or group) Meetings between the mentor and the mentee
- Letter writing: This can be used to keep in touch with the mentee to plan for mentoring activities. A mentor can write a letter to the mentee to introduce her self, tell the mentee the story of her life, to ask and talk about the mentees school, family and life experience and encourage her to persist in her studies even when she meets any challenges, advise the mentee on important topics like how to manage menstruation, how to keep away from men friends, how to keep a girls body clean, etc.
- Motivational talks and discussions: The mentor can meet/visit the mentee to talk and discuss with her about important topics. The main purpose can be to motivate and inspire the mentee. For example, the mentor can share with the mentee personal or others experience of how they overcame barriers to success.
- Phone calling: if the mentor and mentee have access to a phone, they may call each other just to inquire about the well being of the other.

SESSION 4: Application to the Research findings

Time allotted:

Objectives:

To illustrate how a mentor can support a mentee affected by a specific challenge
 To develop generic mentoring responses to identified challenges

Recommended Materials

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes

Challenges Affecting Girls in Uganda

Area	Challenges faced
Uganda in general	<ul style="list-style-type: none"> • Violence (corporal, bullying, sexual harassment, rape) • Hunger (no school lunch, denied food at home) • sexual maturation (no pads, school bathrooms & water, no underwear, unwanted pregnancy) • School system & constraints (long distances to school, repeating, lack of school fees) • Home conditions (poverty, extended family, harsh unsupportive guardians) • HIV/AIDS (single headed homes, poor orphan care) • Forced child labour (heavy domestic work, petty work in the community)
Bududa & Nakapiripirit	<ul style="list-style-type: none"> • Corporal punishment at school • Bullying at school • No school lunch • Denied food at home • Poverty at home that the children are unable to get basic necessities. • Walking long distances to school • Late entry • Repeating classes • Lack of sanitary facilities for menstruation management.

Activity 4a

In plenary, select one general issue and use it to illustrate how a mentor can go about supporting a mentee to deal with that issue. Aim to highlight the processes for recognition, reporting, response, tracking, referral and follow up.

In groups, assign each group a specific issue and ask them to develop a mentoring response based on that scenario.

Activity 4b: Mentoring Guidelines

Time allotted: 1 Hour

Group participants into 3 different groups to brainstorm on the Attitudes, Skills and Knowledge.

Handout: Mentoring Guidelines

Attitudes	Knowledge	Skills
<ol style="list-style-type: none"> Show interest in the mentee. Ask about her family, her favorite school classes, and her dreams for the future, and get more information from her teachers. Don't intrude in the mentee's private life by asking for confidential information. Respect the relationship. Be on time for appointments, and prepare necessary materials. Do not use your position as mentor to force a girl to do something she does not want to do. 	<ol style="list-style-type: none"> Work with the mentee to define common goals for your mentoring relationship. Share your experiences with the girl when appropriate. This way the girl knows something about you, too. She may be inspired by your experiences and feel that she "is not alone". Ask others for advice. If you do not know how to address a girl's particular problem, consult the senior woman teacher or any other relevant authority 	<ol style="list-style-type: none"> Be a good listener. Let the girl do most of the talking. Empathize with the girl and put yourself "in her shoes" to better understand her situation. Feel with her. Assist your mentee in finding solutions to her problems. Do not offer solutions; ask questions that will help her come to a healthy, positive solution. Don't be judgmental or criticize your mentee. Help her assess a situation and make decisions for herself. Empower the mentee to make good decisions.

<p>5. Foster trust and honesty. Don't make promises you can't fulfill.</p> <p>6. Be a positive role model. Remember that your actions sometimes speak louder than words.</p> <p>7. M a i n t a i n confidentiality. Do not share information about your mentee with anyone else, unless the girl's health or well-being is in danger.</p> <p>8. Be patient! Working with pupils is not always easy and it is sometimes time-consuming, so exercise patience and understanding</p>		<p>– Remember that a mentee will sometimes learn a valuable lesson by making her own decision, even if it is a poor decision. Your mentee needs to find her own path in life, but you can help point her in the right direction</p> <p>4. Determine how your mentee learns best. For example, some mentees will need to talk through their problems, while others will want more feedback from you. Help your mentee assess her strengths and weaknesses.</p> <p>5. Manage your non-verbal communication: this includes gestures, eye contact, body position, facial expressions, voice intonation, and other sounds.</p>
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SESSION 5: Developing an Action Plan

Activity

Facilitator leads participants to develop a mentoring schedule action plan. Refer to sample below

STUDENTS MENTORING ACTION PLAN

Issues/topics for mentoring	Timeframe/duration of activity	Mentoring method	Target group (P5-P7)	Resources
e.g. menstruation management	2 nd Week of June: 1hr after lunch	Visit to discuss		

Cambridge University/ FAWE Mentoring Evaluation Form

This is a focused group discussion guide to help the mentor assess the mentoring session

Name of School

Date of mentoring session Term

Average age of the mentees

Number of males Number of females

What have you learnt from the mentoring session?

What more do you wish to learn in the topic covered?

What topics do you want to cover in future?

How do you want future mentoring sessions to be done?

Thank you

Appendices

Appendix 1

THE IMPORTANCE OF GIRLS' EDUCATION AND EMPOWERMENT Why is it Important to Educate Girls?

Activity 1:

“To Educate a Girl...”

Facilitation Steps:

1. Considering the large number of girls out of school, a person might think that education isn't very important. But a common saying about girls' schooling emphasizes its benefits:

“To educate a girl is to educate a family.” Discuss this phrase with the girls. Ask them to list the advantages of education. Are there any disadvantages? If so, what are they?

2. After the girls have shared their ideas, tell them that many studies have proven the value of education for girls. Read each point below aloud to the girls. After each one, ask them why going to school results in the particular positive outcome stated below:

- Educated girls are more likely to be healthy because they learn how to prevent diseases and to take care of their health. (Possible answers: Girls who are educated know the value of protecting their health through good hygiene, and, later in life, they are more likely to seek family planning services and proper pre- and postnatal care.)
- Educated girls grow up to have healthier families than girls who are not educated. (Possible answers: Educated girls know how to protect the health of their children, for example through good hygiene, pre- and postnatal care, vaccinating their children, sleeping under bed nets, etc.; they may have better jobs and therefore have the means to pay for health care.)
- Educated girls tend to marry and have children at a later age, which leads to fewer health complications during and after pregnancy (as well as fewer deaths due to childbirth). (Possible answers: Educated girls want to continue their studies and perhaps pursue careers; they know the negative health consequences of early marriage and childbirth; they seek proper pre- and postnatal care.)
- Educated girls are more likely to take measures to prevent HIV/AIDS infection. (Possible answers: Educated girls have the knowledge to prevent HIV/AIDS; they are better able to avoid abusive relationships and risky behaviors that lead to HIV infection.)
- Educated women tend to take greater roles in decision-making processes in the

family and in the community. (Possible answers: Educated women stand up for themselves and command more respect in the family and community; they may have better paying jobs that give them more financial independence.)¹⁰

- Educated mothers are more likely to send their children to school. (Possible answers: Educated women know firsthand the value of education and seek to ensure that their children get the same benefits; they may have better paying work that allows them to invest more in their children's education.)¹¹
- Countries that have greater educational equality between men and women are more likely to experience greater economic productivity than similar countries with less educational equality. (Possible answers: Smaller, healthier, more educated families can work and earn more, contributing to the development of national well-being.)
- What obstacles to girls' education exist in your community? Examples that may or may not apply to your community include:
 - People do not think girls are as smart as boys.
 - Girls are expected to take care of younger siblings.
 - Girls are responsible for the majority of household chores, so they either do not go to school or do not have time for their homework.
 - Girls are married at a young age and do not return to school.
 - Educating a girl is not seen as a good investment or a priority because girls will eventually marry and leave the family.

Activity 2:

Overcoming Obstacles to Girls' Education

- ❖ Families lack financial resources to support girls' education.
- ❖ There is a lack of safety for girls at school.

a) What roles do religion, traditions, politics, or other factors play in preventing girls from continuing their education? Do the same ideas apply to boys in your area? Why or why not? Is girls' education supported and encouraged in your community?

b) What strategies can be used to overcome obstacles or barriers to girls' education? Examples include:

- Girls could form a study club to tutor each other. (A teacher could volunteer to help them.)
- Older girls could arrange a time to visit a primary school, and primary school girls could visit a middle or high school. (At a school in Senegal, for example, a group of high school girls even "adopted" primary school girls. The older girls helped the younger ones with homework and made sure they had school supplies.)
- Communities could establish savings clubs to pay for girls' educational costs.

- Parents could work with schools and community governments to increase girls' safety at school, as well as to and from school.
- Encourage parents not to overburden girls with chores and to divide chores evenly between sons and daughters.

c) What activities could be done in your community to increase people's awareness of the importance of girls' education? (Remember to think about individual and community actions.) Examples include:

- Teachers and mentors could visit parents and families to explain the benefits of educating children, including girls. They could also talk to village elders, or get village elders to talk to parents about the importance of girls' education.
- Students and teachers could make speeches to parents' or community associations explaining the importance of girls' education.
- Students, village elders, and teachers could discuss the importance of delaying marriage until a girl has finished her education.
- Teachers or schools could hold an essay contest on the importance of girls' education or how to increase girls' enrollment.
- Students could organize discussions or theater presentations about the importance of girls' education.
- Girls could write letters to local newspapers or radio stations to talk about the importance of girls' education.

Remember: Every child has a **right** to attend school.

Appendix 2

Life skills of knowing and living with oneself

1. SELF-AWARENESS

WHO AM I?

This is perhaps one of the most difficult questions to answer. People usually give their names, tribe and sometimes what they do, for example going to school. However, who someone is, is much more than that.

Self-awareness refers to a person’s knowledge of themselves as an individual, their emotions, feelings, fears, their strengths and weaknesses, their background and culture.

Sometimes people do not know who they are because they are pressured or pretend to be someone else. It is important to know that you are special and uniquely made.

EXERCISE: DISCOVERING WHO I AM. Ask an adult to help you.

Name	
Age / Sex	
Date & Place of Birth	
Tribe / Clan	
Village / District	
Father’s name	
Mother’s name	
Names of brothers	
Names of sisters	

What are your strengths? What are you good at?

.....

.....

State two things you like about yourself.

.....

.....

State two things you like about your tribe.

.....
.....

What are your weaknesses?

.....
.....

What are your greatest fears?

.....
.....

What do you consider important?

.....
.....

What do you want to be in future?

LETS PLAY!!!

This game requires 5 or more people who know you. Get your brothers, sisters, classmates, or relatives to play with you. Have an adult present to help you.

1. Say your name and something about you that starts with the same letter as your name. For example, I AM LUCY AND I AM LIKEABLE.
2. Tell them what you want to be and why. For example, WHEN I GROW UP I would like to be a
3. In order to achieve my dream I need to do the following now
4. Let your friends tell you if what you say is true from what they know about you. Please be kind to one another and do not abuse one another or say bad things about one another.

DO YOU LIKE YOURSELF?

2. SELF ESTEEM

“I hate being an Acholi. I am so dark skinned; my friends say they cannot see me in the dark, “one girl lamented.

“That’s nothing, my friends say I have such a big nose, I breath more fresh air than I should!” cried another.

“I fear my boy friend will leave me if I do not sleep with him, so I decided I will.”

“I cannot do mathematics. It is too hard for girls.”

These are some of the numerous statements that many young people, especially girls,

say about themselves. Many young people are ashamed of their tribe, family, something on their bodies, their sex, or the school they are in. As a result they become shy, refuse to speak or do anything because they fear they will fail. Others do things to make them feel good or worth it, for example drinking alcohol, smoking, taking drugs, or having sex.

Self-esteem refers to how you feel about your body, background, abilities and experiences. A high self-esteem means you like who you are no matter what and are proud of yourself. You need to realize that there is no one like you, and you are special. There are things that you cannot change about yourself and you are wasting time and energy worrying about them.

A high self-esteem is important because it helps you to feel confident and when you are confident, you can do anything you want to do. In addition, people will not take you for granted or use you. You will not let them because you place a high value on yourself.

EXERCISE: Read the story below and answer or discuss the questions that follow. Sara and Sophia were best friends in school. Sara was bright and confident and always answered questions in class. Sophia was so shy and never said anything in class. Even on the playground, it was Sara who participated in the games. She won many trophies. Sophia was content to watch her friend. When they sat for their examinations, Sara did much better than Sophia, though they were both made it to the University.

While at the University, the two girls had many friends who were boys. Sara was friendly but kept them at a distance in order to concentrate on her studies. She got a boyfriend as she was about to finish and told him there would be no sex before marriage and if he was not ready to comply, he should leave. Sophia on the other hand felt if she did not sleep with her boyfriend, he would leave, so she did. She got pregnant and he left her.

.....

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1. In five lines, write a suitable ending to this story.
2. These two girls had equal opportunities to succeed. What do you think made the difference?
3. What are the results of a high self esteem?
4. What are the results of a low self esteem?
5. What lessons have you drawn from the story?
6. Who would you like to be and why?

A SECOND CHANCE

Some of us have a low self esteem. You may have been told you are useless, good for nothing and will never succeed in life. Painful past experiences have made you lose confidence in yourself. We are here to help you and tell you not to lose hope. You can change the way you feel about yourself. Please look into a mirror and say these words. (You can also ask a friend to say them while looking at you. Remember to do the same for your friend.)

I AM SPECIAL. THERE IS NO ONE ELSE ON EARTH LIKE ME. NO MATTER WHAT ANYONE ELSE SAYS, GOD MADE ME AND HAS A PLAN FOR ME. MAYBE THINGS HAVE NOT BEEN GOOD FOR ME IN THE PAST BUT I WILL NOT THINK ABOUT THEM BECAUSE I CANNOT CHANGE THEM. I WILL GO ON AND I WILL SUCCEED. JUST WATCH ME.

3. ASSERTIVENESS

“You cannot get pregnant the first time,” Michael told his girl-friend. They had been friends for a long time. When he first asked her for sex, she refused. He had pulled back a bit but he kept on giving her presents. Soon he noticed a change. She was getting softer. He decided to try again.

“No,” she said softly, avoiding his gaze.

“Don’t you love me?” he asked tenderly.

“Yes, but.....”

“Then its okay, my dear,”

(Some time later.)”My goodness what have you done! I said NO!”

Many girls have found themselves in painful situations simply because they were not firm enough in their response.

Assertiveness means knowing what you want and why, being able to communicate it in a gentle but firm manner and being ready to stand by your decision, no matter what.

This normally applies when one is facing opposition for what they stand for and is being pressured to change.

PLEASE DO NOT confuse assertiveness with aggression. Aggression involves being rude, disrespectful, and using force to get one’s way. You must respect people especially adults. Assertiveness, on the other hand requires you to respect the other person’s position, but standing up for your own by giving solid, well thought out reasons.

People speak with their bodies. It is important to match what you say with what you do. For example if you are not serious about a relationship with a boy, do not accept his gifts. If you do, even if you say NO to demands for sex, he will see your accepting his gifts as a **yes** and will continue to disturb you.

EXERCISE: LEAVE ME ALONE.

This exercise will require at least two people with one being a boy or man. Please have an adult around to guide you.

Act a play about five (5) to ten (10) minutes long. It should be about a boy, teacher, or boss trying to convince a girl to have sex. To clearly show the difference, have some girls act assertively while others act shy and scared to say NO.

4. COPING WITH EMOTION AND STRESS



Angry at my mother who shouted at me.

Happy at seeing my friend.

Scared about starting my periods.

Nervous about going to the big city for the first time

Sad when someone I knew died.

Exams

Take care of a patient at home.

Cook, clean, wash, dig, fetch water

Go to the market

Do home work

Go for sports and other co - and extra curricular activities.

Are there times in your life when you feel like this person? You have so much work to do that you feel you are breaking down. On the other hand, you have different feelings within a short time you do not know whether to laugh or cry. Like this person you feel the steam coming out of your ears. Everybody has moments like these in their lives and it gets worse as one grows up because responsibilities increase. Emotions and stress cannot be avoided. You need to learn to cope.

Coping means managing, or adjusting in order to prevent a break down.

EXERCISE: HOW DID YOU HANDLE IT?

These exercises require five or more people so get your relatives and friends. Remember to have a grown up around to help you.

1. Discuss a time when you had so much to do, or when something happened that touched your emotions and feelings so strongly.

What did you do about it? How did you manage?

Did anyone help you? If so, who was it and in what way?

A LESSON FROM NATURE

There were two trees that grew side by side. One was a strong, majestic palm tree, and the other was a thin flexible pine tree. One day, Mr. Wind blew so hard. The palm tree proudly thought, "I will not be moved. I will not bend!" The pine tree, which was humble, simply bent wherever the wind blew. "This will soon be over," Pine thought. Later that day the palm tree lay broken on the ground, but the pine was standing, tired from all the bending, but standing.

The Lesson?

IF YOU DO NOT BEND, YOU WILL BREAK. BE FLEXIBLE!

N.B. Teachers, you can illustrate this story better by giving your students stiff, dry sticks and soft, flexible sticks and asking them to bend them and observe what happens.



TIPS ON HANDLING EMOTIONS AND STRESS



- Pray.
- Do important things first and other things later.
- Do what you are supposed to do when you are supposed to do it so that work does not pile.
- Early to bed, early to rise. This will help you get enough rest and give you many hours to do your work.
- Ask people to help you with your work, especially housework.
- Share your feelings with someone you trust.
- Do an exercise, play a game or take a walk.
- Breath very deeply.
- Think a happy or good thought.
- Cry.

LIFE SKILL OF EFFECTIVE COMMUNICATION

Communication is the method by which information is passed on from one person to another. Some people simply call it talking, but it is much more than speaking words. You can use your face, hands, body movements, and sounds to tell someone something. Deaf people use their hands to talk, by making signs. This is called sign language.

There are other ways of communicating, for example writing letters, using telephones, radio, and television.

Effective communication means being able to give a message in a clear way that it is properly understood. It is important because you are able to do the right thing. Imagine your mother sent your brother to tell you to cook beans for supper. Your brother forgets and tells you to cook peas, what do you think will happen when your mother comes home?

EXERCISES

1. THE CHINESE WHISPER.

This game needs at least ten (10) people and an adult to help.

Stand in a line with an arms distance between each person. The first person in the line should think of a short sentence like, "I LIKE POSHO AND BEANS" and should whisper it into the ear of the next person. This should go on till the end of the line. From the last person, each one should repeat exactly what they were told. You will laugh at how different the last sentence sounds from the first.

2. DON'T SPEAK.

Try to tell someone or a group of people something without speaking, but using your eyes, face, hands and sounds.

3. PASS IT ON.

The adult should pick out five students and send them out of the class. The teacher should then tell the class a short story at least three times so they can know it well. The teacher should call in one student and tell them the original story. The first student should then call in another student and repeat the story while the teacher and the class are listening. The second student should tell the third and so on. The class should then discuss where and how the story changed, and choose the best communicator.

Appendix 3

SEXUAL MATURATION MANAGEMENT:

Sexual maturation refers to the changes that take place at puberty. These are body changes of boys and girls with psychological and social implications. Sometimes they force children out of school.

One of the changes in growing persons is Menstruation for girls. It has been picked out as an issue for discussion because it is one of the reasons why a good number of girls drop out from school. (For details on menstruation refer to child guidance and counseling for primary schools- teachers' handbook.)

Menstruation definitely does not make you unclean and it is absolutely a blessing and never a misfortune as indicated above. It is normal and welcome for every girl to menstruate because without it you may be regarded abnormal. With a more detailed understanding of it, we have come to realize that certain aspects of our culture are old fashioned and do not help girls to progress in their school education. Some cultural aspects therefore need to be addressed to enable girls to complete school successfully. For instance, there are many myths that are associated with menstruation that hinder girls from effectively attending school. Menstruation does not make you unclean, it is a normal biological body function. However, it is important that when it occurs it is managed properly so as not to disrupt the a girl's' normal routine.

Make a poster presentation on some Myths and Facts on menstruation that are in some communities from the table below. Please give additional information on the facts that you have on myths. Encourage the participants to assess if the myths hinder girls from staying in school and completing education.

Myths	The facts
◆ Disposal of used sanitary materials by burning or burying leads to infertility.	✓ Disposal of used sanitary materials by burning or burying is a safe, hygienic and recommended method.
◆ If an HIV positive man sleeps with a girl in her first menstrual period, he gets cured of HIV.	✓ It is not true and girls should not be misled. Those men are out to use you and also infect you.
◆ Menstruating girls are unclean. They must prepare food for they are unclean	✓ Menstrual blood is healthy and clean unless the girl is suffering from a sexually transmitted disease.
◆ Girls should not cross road junctions otherwise they will never give birth.	✓ It is not true. Girls can pass anywhere and will still give birth unless they are barren.

Myths	The facts
◆ Menstruating girls should not eat certain foods e.g. milk, eggs, and ground nuts.	✓ Menstruating girls need to eat a balanced diet like any other growing child.
◆ Use of tampons makes a girl lose her virginity.	✓ Use of tampons is healthy and does not make a girl lose virginity. Virginity is lost when a girl has penetrative sex.
◆ Starting menstruation means you are ready to have sex or get married.	✓ Menstruation is an important stage in a girl's maturation but it does not mean a girl is ready to have sex or get married.
◆ A girl should not climb a tree, it will dry and will not bear any fruits.	✓ It is not true. The tree will bear fruits no matter who climbs it and when.
◆ Improper disposal of used sanitary materials like pads makes a girl menstruate continuously for life.	✓ It is not true. A girl cannot menstruate continuously; unless she has medical problems. The pads should however be disposed off in a proper and hygienic manner.
◆ Having sex during menstruation prevents abdominal pains.	✓ It is not true. Menstrual pains are normal and vary from person to person.

OTHER MYTHS

- Do not cross a garden of fruits, groundnuts, for they will dry.
- Don't walk long distances for the period will also take more days.
- Do not hold a very young baby because it can develop a rash on the skin.
- Don't cross a road junction.
- Give the first pad to your mother; it's believed she can tell the length of your periods, good luck for marriage.
- Regarded as sickness-the girls cannot participate in family, community or church activities.
- Cannot fetch water because the wells may dry up or get filled with blood.
- Don't use a mirror during menstruation because it will rust.

Explain to the participants that for the situation of menstruation and body changes to be addressed, both girls and boys need to understand the facts. Good management can then reduce drop out of school and irregular attendance while encouraging good performance in class and academic excellence. Make a summarized presentation on posters from the information below:

GIRLS AND BOYS NEED TO UNDERSTAND FACTS ABOUT BODY CHANGES AND MENSTRUATION.

Some girls experience signs and symptoms as warning for menstruation. But others don't feel anything and they just see blood drops on their underwear, before they will know it time. The signs and symptoms of menstruation include; lower abdominal pains(cramps),headaches, cough, lack of appetite but some will have too much appetite, wanting to cry when nothing has happened, lower back pain, pimples, general body weakness and dizziness. This is called Pre-menstrual syndrome.

It's important that every girl studies and understands her body changes during menstruation. This helps you to know how to manage menstruation in every sense of the word. When boys understand what is happening, they will understand the girls and so will reduce teasing and manipulating them for something they cannot control. It has been known of boys in some communities to impregnate because of giving them false information to get them to have sex with them!

When girls experience these signs and symptoms, they should try one or all of the following to help them cope: take simple pain killers like panadol, drink lots of warm water. A hot water bottle at bedtime can also help, do some simple exercises. Do not be sickly, eat a healthy diet with lots of fruits and vegetables since lots of minerals are lost each month, and share your feelings with your mother or senior woman teacher. However, if symptoms persist, seek medical advice immediately.

MENSTRUATION SANITARY MATERIALS

1. Ask the participants, how do girls in this community go about their menstruation issues? Discuss further by asking the participants the questions below.
 - What happens in class or at school when a girl soils her uniform during menstruation?
 - When in menstruation, do girls come to school or do they stay at home? Why?
 - How many days does it take to menstruate? What does it mean for these girls if they have to miss school because they have stomach pain or do not have sufficient padding material?
 - Is there any help to the girls at school in form of sanitary pads when they start menstruation at school?
 - At home, are the parents willing to support the girls by giving them sanitary pads or any other hygienic form of pads?
 - What do girls in your community use for padding?
 - Are these materials readily available? Are they hygienic? Are they affordable?
 - Are girls willing to discuss menstruation periods with others?
2. Explain that in order to dignify the school going girls who are at the ages of periodically menstruating. Present a poster on menstruation management summed from the information below. Invite the participants to give you comments and ask questions.

MENSTRUATION MANAGEMENT

When a menstruating girl is using materials such as cloth, leaves, paper, underwear, or nothing, she is not confident in public because she can only soil her body and dress. Once this happens while at school, the boys might tease her, call her all sorts of names and she will be embarrassed. In some cases, the teachers can also embarrass them. At home she is blamed for carelessness! As a result, she may prefer to stay at home in seclusion, during the period of menstruation that lasts between 3 to 7 days. She ends up missing school lessons because the teacher continues with the syllabus. Consequently she performs poorly in class, even if she is bright. This might lead her to lose interest in pursuing her education and she might actually choose to drop out of school.

3. Conclude on sanitary materials by having a short presentation summarized from the information below:

EXAMPLES OF RECOMMENDED SANITARY MATERIALS

There are various types of sanitary material available on the market and those made with locally available materials in the community.

- Manufactured pads are available in shops and clinics- such as Always, Kotex, Silky pads, Lady Care, Soft feathers. These are hygienic and comfortable and not re-usable.
- Homemade pads- improvised pads can be produced at household and school levels.

HOME MADE SANITARY PAD

Materials needed: some piece of cotton cloth, a pair of scissors or a razor blade, thread and needle.

Procedure;

Steps

- I. Out of the big material of cotton cloth, cut two pieces of cloth of 16cm x 7cm (use a ruler to measure the size)
- II. Sew the two pieces of cloth together leaving an opening at the top. Cut two or four small strings from the cloth to hold the pad.
- III. Sew the strings to either side of the pad; to tie under the underwear or knickers.
- IV. Cut a strong polythene sheet to the shape of a pad. Insert it at the bottom of the pad.
- V. Get some small pieces of cotton cloth and push them inside the sewed piece, on top of the polythene sheeting.
- VI. Insert the old pieces into the sewed cloth to make it absorbent. Now your home made sanitary pad is ready for use. Each time you finish using the homemade sanitary pad, make sure you wash it very clean. Remove and wash the inside materials separately from the outer material using soap and enough water to ensure real cleanliness. Dry all the materials under the sun and leave them to dry completely.

The importance of hygiene and girl education

The participants will be able to: identify ways in which girls can be dignified during their menstruation challenges

Content

1. What is hygiene and personal hygiene?
2. Sanitation
3. Why concentrate on girls?

Methods

HYGIENE How can the girls and boys keep themselves clean and comfortable

Ask the participants the following and write responses on flip charts

- a. What is personal hygiene and sanitation?
- b. Why hygiene is important for girls undertaking education

Use the notes below to supplement the participants' responses.

HYGIENE: this refers to the practice of keeping oneself and one's living and working areas clean in order to prevent illness and diseases. It includes aspects like management of menstruation, avoiding body odour, and cleanliness.

PERSONAL HYGIENE This is the cleanliness of the body, hands including finger nails, feet, face, mouth including teeth and tongue, armpits, genital areas eyes and ears. It is important to know how to take care of each part of the body. If not properly maintained, it may result into:- skin diseases like ringworms, tooth decay and bad mouth odour, body odour and wounds, lice and jiggers, diseases like dysentery, diarrhea, typhoid, cholera and worms.

A body odour is a distinctive, unpleasant smell of the human body especially of sweat. This is a big challenge for menstruating girls. Therefore, girls should know the right deodorant or local herbs to use to clear the odour.

Sanitation refers to systems that protect people's health especially those that dispose efficiently of human waste. It greatly affects girls' education if not maintained due to illness and other effects.

Why concentrate on girls?

- Because girls have special needs as they turn adolescents, which is not as pronounced for boys.
- Girls are also future mothers and what they learn is likely to be applied for the rest of their lives, impacting on the next generation.

MENSTRUATION AND HYGIENE:

There is need to pay more attention to yourself as a girl and observe high standard of hygiene while menstruating. Washing your body regularly and changing your sanitary pads frequently to avoid bad odour and infections. When using homemade pieces of cotton cloth, wash them very clean and dry them in the sun, iron them if possible to kill

any germs that may be on them. Many of the girls just dry them under the mattresses inside the house where they cannot completely dry but remain damp. This may cause infections in the private parts. Sanitary pads should be used only once. They are not washable for use again and they must be disposed off in the pit latrine or burnt. For girls whose menstruation flow is heavy, make sure your sanitary pad is sufficient to avoid mapping or soiling your dress or skirt. Take a spare one in your bag and carry a sweater to wrap yourself in case you accidentally have a blood overflow that leaves a map or soil on what you are wearing at school.

Girls need to:-

- Bathe at least three times a day especially during their periods
- Seek assistance and information regarding menstruation.
- Understand their parents' financial position and accept what they provide in form of sanitary materials.



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