"Let Us Speak Out"



Empowering Youth Through "TUSEME"

A Teacher's Handbook

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Foreword



The last four decades have seen concerted efforts to eliminate the gender inequalities that have, for many years, placed women in an inferior position to men. Intensive lobbying and activism have consistently incorporated the gender dimension into the agenda for all development issues. Policies, legislative instruments and laws to uphold equal human rights for men and women have been put in place. Gender perspectives and considerations have been mainstreamed into development policy and practice, to create equal opportunities for both men and women.

It can be said that the effort has yielded a higher level of gender awareness among policy makers, development planners, programme implementers and the population at large. Much has been achieved in terms of providing more opportunities to women to access education, health services, legal protection and high level employment positions, as well as to participate in decision-making processes.

Yet a lot remains to be done. Gender inequalities continue to be a consistent feature of many areas of life. Even where people have acquired sufficient levels of awareness, they do not translate that awareness into action especially in terms of their own personal behaviour. Thus, one still finds many cases of gender inequalities, gender discrimination and oppression in the home, the workplace, the school and the community in general.

Many factors contribute to the difficulty in attaining gender equality. First, the socio-economic construct of society is deeply rooted in patriarchal structures and systems that uphold and reinforce gender inequalities. Both men and women are socialized to accept the superiority of men and the inferiority of women. Values, attitudes and practices are held firmly in place to ensure the continuation of the unequal gender construct.

Second, is the reluctance of men to change the status quo, which is to their perceived advantage, at least in the short term. Most men do not wish to change a situation in which they own and control property, are served by women, do not perform household chores, are treated as superior to women and wield a lot of power over women, regardless of the quality of their character. In the long term, these advantages are likely to be undercut by the pervasive lack of real development in economies that are marked by significant gender inequality – suggesting that maintaining the status quo is not really in anyone's best interests.

Third, even though many governments have ratified the various conventions that call for action to eliminate gender inequalities, most of them have not displayed sufficient political will to tackle the gender challenges in their societies. Lack of gender responsiveness largely characterizes many policies, development plans and implementation programmes.



Another major factor is the lack of empowerment of women themselves to challenge and effectively fight the forces of their oppression, discrimination and unequal treatment. Brought up in structures, systems, values, attitudes and practices in which they are always the underdogs, women internalize their inferiority and accept it as given, even if they may be suffering gravely.

Efforts to eliminate gender inequalities are often hindered by this disempowerment. Because many women display characteristics of the disempowered: lack of self-confidence, assertiveness and self-esteem, inability or reluctance to make decisions, fear to challenge injustices, passivity in fighting the injustices meted out to them, and lack of courage to fight for their rights or to speak out.

Women acquire this status of disempowerment very early in life. From a very young age socialization processes teach the girl-child to be subservient to boys and men, to leave decision making to males, to not speak out or challenge them or the status quo. This is reinforced in the home, in school, by religious institutions and by the society at large. By the time the girls have reached teenage, the socialization processes have boxed them into an inferior place relative to boys and men and have left them powerless to change the situation.

It has become clear to those engaged in gender transformation that there cannot be meaningful gender transformation unless the efforts to eliminate gender inequalities include the empowerment of women from the time they are young girls.

The TUSEME programme was established to specifically address this need. TUSEME – a Kiswahili word for "Let us speak out" – is an empowerment process designed to enable girls to understand the gender construct of the society they live in, to identify and analyse the emergent problems and how they hinder their academic and social development, to speak out about the problems, and to take action to solve them. The same process can and has been used to empower boys to understand their unequal gender positioning, and the need to support and accept gender equality as a human right. The TUSEME empowerment process uses the theatre for development approach, which espouses participatory methodologies and gives a voice to everybody.

Our team at the Department of Fine and Performing Arts of the University of Dar es Salaam started TUSEME nearly ten years ago as an outreach programme for the empowerment of girls in secondary schools. From its initial seven schools, TUSEME grew to some thirty schools in Tanzania. Borrowing TUSEME from Tanzania, the Forum for African Women Educationalists (FAWE) collaborated the University of Dar es Salaam and the Miali Training Centre in Tanzania to spread TUSEME to other countries in sub-Saharan Africa. To date 13 countries have TUSEME programmes – Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Namibia, Rwanda, Senegal, Zambia and Zimbabwe.





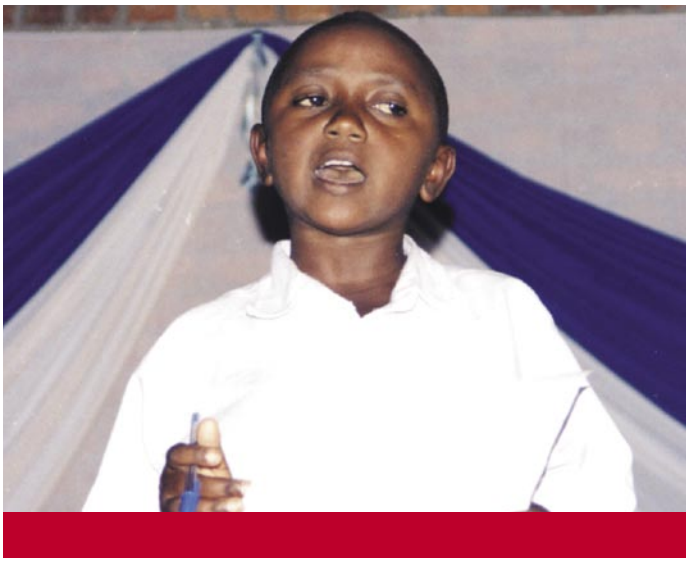
In all these countries, TUSEME has proved to be a very effective strategy for building the confidence, assertiveness and self-esteem of the girls involved in the programme. Their ability to analyse situations, make correct decisions, and challenge the systems, decisions and situations that negatively affect their welfare has been significantly enhanced. In addition, girls participating in TUSEME have recorded significant improvement in academic performance.

As a result of such successes, TUSEME is in great demand by teachers who have seen the value it could add to their schools. However, teachers are generally not trained in strategies or methodologies for empowering students. To the contrary, most are trained to be authority figures. There is therefore need to provide tools for un-training these teachers and to assist current TUSEME teachers as well as other teachers who might wish to introduce TUSEME in their schools.

This TUSEME Teacher's Handbook is meant to be such a tool. The content of the handbook is drawn from the experiences of the many practitioners who have refined the TUSEME processes through their practical work over the years. Many people have been involved in the TUSEME work and it is not possible to mention all of them. However, special mention is necessary of some of the people who have been the engine behind TUSEME. First is my old colleague at the University of Dar es Salaam, Professor Amandina Lihamba, who joined me in founding TUSEME in 1996. Then there is the team of resource persons from Tanzania who have worked with us over the years. These include: Gonche Materego, Dr Herbert Makoye, Dr Frowin Nyoni, Mona Mwakalinga, Mgunga Mwamnyenyelwa, Mathayo Ndomondo, Ann Yohana, Neema Kitundu, Frank Mhando and the late Gloria Balisidya and Frank Maguluko. On the FAWE team that has been at the centre of introducing TUSEME in schools all over Africa are Dr. Marema Dioum, Lornah Murage and Rose Washika.

The work of all these people would not have been possible without the wonderful participation of the girls and boys as well as the teachers of all the TUSEME schools all over Africa. Special mention goes to the girls and boys and their commitment to TUSEME and their consequent visible empowerment. The TUSEME girls, in particular, continue to inspire TUSEME, underscoring the need to reach more and more girls. Our hope is that this TUSEME Teacher's Handbook will inspire and equip many more teachers with the skills for TUSEME. This will enable them to engage thousands of girls in Africa in TUSEME – a process that will empower the girls with the skills they need to eliminate the problems hindering their academic and social development.

Prof. Penina Mlama
Co-Founder, TUSEME
Executive Director, FAWE



PART I



Introduction

Experience has shown that in introducing a concept that may challenge the status quo, it is important to involve all those who may be affected – the stakeholders – so as to ensure its acceptance and success. A number of preparatory steps need to be taken so that TUSEME is properly introduced in the school and accepted by all the stakeholders. At the school level, the stakeholders include the head, the teachers, non teaching staff, school board, all the students, parents and the community. These stakeholders need to understand TUSEME because TUSEME deals with problems that may have their roots in the behaviour, values, attitudes or practices of any or all of these stakeholders. In solving the identified problems, TUSEME will also depend on these stakeholders to take the necessary action. This TUSEME Teachers' Handbook is a guide to the TUSEME process – why the process is necessary and how it works.

The purpose of the handbook is to equip the teacher with the necessary knowledge and skills to facilitate the introduction and running of TUSEME in the school, with the purpose of empowering girls as well as boys for their social and academic development.

The Handbook is divided into three parts.

Part I (the introduction and Units 1–2) reviews the TUSEME process, including its historical background and objectives. It explains the preparatory steps that the teacher has to undertake to ensure that TUSEME is properly introduced in the school and accepted by all stakeholders.

Units 3–6, in **Part II,** tackle the question of why it was necessary to establish TUSEME. It highlights the fact that in most countries in sub-Saharan Africa girls are not empowered to speak out for their rights. The units cover the various factors behind this lack of empowerment, which include socialization, cultural values and practices. Further discussion concerns issues related to gender and empowerment, teacher gender responsiveness, gender responsive school management system, empowerment and cultural identity, all of which have a bearing on the empowerment of girls.

Part III (Units 7–16) provides a detailed account of how to undertake the 12 stages of the TUSEME process. These stages include the preliminaries, familiarization, data collection and data analysis. Other aspects are theatre creation, theatre performance and post-performance discussion. The process then moves on to developing an action plan, training in life skills for action, creating TUSEME clubs, taking action to solve the problems, and monitoring and evaluating the process.

Background to Tuseme

TUSEME is a Kiswahili word that means "Let us speak out". It encapsulates an empowerment process for both girls and boys, to enable them to understand and overcome problems that hinder their academic and social development.

TUSEME came about as a result of concerns amongst educationalists, parents and other social groups that girls are not sufficiently empowered to cope with life. One result is that they do not participate effectively in education processes. This in turn hinders their academic and social development. The factors behind this lack of empowerment include: socialization, negative cultural values and attitudes, and the overall gender construct that places women in an inferior position relative to men. TUSEME was therefore established to empower the girls with skills to deal with the problems that hinder their academic and social development.

Initiated in Tanzania in 1996 by the Department of Fine and Performing Arts, University of Dar es Salaam, TUSEME has spread to many schools in Tanzania and thence to other parts of sub-Saharan Africa including Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Mali, Namibia, Rwanda, Senegal, Zambia and Zimbabwe.

The objective of TUSEME is to empower girls to:

- Identify and analyse the problems that hinder their academic and social development.
- Speak out and express their views about the problems they face.
- Find solutions and take action to solve the problems that hinder their academic and social development.

The TUSEME process involves the students themselves in identifying their problems, analysing the root causes, speaking out about them using different artistic forms, finding solutions and taking action to implement the solutions. As part of the process, TUSEME Clubs are established in schools to provide an additional forum through which the students can take action to solve their problems.

Introducing TUSEME in a School

Because TUSEME is a new concept, and challenges long-entrenched notions about the way life should work, it is important that it be introduced carefully and systematically. The assumption is that one or two teachers on the staff will serve as catalysts or focal points for the process. The teacher(s) responsible for the introduction must therefore be trained in the skills necessary for conducting the TUSEME process. Subsequent to the training, it will be necessary for the Tuseme teacher to take a number of preliminary steps before starting the TUSEME process in the school. The TUSEME teacher should do the following:

1. Consult with the head of the school and make sure that the head understands what TUSEME is all about and agrees that TUSEME be introduced in the school. It is desirable that prior to this, the head should also have participated in a TUSEME sensitization workshop for heads of schools.

2. Make sure that once agreement is reached that TUSEME be introduced, the head becomes the champion in introducing TUSEME to the other teachers, non teaching staff, the school board, all the students and the community. The TUSEME teacher should work hand in hand with the head teacher in this process.

3. In collaboration with the head, conduct a school-based TUSEME sensitization workshop for teachers.

4. In collaboration with the head, conduct a school-based TUSEME sensitization workshop for all students. Even though TUSEME targets girls' empowerment, the boys should participate equally and issues relating to boys empowerment should be addressed.

5. In collaboration with the head, the school board and community leaders, conduct a school-based TUSEME sensitization workshop for the community. This sensitization can also be conducted using existing community forums.

6. In consultation with the head, all the teachers and the students, work out how TUSEME activities will fit into the overall school time table.

7. Select a target group in collaboration with the head and the teachers. The target group will constitute the core group but all the students should be involved in the TUSEME activities. Ideally TUSEME starts with the Form 2 class or its equivalent. Form 2's are chosen because they have been in the school for

one year, so they know the school well enough to be able to raise the issues. They will also continue to be in the school for another two to four years, and therefore they can continue undertaking TUSEME activities.

8. In collaboration with the head, conduct a school-based TUSEME sensitization workshop for the target group in order to inform them in more detail about TUSEME and the role of each stakeholder. This sensitization should include information on the following:
   - ❖ Background to TUSEME (above)
   - ❖ Why TUSEME (Part II)
   - ❖ What types of activities are involved in TUSEME (Part III)

9. In consultation with the head or where possible theatre experts from the community, conduct a training workshop for theatre skills for the target group (this is covered in Units 10–11). Even though as Africans, the students will have the basic theatre skills to perform dances, songs, drama, etc., most students will not have received formal training in theatre performance. Since the TUSEME process hinges on the use of theatre performance to communicate views on problems hindering the academic and social development of the students, it is important that the target group be introduced to the basic theatre skills.



TUSEME is there to assist in solving any possible problem that may hinder the development of the students. As such, efforts should be made to ensure that TUSEME is viewed positively by all who are involved in the academic and social welfare of the students. TUSEME should be taken as a holistic approach to improving the performance of the students. TUSEME does not belong only to the selected target group; the target group must take the responsibility to involve everybody, that is all the teachers, non teaching staff, students (boys and girls), school management, parents and community.



PART II



Why Tuseme?

For many reasons, girls in most countries in sub-Saharan Africa are not empowered to speak out for their rights. Socialization, cultural values, attitudes and practices are reinforced by the general lack of democratic practice, which does not encourage women to participate fully in decision making, public speaking, taking up leadership positions or even expressing their views or defending their rights. The same is true of girls, and this is reinforced both within the school system and at the household level. Their lack of empowerment is exacerbated by the school systems and practices that are not gender responsive.

TUSEME was created to empower girls to deal with this disempowering environment. It is therefore important for the teacher to explore the different factors behind the disempowerment of girls. The units in this part intend to assist the teacher to understand the link between gender and empowerment and between empowerment and cultural identity. In addition, these units help the teacher to analyse gender responsiveness in relation to teachers, the school environment and the school management system.



UNIT 1: Gender and Empowerment

Unequal gender relations pervade African society, making it highly unlikely that African girls will grow up as empowered individuals. The economic, social and cultural structures of most African societies place the woman in an inferior position relative to men. Women are also socialized not to challenge male authority which in turn perpetuates their inferiority. There are many instances where women do not challenge decisions by men, even those that adversely affect their welfare, such as in matters of inheritance and property ownership.

This situation is reproduced at the school level. School managers, teachers and the students themselves consider the girls as inferior to the boys. The management system, the curriculum and the teaching methodologies reinforce this belief.

It is therefore not surprising to find that girls do not speak out, do not express their views, do not challenge discrimination or the violation of their rights. This lack of empowerment often has a negative impact on their social and academic development, including poor academic performance and dropping out of school.

Objectives

By the end of this unit, it is expected that the teacher will:

1. Have acquired some understanding of the concepts of gender and empowerment and their relationship to the education of girls.
2. Be able to make the students aware of the concepts of gender and empowerment and how these affect their participation in education.

What Is Gender?

Gender refers to socially determined roles and relations between men and women. Thus from a gender perspective, men may be seen as heads of the household and women as homemakers. Sex, on the other hand, refers to biological distinctions between male and female: males have different body parts from females. Sex distinctions are inherent in the physical make up and do not change. Because they are socially constructed, gender roles, on the other hand, are learned and they can and do change over time and from society to society.

In many societies, the gender relations are unequal , as a result of which girls and women are considered to be inferior to boys and men. Women are not given the opportunity to be involved in decision making, they are not given equal access to resources and their human rights are violated.

This discrimination is reflected in the provision of education. Examples of this include the preference to enrol boys in school, discriminatory practices against girls in classroom participation and distribution of learning materials, and sexual harassment and bullying. Gender based discrimination often has adverse effects on the education of girls.

What Is Empowerment?

Empowerment is the process through which marginalized people, such as the poor, minorities, girls and women, become aware of their subordination and acquire knowledge and skills to analyse and take action to overcome their marginalization.

TUSEME is one example of an empowerment process.

Activities

In order to help the students to understand the concepts of gender and empowerment, the teacher can use the following activities.

1.1 Ask the students to:
   a. List different roles men/women play in the society. Students can also demonstrate by acting.
   b. Discuss the different roles played by men and women
   c. Discuss whether the roles played by men can also be played by women and vice versa.

1.2 Ask the students to:
   a. Make a list of the female and male leaders in their society.
   b. Discuss the differences between the female leaders and the male leaders.



Activities

1.3 Divide the students into groups. Each group should:

a. List the qualities of an empowered girl.
b. List the qualities of an empowered boy.
c. Discuss the findings.

1.4 Ask the students to dramatize:

a. An empowered/disempowered girl.
b. An empowered/disempowered boy.

❖ Discuss the drama. In the discussion lead the students to identify the elements that show the lack of empowerment in the girl and the boy.

1.5 Lead the students in activities that would enable them to explore and discuss how girls are affected by not speaking out both in and out of the school environment. Ask the students to create and present a skit on the following story:

A young girl is being forced by her parents to leave school because they have found a man to marry her. The girl is not willing but she cannot defend her position because she cannot express herself. As a result she is forcibly married off.

❖ At the end of the skit ask the students to discuss what the girl could have done to defend herself. In the discussion, lead the students to identify the elements in the skit that show the lack of empowerment in the girl.





UNIT 2: Teacher Gender Responsiveness

What happens in the teaching/learning processes in and out of the classroom plays a big role in determining how well girls and boys participate in education – that is, whether they enrol, stay in school and do well in their studies. The teacher's crucial role in the teaching and learning processes requires an understanding and awareness of gender responsiveness. Ensuring the effectiveness of that aspect of the role is key to the effective participation of the girls and boys in education.

Objectives

By the end of this unit, it is expected that the teacher will be able to:

1. Identify gender issues in teaching/ learning processes
2. Identify and describe situations that are gender responsive and that promote equal participation of girls and boys in the learning processes inside and outside the classroom
3. Empower the students to understand and recognise lack of gender responsiveness in the school environment

The Gender Responsive Teacher

Many times teachers are not even aware of situations that are discriminatory against girls. Among these are the following:

- The language use in the classroom: A male teacher calling a girl by name, and a boy by an endearing term such as "my dear brother".
- Classroom seating: Boys sitting in front and girls at the back or girls and boys sitting separately
- Answering questions: Preference given to boys even if the girls have their hands up.
- Leadership roles in class: Preference given to boys.
- Teacher's attitude: Encouraging only boys to participate actively.
- Punishment: Caning both girls and boys on their buttocks. This can cause embarrassment, particularly to the girl.
- Science experiments: Boys monopolizing science apparatus and conduct the actual experiment while girls watch.

A gender responsive teacher understands and responds to the specific needs of girls and boys in the teaching/ learning processes. Such a teacher:

- Is more aware of the special needs of girls, for example, menstruation issues.
- Encourages equal participation and involvement of boys and girls in class activities, for example, equal opportunity to answer questions, equal access to learning materials.
- Creates a conducive environment for girls in school, for example, ensuring girls' safety and security in school.
- Ensures equal distribution of leadership roles and positions.
- Combats negative cultural practices such as early marriage and female genital mutilation, by empowering girls to overcome these barriers to their education

Activities

The teacher can use the following activities to enhance the students' understanding of gender responsiveness.

2.1 Lead the students to create and present a skit on the following story:
A boy is teasing a girl in the class during lessons. The girl remains quiet and the boy continues to tease and bully her, but she is unable to concentrate during the whole lesson. The teacher asks the girl a question but she is unable to give the correct answer. As a result, the teacher chases her out of the classroom because he has noticed she is not concentrating.

At the end of the skit ask the students to discuss:

a. Was the teacher right to send the girl out of the class?
b. What do you think about the girl's behaviour? Could she have behaved differently?
c. What do you think about the boy's behaviour?

2.2 Lead the students to create and present a skit or any artistic presentation about the factors behind girls' poor academic performance.

At the end of the skit ask the students to discuss why girls' academic performance is poor. In the discussion, lead the students to identify the elements in the skit or other artistic presentation that show the lack of girls' empowerment.

UNIT 3: Gender Responsive School Management Systems

Experience has shown that in many schools in Africa, the school management systems are not gender responsive. At the management level, the head of the school, deputies, school board, prefects and monitors have not been trained in gender awareness and therefore they are often not gender responsive. In addition, there are generally more male than female heads and deputy heads of schools. But even women leaders are not necessarily gender responsive. As a result, gender issues are not taken into consideration in school rules, regulations and practices or even in the overall school management system. For example, in most schools the cleaning chores are left to the girls. Students are punished for coming late to school without taking into consideration that normally the girls are required to perform household chores at home before coming to school. In many schools the rule is to expel girls who get pregnant, but the same does not apply to the boys who make girls pregnant.

Objectives

By the end of this unit, the teacher should be able to:

1. Analyse the management system of the school for gender responsiveness.
2. Empower the students to analyse the management system of the school for gender responsiveness.

Gender Responsive School Management Systems

Schools are governed through rules and regulations formulated at the national and school levels. In most schools, the management structure consists of a school board, head, deputy head, department heads and prefects. The school board and the head carry the bulk of the responsibility of enforcing the rules at the school. Sometimes the school head wields the most power, and is not obliged to share it.

A gender responsive school management system is one that pays attention to the needs of both boys and girls, men and women in all aspects and at all levels. It is also a system that gives equal opportunity to both sexes to participate in the running of the school.

In many cases, school management systems are not gender responsive because of the following factors:

- Those who are in positions of power, like everybody else, have been socialized in a system that accepts gender inequalities where the women occupy an inferior position to men.



- The rest of the school community, teachers and students also accept gender inequalities as given.
- The training in school management does not include gender.
- The rules and regulations that are formulated at the national level are normally a product of people who are not gender responsive.
- The community in general does not question gender inequalities in the school management processes.
- The management system is not always participatory, therefore it does not give other members of the school community the opportunity to raise objections to practices that are not gender responsive.

Analysing the School Management Systems for Gender Responsiveness

An analysis of whether the school management system is gender responsive or not must take many issues into account. Among these are the following:

- How many women and men are there in the following positions: school board, heads of departments and prefects?
- Is the school head a man or a woman?
- Is the school deputy head a man or a woman?
- Is the head prefect a girl or a boy?
- Is the deputy head prefect a girl or a boy?
- How many people in management positions have undergone gender training? How many men and how many women?

- Are the school rules and regulations gender responsive? For example, do they take into consideration specific needs of boys and girls
- Are the school physical facilities gender responsive? For example, how many toilets for girls and boys? Are water and other sanitary facilities available for girls' menstruation needs
- Are there mechanisms in place to follow up on girls who drop out of school because of gender specific problems such as menstruation, pregnancy and sexual harassment?
- Are there mechanisms to assist girls who miss classes due to menstruation to catch up
- Are there systems for dealing with gender-based violations of human rights in the school such as sexual harassment, bullying and abusive language?
- Are there systems for ensuring equal distribution of and access to learning materials, and the utilization of space, facilities and amenities between boys and girls?

Activities

The teacher can use the following activities to enhance the students understanding of gender responsive school management systems.

3.1 Lead the students to research on the number of men and women, boys and girls in the following posts:

a. Head and deputies
b. School board members
c. Heads of department
d. Prefects and monitors

❖ Discuss the results.

3.2 Ask the students to list the number of sexual harassment cases in the school. Record how school management dealt with the cases. Discuss the findings.

3.3 Lead the students to create and present a skit on the following story:

There is a new Head of the school. The school is facing the following problems:
Three girls have been sexually harassed by a male teacher and reported the case to the head. Another girl has come crying to the head because she has missed seven classes of mathematics due to menstruation and she is scared that she will fail her examinations. Another girl has been sent out of the classroom because she has come late and she reported to the Head that her mother is sick and she has to take care of her younger sister. Another girl has been reported by a teacher for not doing her home work, but she argued that the ten books available in the library for that subject were all taken by the boys. The head has to find solutions to those problems.

After the drama ask the students to discuss the following questions:

a. Did the head take the right steps to solve the problem? Why?
b. Does your school take the same steps when such problems arise? If not, what steps are normally taken? Do you agree with those steps?
c. Are students aware of any school rules and regulations that support such actions?
d. What rules and regulations would students want to be in place for such situations?

3.4 Lead the students in activities that would make them explore and discuss why girls are denied their rights in and outside the school environment and what should be done to rectify the situation. Ask the students to present the following skit:

The class is electing its prefects and monitors. In the process both boys and girls vie for the posts. However, only boys get the leadership positions. Girls are passive in the process.

At the end of the skit ask the students to discuss why the girls were not elected. Lead the students to identify the elements that resulted in girls not participating in the exercise effectively.

UNIT 4: Empowerment and Cultural Identity

Young people in Africa are greatly influenced by cultural values of the West through various global forces, especially the media. In the process, they are losing their cultural identity and disregarding the African cultural heritage. This is evident in their preference for artistic creations such as pop music and fashion from the West. When they are expected to produce artistic creations, they often tend to copy or adapt western ideas. They may be ashamed of, or find it difficult to create, artistic works based on the African cultural heritage. In the process, they lose their cultural identity, roots and creativity. This is a form of disempowerment because it affects their self value and sense of belonging.

Objectives

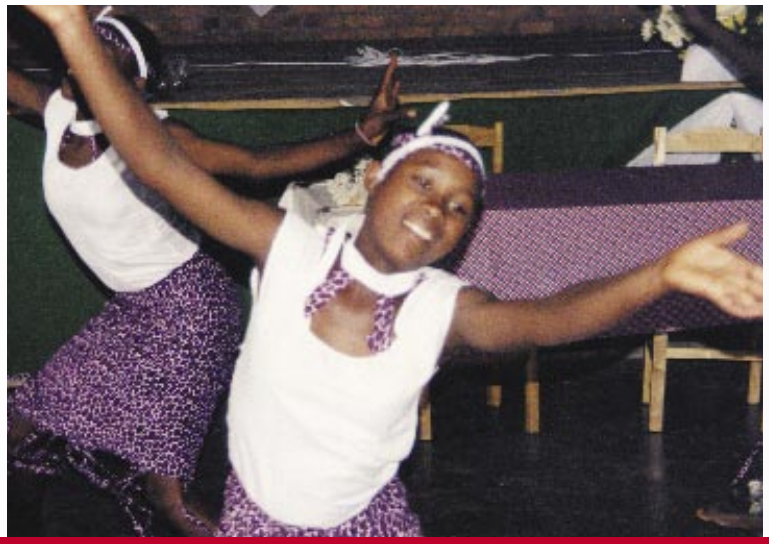
By the end of this unit, the teacher should be able to:

1. Realize that there is a cultural identity crisis among the youth.
2. Identify the factors behind the cultural identity crisis.
3. Empower the students to realize the negative effects of this cultural identity crisis on their creativity.
4. Enable the students to come up with original artistic creations based on the African cultural heritage.

Cultural Identity Crisis

There are many examples of the cultural identity crisis of the youth in Africa in addition to the dressing style and music mentioned above. The youth also imitate personal mannerisms, including the mode of walking, greeting and talking. Generally, they aspire to acquire western values and look up to the West as the epitome of success. Actually, in many countries today it is a very narrow slice of "western" culture – it is specifically black american pop/street culture. Somehow because people share the same skin colour, they think they also share the same values.

Factors leading to this situation include colonialism, imperialism and globalization through which the West has dominated Africa, economically, socially and culturally for many years. The global media play a big role in selling western cultural values, attitudes and practices to the young people. The African education system and the socialization processes do not seem to deal with the influx of western culture neither do they put any emphasis on fostering African culture among the youth. The degeneration of traditional socialization processes and family support structures have taken away the pillars of African cultural identity. As such the youth are left to acquire any cultural values that come their way.



Activities

The teacher should lead the students in the following activities to enhance their cultural identity.

4.1 Ask students to answer the following question: Who is your favourite musician?
- ❖ If the majority of the students mention western musicians, discuss why they have not selected African musicians.

4.2 Ask students to select a song they know and sing it.
- ❖ If the majority of the students sing songs from western musicians, discuss why they have not selected African songs.

4.3 Divide the students into groups and ask each group to come up with a different artistic creation. For example, song, dance, story telling, poetry, heroic recitation, and any other.

Then ask the students to perform for each other and have a discussion based on the following questions:

a. Was it difficult to come up with African artistic creations? If yes, why?
b. Did they perform these African creations well enough? If not, why?
c. Did they enjoy performing these African creations? If not, why?

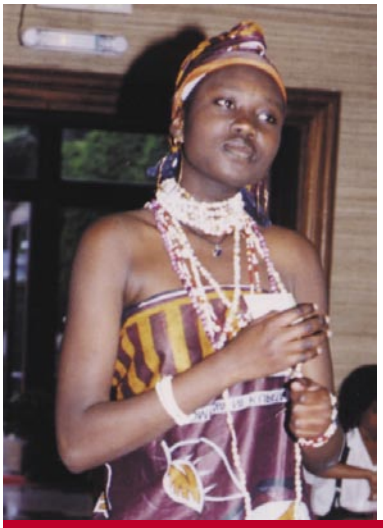
4.4 Divide the students into groups. Each group should come up with the following:

a. Names of dances from 10 different African countries.
b. Names of African musical instruments from 10 different communities.
c. Names of languages from 10 different African countries.
d. Dance drum beats from 10 different African communities.

4.5 Divide the students into groups and ask them to compete in singing the following songs without mistakes:

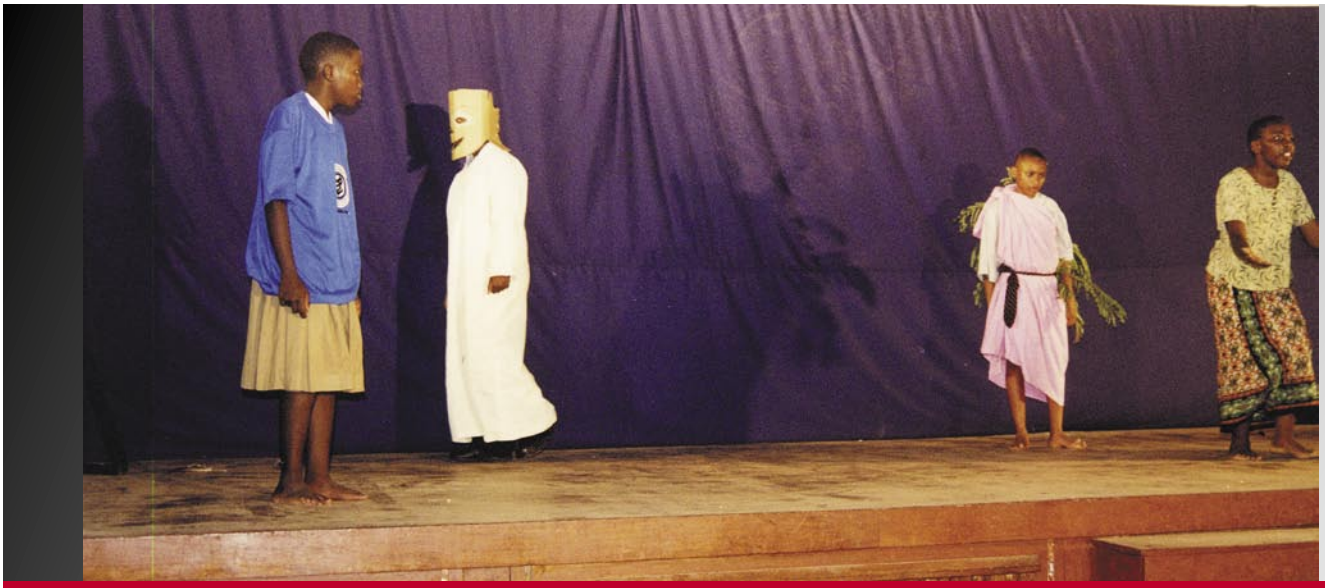
a. The National Anthem
b. National patriotic songs







PART III



How TUSEME Works

Central to the TUSEME process is an empowerment model based on theatre for development (TFD) techniques. Theatre for development is a community-based process of theatre production that involves research, analysis and finding solutions to social and developmental problems

It should be emphasized that the TUSEME process should involve the participation of everybody. TUSEME is there to empower girls to make them participate effectively in all areas related to their academic and social development. Even though TUSEME targets girls' empowerment, the boys should participate equally and issues relating to boys empowerment should also be addressed.

The units that follow provide guidelines on how to conduct the TUSEME process.





UNIT 5: The Tuseme Process

A sequence of specific stages mark the TUSEME process. Among these are those that lay the groundwork – familiarization, data collection and data analysis. Theatre creation, performance and post-performance discussion take that analysis to the stage where participants communicate thier views on the problems as well as the possible solutions, and then the communities formulate an action plan for addressing the problems identified. But other critical steps are training youth in life skills for action, creating TUSEME clubs and taking action to solve the problems identified. Monitoring and evaluation of the process help keep things on track.

Objectives

By the end of this unit, the teacher should:

1. Be familiar with the stages of the TUSEME process.
2. Understand why the different stages of the process are important.

Stages of the Tuseme Process

The TUSEME process has 12 main stages:

1. **Preliminaries:** This is the stage where the school community and other stakeholders are sensitized about the TUSEME process.

2. **Familiarization:** At this stage students familiarize themselves with the school history, geographic location, environment, demographic data, teaching and learning facilities (library, classrooms, laboratories, toilets), and social amenities. They should also familiarize themselves with the the community surrounding the school including its people, their socio-economic status, languages, religions, political leanings and so on.

3. **Data collection:** Data collection is the process of gathering information on issues in and out of school related to the academic and social development of both boys and girls.

4. **Data analysis:** Data analysis is the examination and discussion of the collected data in order to seek deeper understanding of the issues and problems, their root causes, effects and possible solutions.

5. **Theatre creation:** At this stage, the students translate the problems they have identified and analysed, as well as the suggested solutions, into a theatre performance. The stage involves some basic training in production issues.

6. **Theatre performance:** The performance is a platform for communicating the issues analysed to other members of the community to provoke their involvement in the discussion and persuade them to take action.

7. **Post-performance discussion:** This forum is held immediately after the performance to discuss the issues highlighted in the performance. The audience is encouraged to discuss the issues, find solutions and propose strategies for action.

8. **Action planning:** An action plan is a tool to guide the implementation of the actions suggested to solve the identified problems.

9. **Training in life skills for action:** The training into life skills is the process whereby students acquire a set of skills to empower them to deal with gender-based impediments to their education and self development. The training includes building self confidence and esteem, speaking out, decision making, assertiveness, negotiation, leadership and self control.

10. **Creation of TUSEME Clubs:** TUSEME clubs are a student-centred structure to facilitate the implementation of activities towards the empowerment of girls, including those in the action plan. They also serve as speaking-out forums for students to discuss issues related to their social and academic welfare. The clubs are in fact the pillars of the existence and development of TUSEME activities in the schools.

11. **Taking action to solve the problems:** In this stage, the students are trained in the different strategies they can adopt to solve the problems. The students are equipped with skills for engaging and convincing school administration, teachers, other students and community

members to take action to improve the social and academic situations at the school.

12. Monitoring and Evaluation: Monitoring and evaluation is a system of regular tracking of progress in:

- ❖ Speaking out, self confidence, negotiation and other personal development skills
- ❖ Engaging with school management, teachers and other students
- ❖ Taking action to solve the problems identified
- ❖ Implementing the TUSEME action plan

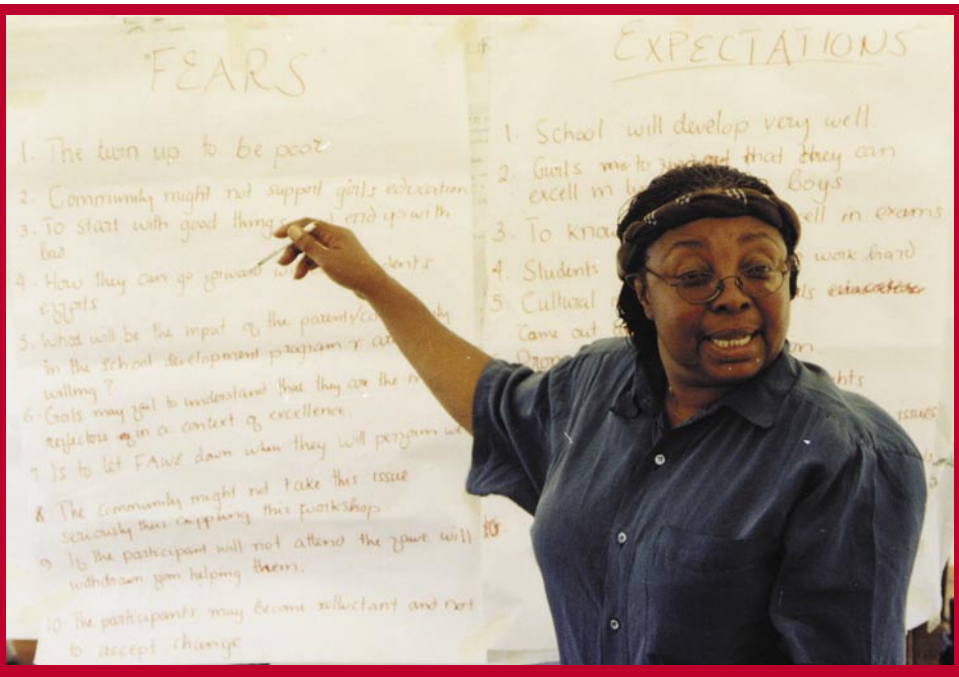
- ⌗ Assessing the gender responsiveness of the overall school environment (socially, physically and academically).
- ⌗ Documenting the outcomes and activities through reports and other forms such as video, photographs, and posters.

Ground Rules for the Tuseme Process

The TUSEME process is conducted in the form of a workshop in the school that ideally lasts 5–7 days. The TUSEME process is guided by a number of ground rules, including the following:

- ⌗ TUSEME is a participatory process, so efforts should be made to involve everyone.
- ⌗ Democratic principles should be observed in all the processes such as choosing leaders and assigning tasks.
- ⌗ Gender should be taken into account, including observing gender equality in participation, both in terms of numbers and levels of participation by both girls and boys.
- ⌗ Everybody's views and opinions must be respected.
- ⌗ Ethics and etiquette should be observed.
- ⌗ Punctuality and discipline should be maintained.
- ⌗ When creating the groups, the teacher should mix students across lines of gender, social class, academic ability, religion, ethnicity and any other. Use of existing peer groups should be avoided
- ⌗ New leaders should be elected for each day of the workshop to allow broad participation. The teacher should allow the students to choose these leaders democratically. These leaders are:
  - ❖ 2 chairs for the day (in the case of a co-ed school, gender should be taken into account – 1 girl and 1 boy).
  - ❖ 2 recorders for the day (in the case of a co-ed school, gender should be taken into account – 1 girl and 1 boy).
  - ❖ 2 timekeepers for the day (in the case of a co-ed school, gender should be taken into account – 1 girl and 1 boy).





UNIT 6: Familiarization

Familiarization is the step that involves observing and exploring different aspects of the school in order to understand the working environment. For the familiarization step to be successful, the school community should be informed about the date and timing of the process and their involvement in it. During familiarization the students collect information about
the social environment of the school including the different social groups, surrounding community, and history of the school. They also look at the school's physical environment, including the boundaries and such facilities as library, laboratories and toilets. Academic issues in the school are a third area of exploration, and encompass performance of girls and boys, teachers, management, teaching and learning materials, and other similar concerns.

Objectives

By the end of this unit, the teacher should be able to:

1. Understand familiarization.
2. Guide the students to undertake the familiarization exercise.

Steps in the Familiarization Process

During familiarization, the teacher should undertake the following steps:

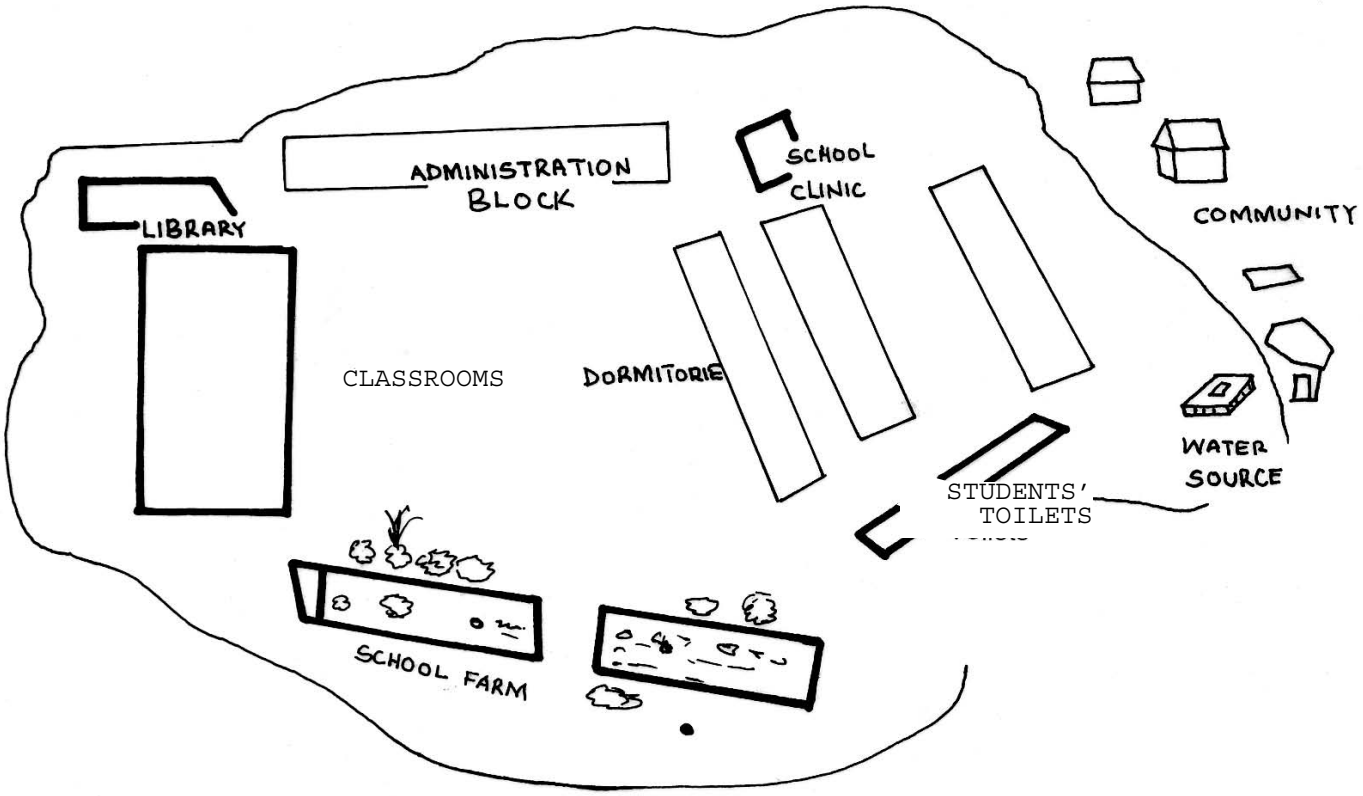
1. Explain the meaning of familiarization to the students
2. Divide the students into groups. Each group will select its chair and recorder
3. Assign the groups to explore different parts of the school and the surrounding community.
4. Guide the students on how to interact with the community. For example, the need for appropriate dress, language, greetings and protocol, and for politeness and respect for all, especially their elders.
5. Guide the students to collect information on the following:

- ***Social environment***
  - ❖ History of the school
  - ❖ Socio-economic status of the community
  - ❖ Ethnic groups in the surrounding community and within the school
  - ❖ Languages spoken in the area
  - ❖ Geographical location, province, region, district, location/ward, distance from main roads
  - ❖ Nature of the community (for example, pastoralists, farmers)
  - ❖ Food crops grown in the area
  - ❖ Religious affiliations in the community
  - ❖ Political affiliations
- ***Physical environment***
  - ❖ Classrooms - number and state of the classrooms, chairs, desks, blackboards, and other furniture
  - ❖ Laboratories - number, state and physical arrangement of the laboratory, equipment and chemicals available
  - ❖ Library – size of the library and numbers of books available,
  - ❖ Dormitories – number, capacity and state of the dormitory
  - ❖ Sanitation – number of toilets for students and staff/girls and boys, incinerators
  - ❖ Teachers' houses -- how many in relation to the number of teachers, what quality
  - ❖ Sports fields – number, type and quality, available equipment
  - ❖ Social amenities – availability of water, electricity, telephone, dispensary/sick bay, canteen, school shop
  - ❖ Availability of transport
- ***Academic Environment***
  - ❖ Number of students – girls and boys
  - ❖ Number of teachers – female and male
  - ❖ Qualifications of teachers
  - ❖ Number of non-teaching staff – female and male
  - ❖ Performance of students – by gender and class
  - ❖ Library system - use of the library by students and teachers, lending and borrowing system
  - ❖ Teaching methodologies used
  - ❖ Availability of teaching and learning materials, e.g., textbooks, teaching aids, chalk
  - ❖ School management system – school board, PTA, prefect system

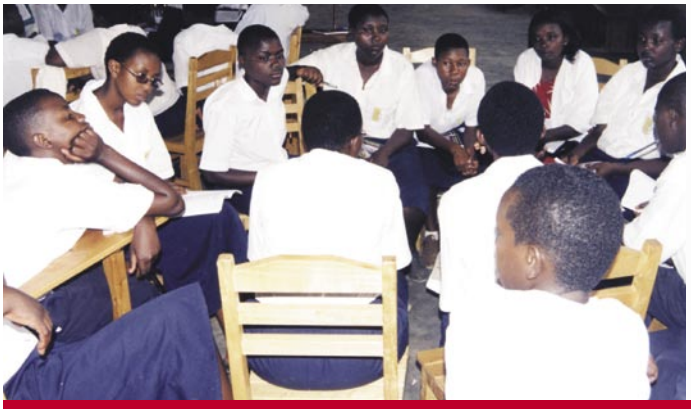
Students conduct the familiarization and record their findings. Each group then compiles its findings and observations into a report. Each group presents its report to all the participants and the findings are discussed.

The students do a complete mapping (drawing) of the school and its surrounding environment.

Sample map of the school







UNIT 7: Data Collection

Data collection is the process of gathering information on problems and issues within and outside the school which hinder the academic and social development of both girls and boys. Before the data collection exercise is undertaken, the school community should be informed about when and how data collection will be undertaken, and their involvement in it.

Objectives

By the end of this unit, the teacher should be able to:

1. Explain the data collection process to the students.
2. Guide the students in the process of data collection.

Steps in the Data Collection Process

Data collection concentrates strictly on the problems and issues rather than general information about the school such as the information collected during familiarization.

During data collection the following steps are undertaken:

1. Explain to the students about problems and issues that they will focus on during the process of data collection. The data collection should focus on problems that affect the academic and social development of:
   - All students
   - Girls only
   - Boys only

   For example, issues related to teaching and learning; school management, social amenities, social relations, school infrastructure, relationship with the community, student–teacher interaction, student–student interaction, leadership.

2. Provide guidelines on how to collect information, for example, to get facts and figures, to ask questions, to be time conscious, be polite and to record all the findings.

3. Guide the students to form small groups. Use the same groups as used in familiarization.

4. Each group elect leaders (chair and recorder).

5. Assign the groups to the various target groups to be interviewed: students, teachers, non-teaching staff, school management, community members. The groups should discuss all the areas mentioned above.

6. Ensure that students actually go to targeted groups and collect the data.

7. Groups compile their reports.

8. Groups present their reports and discuss the findings. During the discussion, highlight issues relating to the empowerment of girls.
   - Are the boys and girls receiving equal treatment?
   - What are the factors affecting the girls?
   - Are the girls worse or better off than the boys?
   - Are there more problems for girls than for boys?

9. Ensure that the information is verified and validated (this may require the teacher to send the students back to the target groups.)



Activities

In order to prepare the students for data collection, the teacher can do the following activities with them:

7.1 Ask the students to prepare a skit based on the following story:
An old man is sitting on a chair and three students come to interview him at different time.. One shoots questions to the old man without greeting him, another greets the old man first then asks questions and politely says goodbye and leaves, the third does not greet the old man and argues back telling the old man that he is lying.

❖ Discuss which of the three was the correct method of interviewing and why.

7.2 Inform the students of the following results of a similar activity:

During the familiarization exercise, the students in one school found out that the school population is 2,500 girls and 1,500 boys. They also found out that there are 2 toilets for the girls and 2 toilets for the boys.

❖ Ask the students to discuss what problems or issues arise out of this situation for boys, and for girls.







UNIT 8: Data Analysis

Data analysis is the examination and discussion of the collected data in order to seek deeper understanding of the issues and problems, the root causes, effects and possible solutions. Only when data have been assessed in this way do they coalesce into information – that is, intelligence that can be used for decision making.

Objectives

By the end of this unit, the teacher should:

1. Have acquired skills for data analysis
2. Be able to impart data analysis skills to the students.

Steps in Data Analysis

For data analysis, the students remain in the same groups as for data collection.

In order to help the students to do data analysis, the teacher has to do the following:

- Explain what data analysis is.
- Guide the students to compile all the main problems they have identified into one list.
- Guide the students to cluster the problems/issues on the basis of their similarities.
- Guide the students to categorize the problems collected in their groups, as follows:
  - Problems that affect both girls and boys.
  - Problems that affect girls only
  - Problems that affect boys only
- Guide the students to arrange the problems in priority order according to their importance under each category (boys, girls and all students).
- Help the students to understand how to analyse the prioritized problems/issues by using a data analysis matrix (see box below). Use one problem as an example.
- Assign problems/issues to each group for analysis. Each group can analyse up to 3 prioritized problems.
- Send the students into their groups to do the data analysis using the data analysis matrix.
- After the agreed time (20–30 minutes) call groups together to present the problems and discuss the analysis.

Data Analysis Matrix

Problem	Root cause	Effect	Solution	Responsible person
Girls not participating effectively in class	Social background Lack of gender responsive teaching methods Lack of gender responsive teaching and learning materials	Poor academic performance	Empowering the girls Improving teaching methods to be gender responsive Improving teaching and learning material to be gender responsive.	Students (both boys and girls) Teachers School management Curriculum developers

UNIT 9: Theatre Creation

In theatre creation the students translate the problems they have identified and analysed, as well as the solutions, into a theatre performance. The students themselves identify the theatrical forms they are most familiar with, and the ones that they want to use to communicate their views on the identified problems. The artistic forms to be used in this theatrical performance can include drama, dance, song, story telling, rap, poetry, recitations and any other. This is an opportunity for the students to bring out their creativity, to use their cultural heritage or the theatrical expressions in their community and to speak out.

Objectives

By the end of this unit , the teacher should:

1. Appreciate the value and applicability of the theatre for development process.
2. Have acquired the skills to guide the students to do theatre creation.

Steps in the Theatre Creation Process

The underlying principle of the TUSEME theatre creation is that it has to be participatory. All the processes of the theatre creation are undertaken by the students themselves. They decide on the content of the performance, they direct it and everybody takes part in the performance. The teacher comes in as a facilitator, not as a director, to help and guide the process.

Getting Started

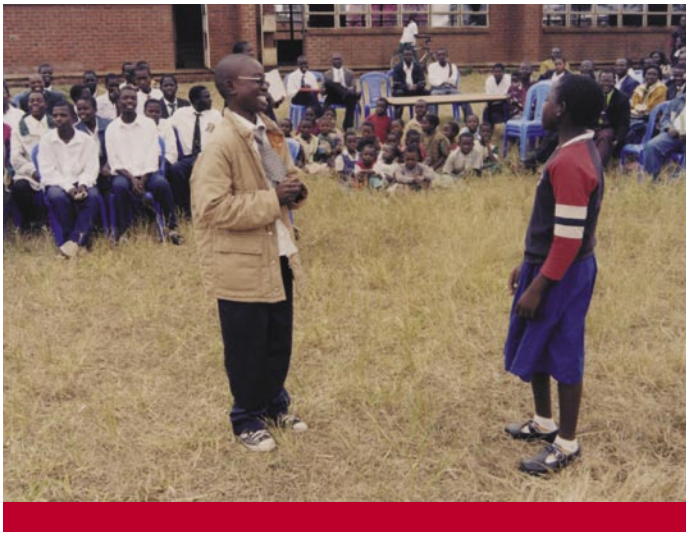
This process has the following stages, which the teacher guides:

1. Together with the students, select about four of the problems from the prioritized list prepared earlier for theatre creation. Ideally, it is recommended that the four problems should include two problems affecting girls only, one affecting boys only, and one affecting both boys and girls
2. Guide the students to divide themselves into four groups, with the groups to choose which of the four problems each group will deal with.
3. Before the students start the theatre creation, take them through a series of exercises to gauge, sharpen, develop and identify their creative potential. A number of such exercises are summarized in the box below.

Ground Rules for the Performance

Before the students start the theatre creation, the teacher and the students should agree on the ground rules for the performance. These should include the following:

- The students need to include costumes, props and make up.



- The students must prepare the materials for publicity for their performance and come up with strategies of inviting the stakeholders including other students, teachers, non teaching staff, the community, etc.
- Each group has to democratically select a leader as well as one or two persons to record the content of their performance.

The group as a whole will discuss and agree on the time to be spent on the theatre creation process and the space to be used for rehearsals. The teacher then guides the students on what kind of performance they should come up with. Using the theatrical form they have selected, the content takes into account the need to communicate the following:

- The problem
- The root causes
- The possible solutions
- Questions to provoke the community into action

Other Pre-Performance Activities

The theatre creation leads to a performance that normally will not take more than 15 minutes. The performance, even though short in duration, is expected to be theatrically credible. It should answer to the theatre requirements of a good show, which include: a



logical and well developed plot, credible characters, voice projection, stage use and control and appropriate use of costumes and props. The more credible the performance is theatrically, the more effectively the message will be communicated to the audience.

While the theatre creation is going on, the group will select a minimum of two students to act as jokers for the post-performance discussion. The role of the joker includes:

- Leading the discussion at the post-performance discussion.
- Going around to the different theatre creation groups to familiarize themselves with the content of the performances.
- Noting the main points of each performance including the problem, the root causes, the possible solutions being advanced by the group and the questions thrown to the audience.
- Getting ready for the post-performance discussion and deciding how they are going to share the responsibility between the jokers, observing gender parity.
- Being prepared to play the role of master of ceremony during the theatre performances.

During the same session, the teacher should train the jokers on how to successfully conduct the post-performance discussion with the audience. This should include:

- Projecting one's voice to a large audience.
- Leading a discussion by highlighting the points made and drawing the discussion to a clear conclusion.
- Handling contributions to the discussion in a democratic way.
- Allowing both men and women, boys and girls to speak.
- Showing politeness, patience and respect to all.

One strategy for doing this is to make the jokers practise, just as though they were taking part in the performance. The teacher reviews the points that the jokers have prepared. In addition to the jokers, the teacher should choose at least two students to record all the main issues emerging from the performance.

During the theatre creation process, the teacher should go from group to group to monitor progress, offer assistance and check that students are on the right track. The teacher should ensure that each group has written down what the performance was all about. ***Remember that the teacher plays only a facilitative role.***

Theatre Preparation Exercises

Exercise 1: Voice projection

- Get the students to stand in one part of the room, ask them to speak and send their voice to the furthest wall.
- Get the students to shout at different levels of loudness.
- Get the students to imitate different sounds, e.g., animals, birds, people, natural phenomena like thunder, wind, rain and any other.

Exercise 2: Body movement

- Get the students to walk imitating different characters such as old people, young people, drunkard, thief, girls, boys and any other.
- Get the students to move different parts of their body at different times.
- Introduce the mirror game: Divide the students into pairs. One is the mirror and the other is the person looking in the mirror. The one who is the mirror is supposed to repeat every action the person looking in the mirror is making. Reverse the roles between the two students.
- Introduce the space game: Get the students to stand far apart to allow free movement. Get the students to fill the space around them by giving them different instructions like the following:
  - To imagine that there is a high ceiling and they have to touch it with their fingers.
  - To imagine that the space is a very tiny prison cell and they have to move in it.

Exercise 3: Character relations

- Divide students into pairs. Let them create scenes without using words to reflect such situations as the following:
  - Quarrel
  - Family crisis
  - Bereavement
  - Baptism
  - Wedding
  - Graduation
  - Expulsion from school
  - Any other the teacher may wish to use
- Divide the students into groups of four. Give them the following exercises:
  - One member of the group is sick, what will the others do? The students have to be as creative as possible.
  - One member of the group failed the exam. What will the others do?
  - They are in a boat, the boat is capsizing how do they make sure every body gets to safety.
  - Each group creates a song using clapping rhythms only and they have to compete with the other groups for the best rhythm.

Exercise 4: Stage use

- Divide the students into groups of four. In turns each group has to be performers and audience. Give each group a topic on which to create a 5-minute performance. At the end of the performance of every group, ask the audience to discuss the performance in relation to the following questions;
  - How well did the group use the stage space?
  - Could the performers be heard?
  - Were the performers aware of the audience in the manner they used the stage space?
  - Were the performers aware of where the stage space starts and ends, the position of doors, furniture and other props on the stage?

Exercise 5: Artistic creativity

- Give the students a variety of activities such as the following to determine the ability for artistic creativity of the students:
  - Divide the students into groups of three. Each group should compose an original song. Both the lyric and the words should not be copied from existing songs.
  - Select one student at a time and let them do a short performance on different situations like the following:
    - The student is a thief who has been caught and is trying to convince the teacher he/she did not steal.
    - The student is four months pregnant and is trying very hard to hide it from everybody.
    - The student is a teacher who wants all the students to pass but the students don't want to study.– Any other situation the teacher may wish to use
- After each performance, ask the students to discuss whether the characters were creative, whether the actors performed convincingly, whether they used a variety of artistic expressions, whether the performance was entertaining and so on.

UNIT 10: Theatre Performance

This is the big event – the occasion during which the students communicate their views to an audience through public staging of artistic creations on the problems they have identified. The theatre performance medium is selected because of its effectiveness in communicating issues without causing offence. The fact that one is assuming another role makes the performer a neutral messenger. In addition, the entertainment characteristic of the theatre makes it possible for the audience to absorb the message in a pleasing manner. As such, difficult subjects such as sexual harassment of students by their teachers, forced marriage of girls by their fathers, or bad leadership at the school can be handled by the students without fear. The theatre performance also gives voice to young people, which is denied to them by African cultural practices dictating that young people cannot challenge adults.

Objectives

By the end of this unit, the teacher should have acquired the knowledge and skills to enable the students to communicate their views to the larger community through theatre performance.

Stages of the Theatre Performance Process

The theatre performance targets all the stakeholders of the school including students, teachers and non teaching staff, school management, parents, and the community. These stakeholders are in one way or another responsible for the problems the students are facing in their academic and social development as well as for implementing the solutions. It is for this reason that all the stakeholders are invited. They are not invited to just come and watch, but are expected to be key players in taking action to solve the problems.

Well before the time of the performance, the teacher should make sure that the students have given sufficient publicity about the performance to all the stakeholders. Clear information should be sent out on the venue and the time of the performance. The students should use a variety of locally available communication media and materials. For example drums, public announcements, posters, letters, word-of-mouth and any other.

The students draw up a programme for the performance. If any dignitaries are invited, provision should be made to observe all the necessary protocol. Before the performance, the teacher should make sure that the performance stage and seating area are in readiness and that all the groups have familiarized themselves with the venue. The teacher should remind the performers that each performance should not go beyond 15 minutes. The performance can take place in the dining hall, assembly hall, out in an open space or any place in the school that can hold large audiences.

The teacher should check with the jokers to make sure they have their notes and the points about the content of each performance ready. The teacher should inform the jokers that they have to watch and listen carefully to the whole performance, and make the necessary notes on the issues to be raised during the post-performance discussion. The teacher should ensure that the jokers are placed strategically in the audience.

When the time comes, the jokers take up their responsibility as master/mistress of ceremonies according to the programme. Before the performance begins, the jokers should announce that there is going to be a post-performance discussion with the audience on the issues raised and request the audience to stay on.

The curtain goes up (although perhaps only figuratively speaking), and the students present their performances.



UNIT 11: Post-Performance Discussion

During this forum, which is held immediately after the performance, the school community considers the issues that were highlighted in the performance. The audience is encouraged to discuss the issues, find solutions, and propose strategies for action.

Objectives

By the end of this unit, the teacher should:

1. Know what is expected of a post-performance discussion.
2. Have acquired the skills to enable the students to conduct post-performance discussions with the audience.

Steps in the Post-Performance Discussion

There are several ways of conducting post-performance discussion. Three models are given below as examples. In the first model, the discussion for all the performances takes place at the end of all the performances, with the audience as one large group. In the second model, the audience is divided into smaller groups for discussion and they later reconvene to discuss their findings. In the third model, the discussion is held after each performance. In all the three models, the discussion is facilitated by the jokers.

Model 1: Discussion of the Aggregate

The joker starts the discussion immediately after the last performance by highlighting the problems/issues raised in the performances. The joker:

- Reminds the audience that each individual should be free to contribute, be respected and listened to.
- Asks the audience to share their views on the problems/ issues raised in the theatre performances.
- Reminds the audience to come up with concrete solutions to the problems/issues raised.
- Allows as many solutions as possible to be advanced.
- Leads the audience towards identifying the persons responsible for each solution suggested.

At the end of the discussion the joker calls upon the recorder to give the summary of the points raised during the discussion. Following this summary the joker informs the audience that the suggestions for solutions advanced will be put into an action plan that will specify how, when and by whom the solutions to



the problems will be implemented and that the action plan will be communicated to all stakeholders.

Finally, the joker invites the head of the school to thank the audience for their participation and inputs.

Model 2: Small Group Discussions

Immediately after all the performances are complete, the Joker:

- Highlights the problems/issues raised in the performances.
- Reminds the audience that each individual should be free to contribute, be respected and be listened to.
- Asks the audience to share their views on the problems/issues raised in the theatre performances.
- Reminds the audience to come up with concrete solutions to the problems/issues raised.
- Asks the audience to go into small groups for discussion, and reminds the other TUSEME students to lead the discussions in the small groups.
- Asks each group to select a recorder who will present the issues discussed in the group at the end of the discussion.

During the discussion in the small groups, the TUSEME students:

- Encourage as many solutions as possible to emerge from the discussion.
- Lead the audience towards identifying the persons responsible for each solution suggested.

At the end of the group discussions the joker:

- Asks everybody to reconvene in the big group.
- Calls upon the group recorders to give the summary of their group's discussions and allows the audience to discuss the issues raised.
- Informs the audience that the suggestions for solutions advanced will be put into an action plan that will specify how, when and by whom the solutions to the problems will be implemented and that the action plan will be communicated to all stakeholders.

Finally, the joker invites the head of the school to thank the audience for their participation and inputs.

Model 3: Separate Discussions

In this model, the discussion is held after every performance by a different joker. The respective joker:

- Starts the discussion immediately after the performance of the group.
- Highlights the problems/issues raised in the performances.
- Reminds the audience that each individual should be free to contribute, be respected and be listened to.
- Asks the audience to share their views on the problems/ issues raised in the theatre performances.
- Reminds the audience to come up with concrete solutions to the problems/issues raised.
- Allows as many solutions as possible to be advanced.
- Leads the audience towards identifying the persons responsible for each solution suggested.
- When the discussion appears complete, calls upon the recorder to give the summary of the points raised.

At the end of all the performances and discussion, the last joker:

- Informs the audience that the suggestions for solutions advanced will be put into an action plan that will specify how, when and by whom the solutions to the problems will be implemented and that the action plan will be communicated to all stakeholders.
- Invites the head of the school to thank the audience for their participation and inputs.





UNIT 12: Action Plan

As explained by the joker during the performance, the suggestions for solutions advanced during the post-performance discussion are compiled into an action plan specifying how, when and by whom the solutions to the problems will be implemented. The action plan is thus a tool for guiding the implementation of the specific activities suggested to solve the problems identified as hindrances to the academic and social development of both girls and boys.

Objectives

By the end of this unit, the teacher should:

1. Understand the purpose of the action plan.
2. Have acquired the skills to guide the students to prepare action plans.

Steps to Develop an Action Plan

The process of developing an action plan includes the following steps:

1. The teacher obtains the list of problems identified earlier.
2. The teacher explains to the students what an action plan is.
3. The teacher uses the action plan matrix (see box) to show the students how to do an action plan using a specific example. (Recall the sample problem used in the data analysis matrix.)
4. The teacher divides the students into groups and assigns a problem to each group.
5. In their groups, the students develop their action plan using the matrix.
6. Each group presents their action plan for discussion in plenary.
7. A group is appointed to compile the individual group plans into an overall plan. The group should have a representative from all the different stakeholders.
8. The group synthesizes the action plans into a single TUSEME action plan for the school.
9. The action plan is discussed with all stakeholders and agreed upon.
10. Comments from the other stakeholders are incorporated and the action plan is finalized.
11. The students share the action plan with all the other stakeholders, beginning with the school administration.
12. The teacher ensures that sufficient copies are made available to the TUSEME members in order to facilitate implementation.

Data Analysis Matrix

Problem	Root cause	Solution	Activity	Time Frame	Resources	Responsible person	Indicator
Girls not participating effectively in class	⌖ Social background ⌖ Poor teaching methods (non-participatory, not gender responsive)	⌖ Empowering the girls ⌖ Improving teaching methods to be gender responsive	⌖ Conducting the Tuseme process Workshop ⌖ In-service teacher-training	⌖ One year ⌖ One year	⌖ Sh20,000 ⌖ Tuseme facilitators ⌖ Resource persons to train the teachers ⌖ Training module and other materials	⌖ Students ⌖ Teachers ⌖ School management	⌖ Students empowered ⌖ Teachers trained ⌖ Teachers using gender responsive teaching methods ⌖ Improved academic performance of girls

UNIT 13:Training in Life Skills

Life skills training empowers students to deal with gender-based impediments to education and self-development within and outside the school environment. The training includes building self-confidence and esteem, speaking out, decision making, assertiveness, negotiation, leadership and self control.

Objectives

By the end of this unit, the teacher should:

1. Be able to understand the need for life skills for both girls and boys.
2. Have acquired the knowledge and skills to empower girls and boys with specific life skills.

Why Life Skills Are Necessary

Now that the students have identified their problems, analysed them, identified solutions and developed an action plan, the next step is to implement the solutions. Without appropriate life skills, however, they may not be able to engage the school administration or challenge the community or their peers. The action plan will remain on paper and the students will remain marginalized.

The ordinary education system does not equip students, especially girls, to cope with real life situations that require them to stand up for their rights. Students, especially girls, are not taught to speak out, be assertive or communicate effectively. They are not brought up or socialized to aspire for leadership positions or to challenge the status quo. When placed in situations that require strong negotiation and decision making skills, they often cannot cope. .

Girls need to be trained into a variety of life skills including:

- Speaking out
- Assertiveness
- Leadership
- Decision making
- Negotiation
- Self-control
- Self-confidence and esteem

Activities

The exercises below are examples that can be used for the life skills training.

13.1 Speaking out: Guide the students in discussion and demonstrations about speaking out. Remind them that speaking out is about free expression of our thoughts in an organized, acceptable and presentable manner. We speak out by the way we talk, but we also speak out by the way we:

- Walk (lazy, dignified)
- Dress (neat, shabby)
- Sit (idle, attentive)
- Dance (vulgar, respectable)
- Organize ourselves

a. Select one or more students at random.
b. Ask them to walk from one end of the room to the other.
   - Discuss with the group what messages are being communicated through their walking.

c. Repeat the exercise with dancing, sitting and talking.
d. Conduct voice projection exercises with the students (see Unit 9 on steps in theatre creation).
e. Ask the students to do a 2–3 minute presentation on a subject of their choice.
f. Discuss the presentations raising the following questions:
   - Was the speaker clear?
   - Could the speaker be heard?
   - Were the facts presented logically?
   - Was the speaker's behaviour appropriate?

13.2 Assertiveness: Organize the students to undertake the following role plays:

A student is wrongfully accused of stealing. He or she is called to the staff room to defend himself/herself. The student fails to convince the teachers and breaks down in tears.

Another student is similarly accused, but this time is able to convince the teachers that she is innocent.

- Discuss why one managed to convince the teachers, while the other one failed.
  - Which student was more assertive?
  - How was their assertiveness displayed?

  A student has broken a school rule and is supposed to explain to the head prefect why he/she should not be punished. The student behaves rudely and aggressively.

- Discuss the following:
  - What was wrong with the student's defence?
  - How could it have been done differently?

13.3 Leadership: Guide the students in discussion and demonstrations about leadership. Explain the different types of leadership style – dictator, laissez faire (easy going/don't care) and democratic.

a. Role play – Leadership styles
   - Pick three groups of three students each.
   - Assign each group a different leadership style.
   - Request each group to create a 2–3 minute scene reflecting their type of leadership.
   - Ask each group to present their scene.
   - Discuss what is right or wrong in each style of leadership.

b. Role play: Student leadership campaign

   Three students campaign for the post of head girl or head boy. The three students have different manifestos:
   Candidate 1 – promises better school food in the school dining hall.
   Candidate 2 – promises laxity in observance of school rules.
   Candidate 3 – promises to promote academic performance.

   - After the campaign, request the students to vote for the leader of their choice.
   - Guide the students in a discussion on the pros and cons of each leadership style.

c. Debate
   - Divide the students into two groups to stage a debate on the topic, "Girls make good leaders".
   - Instruct one group of students to defend the motion and the other group to oppose it.
   - Ask the students to decide which group wins and discuss why.

13.4: Decision-making: Organize the students to dramatize this story:

Joyce is a very bright science student at Kiboko Secondary School. Mr Kamala, her chemistry teacher, is a very good teacher but Joyce has problems coping with her chemistry. One day, Joyce returned to the chemistry laboratory to pick up a textbook she had left behind and found Mr Kamala alone. Mr. Kamala offered to give her extra tuition for chemistry. Several times during the tuition classes, Mr. Kamala approached her for sexual favours. Finally Joyce accepted his proposal.

Hold a discussion based on the following questions:
- Did Joyce make a good decision?
- Why did she make such a decision?
- What else could she have done?

13.5 Negotiation: Use this role play to discuss the concept of negotiation:

It is the practice in Jambo School that only girls clean the school. They sweep the classrooms and grounds and clean the toilets. The boys are in charge of managing the library books. The girls want this practice changed, but they have to negotiate with the school Head who has previously refused to change the practice.

Divide the students into two or three groups.
- Request the groups to do a role play to negotiate with the Head to change the offensive practice.
- Discuss the results of negotiations.
  Were the students convincing?
  How could they have done it better?

13.6: Self-control: Guide the students to present the following skit:

Sara has joined a new group of friends. Tonight they have planned to sneak out of school and go to

a disco. Her new friends are trying to convince her to go with them. Sara is scared because she knows that this is against the school rules. Eventually, her friends convince her to go with them. While they are at the disco, a sugar daddy buys them lots of beer. Sara has never tasted beer before and tries to refuse but her friends convince her and she gives in. As they are trying to sneak back to school, the teacher on duty finds them. They are to be expelled from school.

Discuss the following:

- Did Sara show a sufficient level of self-control?
- Why didn't she exercise enough self-control?
- What could she have done differently?





UNIT 14: Formation of TUSEME Clubs

Sustaining the TUSEME enthusiasm is the purpose of TUSEME Clubs. The clubs are student organizations that facilitate the empowerment process, including the steps detailed in the action plan. They also serve as "Speaking Out" forums for students to discuss issues related to their social and academic welfare. They are in fact the pillars of the existence and development of TUSEME activities in the school.

Objectives

By the end of this unit, the teacher should

1. Understand the importance of Tuseme Clubs.
2. Be able to guide the students on how to establish and run the TUSEME club in their school.

Steps in the Formation of the TUSEME Club

Tuseme Clubs have several aims. First they intend to build self-confidence by encouraging expression of views in a receptive setting. They build tolerance by teaching acceptance of differences and respect for the views of others. They teach positive attitudes and values, involve learners in setting new goals and directions for the group, and encourage sharing of ideas and experiences.

The teacher explains what a TUSEME Club is, and guides the formation of the club. All the participants of the TUSEME workshop are founder members of the TUSEME Club. The TUSEME Club implements the TUSEME Action Plan.

The students discuss and agree on the vision of the TUSEME Club and draw out the objectives and possible activities. Activities may include:

- Taking steps to improve academic performance such as study circles, debates, peer academic support, sharing learning materials and any other activities they may agree on.
- Establishing liaison with school management.
- Maintaining a membership register.
- Producing a TUSEME newsletter.
- Holding TUSEME days.
- Conducting regular TUSEME workshops.
- Reinforcing discipline amongst club members.
- Providing peer support, guidance and counselling.
- Documenting and archiving the activities of the clubs (reports of activities, scripts of theatre performance).
- Interaction with students from other schools.
- Organizing activities involving the school and the community.
- Having access to role models.
- Designing the annual action plan at the school level.
- Developing leadership potential of members.
- Conducting peer education.
- Any other activities

The students elect the club leaders who form the secretariat. These should include the following:

- The Chair – must be a girl
- The Vice Chair
- The Secretary
- The Treasurer
- The Chief Editor of the TUSEME Newsletter
- 4 members

The TUSEME Secretariat serves for a one-year term, renewable once only.

The Club Constitution and Code of Conduct

The elected leaders will lead the others in developing the TUSEME Constitution which will include:

- Objectives of TUSEME Clubs
- Guidelines for election of the leaders
- Membership
- Becoming and ceasing to be a member
- Roles and responsibilities of members
- Membership fees
- Meetings
- Number of TUSEME Club meetings to be held in a year
- Number of meetings to be held by TUSEME mini-clubs in a year
- Number of meetings to be held with school management in a year
- Activities
- Implementation of the TUSEME Action Plan
- Activities to improve academic performance
- Any other activities to be decided upon by the club members.
- Core values of TUSEME, including:
  - Honesty
  - Patriotism
  - Respect for oneself

- ❖ Respect for others
- ❖ Assertiveness
- ❖ Self-confidence
- ❖ Discipline
- ❖ Trustworthiness
- ❖ Being responsible
- ❖ Being accountable
- ❖ Serving and caring for others
- ❖ Team spirit
- ❖ Being proud to be a TUSEME member

- Any other to be decided upon by the club members

The Code of conduct should include such issues as:

- Using appropriate language
- Keeping school rules
- Being punctual
- Socially acceptable and ethical behaviour
- Being hardworking
- Being smart and presentable
- Being kind
- Being nice
- Being polite
- Seeking to improve academic performance

There should be regular meetings between the TUSEME Club and the school management.
The TUSEME Club meets regularly to monitor progress in the implementation of the Action Plan.

Other Activities

After the workshop, the teacher will assist the students to formalize the establishment of the TUSEME club with the school management. This implies:

- Assisting the students to formulate the TUSEME Club constitution.
- Ensuring the formal recognition of the club by school management, and where possible obtaining office space, space on the notice board for TUSEME announcements, and assigning time on the school time table for TUSEME club activities.

In addition, with the assistance of the teacher, the TUSEME Club members themselves select the patrons and matrons from the community members. Patrons/matrons should be role models to the girls and adhere to the TUSEME core values as stipulated in the TUSEME constitution.

The role of the patron/matron is to promote support and inspire the implementation of TUSEME activities in the school. The TUSEME Club members should interact and share ideas, seek advice from, and report club developments to the patron/matron. The teacher will assist the students to contact the persons and to get the approval of the matron/patron from the school management.

The teacher also guides the students to form mini clubs that will implement the TUSEME Club activities. The purpose of the mini clubs is to make the implementation of activities easier because usually the TUSEME Club has a large membership. The mini clubs elect their own leaders (Chair/Secretary). In the formation of the mini clubs, the teacher should advise the students to maintain balance in the groups in terms of:

- Gender (number of boys and girls)
- Academic performance (students with different abilities and capabilities)

Role of TUSEME Teachers

The TUSEME teacher is a full founding member of the TUSEME Club. The role of the TUSEME teacher is to:

- Advise the TUSEME student leadership on the implementation of TUSEME activities.
- Monitor the implementation of TUSEME activities on a day-to-day basis
- Create an enabling environment for the implementation of TUSEME activities in school in tune with the plan of action.
- Prepare and present regular reports to school management on TUSEME in collaboration with the TUSEME members.
- Liase with school management on issues affecting the TUSEME Club in consultation with TUSEME club members.
- Encourage the TUSEME Club members to participate actively in all school activities and to vie for school leadership positions.
- Undertake any other role as may be decided upon by the TUSEME Club.

- ❖ Observe gender balance in the selection of TUSEME teachers.

UNIT 15: Skills for Taking Action

At this stage, the students know what the problems are, they have analysed them and identified possible solutions. They have also drawn up an action plan, established TUSEME Clubs and have acquired life skills. However, they still need the specific skills required to engage the other stakeholders – the teachers, school managers, parents and community members who are important in solving the problems that the students face.

Objectives

By the end of this unit the teacher should

1. Recognize the importance of developing further skills for taking action
2. Be able to train the students in skills to mobilize other stakeholders to take action to solve the problems the girls face.

Stakeholder Engagement Skills

Skills for taking action include the ability to convince school administration, teachers, other students and community members to take steps to solve the identified problems. Girls also need to acquire knowledge and skills on how to negotiate for the adjustment of existing school rules and regulations or the introduction of new ones to support their empowerment. The students also need to be able to negotiate for resources for the TUSEME Club.

It is part of the responsibility of the Tuseme Club teacher to train the students in a variety of skills, including engaging the head teacher, nurturing team spirit, garnering community support and working with the school management system. Some of the components of these skills are summarized below. All are strategies that the TUSEME Club can use to ensure that action is taken to solve the problems hindering the academic and social development of both girls and boys. The list is not exhaustive, and the TUSEME Club can decide to use many other strategies in implementing their activities.

Engaging the Head Teacher

The TUSEME Club can use the following strategies to engage the head teacher in support of TUSEME Club activities:

- Inviting the head teacher to the TUSEME Club.
- Making an appointment with the head teacher alone or accompanied by the TUSEME Teacher.
- Offering to take up responsibilities in running certain school facilities, e.g., managing the library.
- Researching into problems affecting girls and compiling reports to the head teacher.
- Assisting the head teacher in solving problems in the school.

Nurturing Team Spirit

Among other things, the TUSEME Club can nurture team spirit in the following ways:

- Organizing forums for TUSEME Club members.
- Monitoring the welfare of all members.
- Supporting club members who have difficulties.
- Organizing games and extra-curricular activities involving the whole school, such as debates, walks and other events.
- Participating in and supporting the activities of other clubs in the school.

Garnering Community Support

TUSEME Club members can do the following activities to garner the support of the community:

- Volunteering for community service, e.g., reading to patients in hospitals, helping old people with chores, assisting in children's homes.
- Organizing open days for the community and the school.
- Inviting the community members to be guests of the TUSEME Club.
- Inviting community members to share their knowledge and expertise in the TUSEME activities.

Working with the School Management System

The TUSEME Club can work effectively with the school management by:

- Understanding the school management system.
- Knowing, understanding and observing the rules and regulations.
- Requesting an audience with various governance bodies, e.g., teachers' meeting, school board to brief them on TUSEME Club activities.
- Conducting debates and consultations on school rules and regulations.
- Offering to assist with discipline in the school.
- Offering to improve effective participation of students in the management system.
- Any other activities as the TUSEME Club may decide.

UNIT 16: Monitoring and Evaluation

Monitoring and evaluation in this context is a system of regular tracking of progress in the level of empowerment of girls and the gender responsiveness of the overall school environment. Monitoring includes documenting the various activities set out in the Action Plan through written reports and other forms such as videos, photographs and posters. Evaluation involves periodic review of the monitoring data and assessment of the outcomes against specified indicators of progress.

Objectives

By the end of this unit, the teacher should

1. Understand the principles of monitoring and evaluation.
2. Be able to guide the students to keep track of their progress and achievements in their own empowerment.

Monitoring and Evaluation Activities

The monitoring and evaluation (M&E) of Tuseme activities takes place at two levels. One is the level of the girls themselves. The intention of Tuseme, among others, is to empower girls by enabling them to speak out, build their self-esteem, negotiation and other personal development skills, and to instill the confidence to engage with school management, teachers and other students and take action to solve the problems identified. At this level, then, the M&E system will track and assess progress in these areas of individual empowerment.

The second level is the gender responsiveness of the school environment, which ideally will be a product of the empowerment process. M&E here will involve tracking and assessing the school's social, physical and academic gender responsiveness. The two levels are inextricably linked, however, and thus the M&E framework will focus on the progress of empowerment as an indicator of the gender responsiveness of the school.

Monitoring and evaluation will be undertaken through the following:

- Regular meetings of the TUSEME Club members, the Club leadership and the mini clubs.
- Regular meetings between the TUSEME teachers and the club members.
- Regular meetings of TUSEME leadership and school management.
- Regular meetings between the TUSEME leadership and the community including the patron/matron.
- Documentation of all TUSEME activities through written reports, databases, videos, photographs, posters and other forms.
- Documentation of outcomes in terms of empowerment of girls academically through regular review of academic records.
- Observance and recording of the levels of girls' empowerment in such areas as speaking out, self-confidence, negotiation, decision making, leadership and other personal development skills.
- Any other activity as may be decided by the club membership.

A sample monitoring matrix is shown in the box below. The matrix facilitates the process by providing a concise framework for each objective (based on the objectives of the action plan, and other personal benchmarks set by the Tuseme Club). For each objective, there should be at least one major outcome and the activities necessary for achieving the outcome. The time frame indicates when the activities will take place, and the indicators are the standards for measuring achievement. Sources of information provide the details for verifying that the activities occurred and the indicators are met. Comments may include assumptions, challenges or other details.

Objectives should be **SMART:** ***Specific, Measurable, Achievable, Realistic and Time bound.*** There should be a clear line from activities to outcomes to objectives. Indicators should be few in number and relate directly to the objective or outcome.

Sample monitoring matrix ***

Objective	Expected outcomes	Activities	Time frame	Indicators	Sources of information	Comments
To reduce drop out due to pregnancy	Girls stay in school	Empowerment of girls and boys through TUSEME Workshops	Jan to Dec	No pregnancy cases reported	School attendance register	Girls are empowered to avoid pregnancy





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